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ECE 202- Professionalism & Advocacy- Karen Stafford- Part B- Spring 2024

*** Part B: Your Results DIRECTIONS 1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below.**

Students made prompted posts in the Reflection Forum each week and then interacted with one another in a conversational manner. Communication among students was open-minded, respectful and supportive. 8 students scored more than 80 of 88 possible points with 3 others scoring in the 70s with 1 in the 60s and 1 failing. Students effectively communicated personal Professional Statements of Commitment to ECE and the Advocacy in Action project with average scores of 28.4 of 30 and 26.4 of 30. Quiz score averages follow: Communication- 5.23/6, Child Abuse and Neglect- 5.77/6, Licensing Regulations- 4.77/5, and Advocacy- 4.85/5. Students described current issues and trends in ECE in Resource Collection and discussed various aspects of key issues in Reflection Forum posts. Students described advocacy roles and responsibilities relative to Ethical Situations when justifying potential solutions. On Advocacy in Action projects, student scores average 8.6/10 points for logical presentation and support of main ideas and 6.7/8 points for presenting information in a manner appropriate for their selected audiences.

*** Outcome #1**

Demonstrate effective, respectful communication strategies.

*** % of students who successfully achieved the outcome (C or above)**

92%

*** Outcome #2**

Describe current issues and trends that effect the early childhood profession.

*** % of students who successfully achieved the outcome (C or above)**

92%

*** Outcome #3**

Describe and discuss advocacy roles and responsibilities in early childhood education.

*** % of students who successfully achieved the outcome (C or above)**

85%

*** ANALYSIS 3. What contributed to student success and/or lack of success?**

9 of 13 students had multiple years of experience working in ECE prior to enrolling in college coursework so had foundational knowledge and first hand examples to draw upon when considering course content and completing assignments. 3 other students were highly reflective and had pertinent life experiences to draw upon. 2 students lacked the focus and maturity required to be successful.

*** 4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes.**

Students who completed the course evaluation survey indicated that they had achieved growth in knowledge and understanding relative to the identified outcomes. Students noted greatest growth in the ability to describe and discuss advocacy roles and responsibilities which is a more advanced topic. Students have likely had other courses devoted to effective, respectful communication strategies so that less growth for this outcome makes sense. Students developed a keener understanding of issues and trends in ECE as they have noted.

*** 5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A)**

Yes. Students who fully participated demonstrated increased understanding of their roles and responsibilities as ECE professionals and an ability to apply information from the Code of Ethical Conduct to solve ethical situations and advocate as needed.

*** 6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)?**

At this time, I do not note a need for course adjustments. Assignments are functioning as planned to promote knowledge and understanding and to assess achievement of objectives. Student comments on the evaluation survey and sent throughout the course express appreciation for the variety of formats used to present and make use of information.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?

None

*** 8. Describe the results of any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes.**

I began to award students 5 points for each interaction they initiated with me to ask questions, seek clarification, or express understanding of a week's content- up to a total of 40 points. I also began to require a Zoom meeting with each student near the start of the course. Many students expressed appreciation that these interactions were encouraged. Students have been more apt to reach out to ask questions and seek clarification since these changes were made.

9. Describe how you explain information about course outcomes and their relevance to your students.

At the beginning of the course Students are introduced to the NAEYC Professional Standards and Competencies which provide the framework for the ECE program at CGCC. Special attention is given to the competencies within Standard 6: Professionalism. Students address these competencies when writing their Statements of Professional Commitment. Outcomes are their connection to the Standards are clearly described in the course syllabus and, as appropriate, in individual sessions and assignments.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development" and/or "Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Evidence" (Critical Thinking) and/or "Identify Strategies" (Problem Solving). ILO #4: Cultural Awareness. The area that faculty is focusing on is: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

ILO #1- These areas are scored specifically on the Statement of Commitment and Advocacy in Action project with extensive feedback provided on draft Statements of Commitment.

ILO #2- Students report that Ethical Situation Analysis assignments are highly valuable in helping them consider situations from multiple perspectives.

ILO #4- Students have open-minded, supportive online conversations with students from different backgrounds.

ILO #5- Students complete advocacy projects related to contemporary issues and systems.