

Course Level Assessment

EDF 221 Administration of Early Childhood Education

February 7, 2008

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Approved by Learner Outcomes Team: April 4, 2008

The purpose of this report is to present the methodology and findings for the course level assessment of Administration of Early Childhood Education (EDF 221). Administration of Early Childhood Education serves as an introduction to early childhood education from an administrator position. Whereas other courses within the curriculum focus on the classroom teacher or practitioner, the learner outcomes of this course focus on programmatic issues. To assure that Administration of Early Childhood Education is meeting its intended purpose in the curriculum and that students are in fact achieving the defined course learning outcomes identified on the Master Course Record Form (See Attachment A), this course was selected for a course level assessment project to discern attainment of specified learning outcomes across multiple class sections.

Methodology

Administration of Early Childhood Education course outcomes were assessed for the first time in fall semester 2007. Administration of Early Childhood Education course outcomes will be assessed on a cyclical basis over three years beginning with the fall 2007 semester. Each year, a minimum of four course learning outcomes will be selected for evaluation. Dependent upon assessment findings, some outcomes will be assessed over multiple years to validate effectiveness of changes in curriculum or course materials. Exam questions addressing the target learning outcomes serve as indicators of student attainment of course learning outcomes. The minimum performance standard is set at 80%. At least 80% of the students completing the common indicators administered via the course examination will select the correct response. In the event that the minimum performance standard is not met, the unmet learning outcome will be targeted for further

monitoring. The results may also trigger an evaluation of course materials supporting the learning outcome, revision of course materials or further curriculum revision.

In the fall 2007 semester, four course learning outcomes were selected for assessment in Administration of Early Childhood Education. The target learning outcomes include:

- Outcome 1: Define quality curriculum
- Outcome 2: Describe the purposes of assessment
- Outcome 3: List the benefits of working with families
- Outcome 4: Describe the nature of planning and administering early childhood programs.

To assess these learning outcomes standard questions were administered to all students enrolled in Administration of Early Childhood Programs. All students enrolled in these sections completed the standard questions. Five students were included in this sample. The outcomes and corresponding indicators are listed in Figure 1. Results were compiled for each indicator denoting the percent of students selecting the correct response for each indicator. Findings from the data for each outcome are presented in the results section of this report.

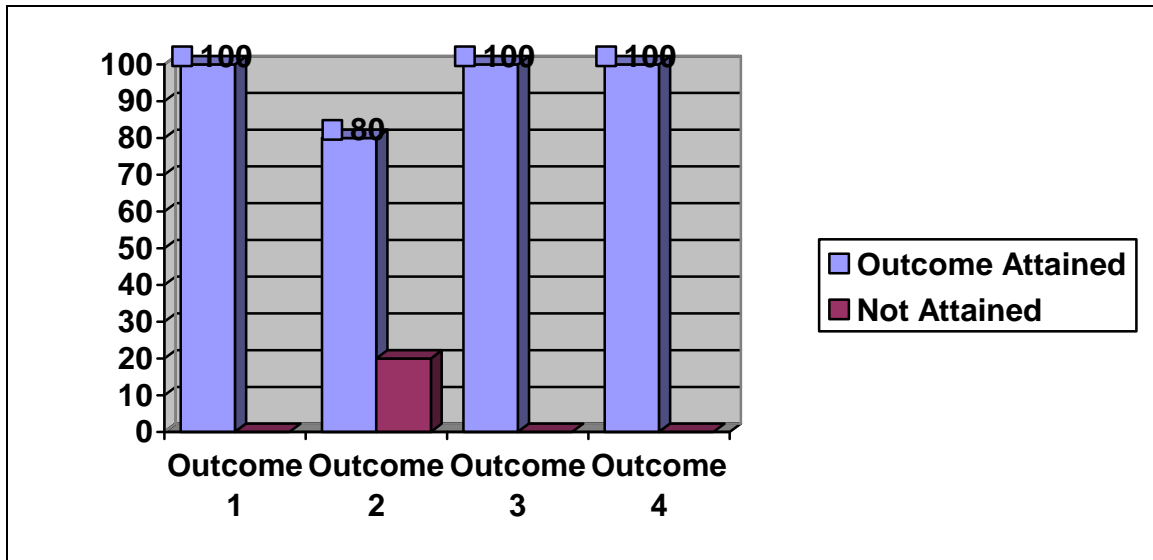
Learning Outcome	Indicator
Outcome 1: Define quality curriculum	<p>The term curriculum is best described as:</p> <ol style="list-style-type: none"> knowledge and skills required by the governing agency(e.g., state) Objectives selected for the program Skills that are to be developed in the program Teacher’s planned objectives and activities Ways of helping teachers think about children and organize each child’s experiences in the program setting
Outcome 2: Describe the purposes of assessment	<p>Assessment involves this (these) process(es)</p> <ol style="list-style-type: none"> Determining the need for assessment Gathering of qualitative and quantitative evidence Processing information Making professional judgments All of the above
Outcome 3: List the benefits of working with families	<p>Early childhood programs can benefit from parent involvement in the following ways</p> <ol style="list-style-type: none"> Enable programs to comply with regulatory agency guidelines Enable programs to achieve a better child-staff ratio Permits parents to explain program services to other parents and the community Aids parents in seeing their own children in more realistic ways All of the above
Outcome 4: Describe the nature of planning and administering early childhood programs.	<p>Regardless of program rationale, the following must be considered in planning</p> <ol style="list-style-type: none"> Staff Housing and equipment/materials Time Alternative and modified activities All of the above

Figure 1: Assessed Outcomes and Indicators

Results

Based on the existing data, all four learning outcomes were met at the minimum performance standard (See Table 1). One hundred percent (5) of the students successfully completed the identified indicator for Learning Outcome 1. Eighty percent (4) of the students successfully completed the identified indicator for Learning Outcome Two. One hundred percent (5) of the students successfully completed the identified

indicator for Learning Outcome Three. For Outcome Four, one hundred percent (5) of the students successfully completed the identified indicator.



Conclusion and Action Plan

In conclusion, this course level assessment of EDF 221 Administration of Early Childhood Programs finds that all four outcomes were met at the minimum performance standard of 80%. The participating faculty members have been made aware of the course level assessment and attainment of the outcomes for the classes they taught. Their continued input as to which outcomes to monitor will be utilized in future course level assessments.

The plan is to continue the pilot study of this course during fall semester 2008. The four outcomes and indicators will be assessed in all sections of Administration of Early Childhood Programs at the request of the instructor to provide a larger sample of student learning outcomes.

Attachment A: Master Course Record Form

**Eastern WV Community & Technical College
Master Course Record**

Course Prefix and Number: EDF 221
Course Title: Administration of Early Childhood Education
Recommended Transcript Title (if over 40 characters) Admin of Early Childhood Educ
Date Approved/Revised: June 27, 2005
Credit Hours: 3 Contact hours per week (Based on 15 week term): Lecture: 3 Lab:
Prerequisite: (Include any exam or placement scores) Corequisite: Pre/Corequisite:
Grading Mode: Letter
Catalog Description: Instruction and observation in various phases of early childhood education administration including: incorporation, licensing, finance, personnel, curriculum, physical plant, health and social services, parental involvement, and resources. Field trips are appropriate.
Course Outcomes: <ol style="list-style-type: none">1. Identify the factors that influence Early Childhood Programs.2. Describe the 13 types of Early Childhood Programs.3. Assess the needs of children at risk4. Describe the diversity of services provided by Early Childhood Programs.5. Describe the nature of planning and administering early childhood programs.6. Construct an overview of Curriculum Models.7. Describe the trends and issues in implementing and evaluating an Early Childhood Program.8. Describe the different procedures of evaluating a program.9. List the obstacles in developing program goals.10. Address the legal requirements through regulations.11. Describe the reasons for establishing policy and procedure12. Describe the characteristics of a viable policy and procedure.13. Describe ways of achieving quality through protective regulations.14. Describe the trends in staffing.15. Discuss the roles and qualifications of early childhood personnel.16. Construct a contract and term of employment form.17. Discuss creating a positive climate for the staff.18. Evaluate the importance of personnel records.19. Describe the importance of planning the physical environment.20. List the general criteria for learning centers.21. Discuss a brief history of playground design.22. List the types of playgrounds

23. Develop a room layout plan.
24. Prepare a program budget using sound fiscal management
25. List the different types of financing for early childhood programs.
26. Describe the costs of an early childhood program
27. Discuss the regulations governing the budget making and adoption process.
28. Define quality curriculum
29. Discuss the implementation of a quality curriculum
30. Design a program rationale for curriculum.
31. Define inclusion in curriculum
32. Identify children's nutrition problems/needs.
33. Develop a system for implementing nutrition education for children.
34. Discuss the child's health status.
35. Describe emergency preparedness
36. List the types of assessment from a historical perspective
37. Describe the purposes of assessment.
38. Describe the reasons for using standardized tests.
39. List the types of records.
40. Describe the state law on recording.
41. Describe the facilitating reporting through assessment data.
42. List the purposes for reporting.
43. List the types of parental involvement
44. Discuss the importance of communication between family and staff.
45. List the types of parent education and family resource and support programs.
46. List the benefits of working with families.
47. Analyze and compare the state licensing regulations to federal certification and accreditation standards.
48. Identify and distinguish between leaderships and manager styles and characteristics.

Implementation Cycle: Fall

Role in College Curriculum: (Check all that apply)

- General Education Core (Specify category)
- Technical Core (Specify Program) **Early Childhood Development**
- Restricted Elective (Specify Program)
- General Elective

Course Fee: None

Instructor's Qualifications: Masters degree with coursework in early childhood education or related experience.

Expanded Course Description (provides details regarding major course concepts, target audience, delivery format, etc)

Lectures, class discussions, field trips, and other methods with emphasis on class participation will be the main instructional procedures for this course.

Grades are based on an average of tests, plus any quizzes or assignments given during the semester; a semester project; journal reflections; and class participation.

Prepared by: Debra H. Backus June 27, 2005

Date Course Approved by LOT: Program approved October 2003

**Appendix B:
Summary of Outcomes, Indicators, Performance Standards and Results**

Course Level Assessment: Fall 2007 EDF 221 Administration of Early Childhood Programs				
Learning Outcome	Indicator	Percent of Correct Responses	Percent of Incorrect Responses	Performance Standard Met (80%)
Outcome 1: Define quality curriculum	The term curriculum is best described as: a. knowledge and skills required by the governing agency(e.g., state) b. Objectives selected for the program c. Skills that are to be developed in the program d. Teacher's planned objectives and activities e. Ways of helping teachers think about children and organize each child's experiences in the program setting	100% (5)	0%	Yes
Outcome 2: Describe the purposes of assessment	Assessment involves this (these) process(es) a. Determining the need for assessment b. Gathering of qualitative and quantitative evidence c. Processing information d. Making professional judgments e. All of the above	80% (4)	20% (1)	Yes
Outcome 3: List the benefits of working with families	Early childhood programs can benefit from parent involvement in the following ways a. Enable programs to comply with regulatory agency guidelines b. Enable programs to achieve a better child-staff ratio c. Permits parents to explain program services to other parents and the community d. Aids parents in seeing their own children in more realistic ways e. All of the above	100% (5)	0%	Yes
Outcome 4: Describe the nature of planning and administering early childhood programs.	Regardless of program rationale, the following must be considered in planning a. Staff b. Housing and equipment/materials c. Time d. Alternative and modified activities e. All of the above	100% (5)	0%	Yes

REVISED: February 25, 2008