

## Eastern West Virginia Community and Technical College COURSE ASSESSMENT REPORT

<b>Course Title and Number: EDF 221 Administration of Early Childhood Education</b>	<b>Academic Term and Year of Assessment Activity (Ex: Fall, 2010) Spring 2012</b>
<b>Report Submitted By: Amy M. Entwisle</b>	<b>Number of Students Assessed: 14</b>
<b>Date Report Submitted: August 1, 2012</b>	<b>Number of Sections Included: 1</b>
<b>Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.):</b> Web based	

<b>Course Role in the Curriculum</b>
<b>Provide a description of the role the course serves in the curriculum (i.e. general education requirement, program technical core, restricted elective, etc.). Note all as appropriate.</b>
Requirement for early childhood certification.

<b>Assessment Methods</b>
<b>Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.</b>
Midterm (fill in the blank, multiple choice), final (fill in the blank, multiple choice), weekly assignments (essay, research, discussions, plans for future curriculum and daycares).

<b>Assessment Results</b>										
<b>Provide a summary of results including tables/charts. Incorporate information from previous assessments as appropriate. Append additional pages if necessary. If appending, include notation in box to "See attached".</b>										
<table border="1" style="margin: 10px auto;"> <caption>Assessment Results Data</caption> <thead> <tr> <th>Outcome</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>100%</td> </tr> <tr> <td>2</td> <td>~93%</td> </tr> <tr> <td>3</td> <td>~93%</td> </tr> <tr> <td>4</td> <td>100%</td> </tr> </tbody> </table>	Outcome	Percentage	1	100%	2	~93%	3	~93%	4	100%
Outcome	Percentage									
1	100%									
2	~93%									
3	~93%									
4	100%									

<b>Course Level Assessment Summary of Outcomes, Indicators and Results</b> <b>Course Title and Number EDF 221 Administration of Early Childhood Education</b> <b>Number of students in assessment sample = 14</b> <b>Number of Sections in Assessment = 1</b> <b>Add additional rows to table if necessary</b>				
<b>Learning Outcomes (Insert learning outcomes assessed)</b>	<b>Indicator (Insert indicators used for each outcome: exam question, scoring rubric, etc. Be</b>	<b>Percent of Correct Responses</b>	<b>Percent of Incorrect Responses</b>	<b>Performance Standard Met (80%)*</b>

during this cycle)	specific)			(yes or no)
<p>Outcome 1: Describe the importance of planning the physical environment</p>	<p>What room shape is the easiest to arrange effectively?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. rectangular-shaped room that is slightly longer than it is wide</li> <li><input type="checkbox"/> 2. rectangular-shaped room that is wider than it is long</li> <li><input type="checkbox"/> 3. long and narrow</li> <li><input type="checkbox"/> 4. square (Final)</li> </ul>	<p>100%</p>	<p>0%</p>	<p>yes</p>
<p>Outcome 2: Describe the nature of planning and administering early childhood program.</p>	<p>React to the following scenario.</p> <p>Mrs. Johnson has been trained in "appropriate practices." She has always been a strong advocate of such practices. Recently, she wonders whether to continue these "good" practices because her stand on this issue will undoubtedly affect her income. As an owner of an accredited center, she has never had enrollment problems. However, the state has recently mandated a very academic kindergarten curriculum due to the high school "drop out" and "failure" rates. Kindergarten children are now supposed to enter kindergarten writing their names; recognizing shapes, colors, and all alphabet letters; et cetera. Families of Mrs. Johnson's children want her to prepare them for kindergarten.</p> <ul style="list-style-type: none"> <li>i. What alternatives does Mrs. Johnson have?</li> <li>ii. What would you do if you were Mrs. Johnson? Why?</li> <li>iii. Is there such a thing as being right or wrong in this situation?</li> <li>iv. Who should determine the curriculum--the board of directors, the families, or the next level of education?</li> </ul> <p>(weekly assignment with chapter 9)</p>	<p>92.9%</p>	<p>7.1%</p>	<p>yes</p>
<p>Outcome 3: Discuss the roles and qualification of early childhood personnel</p>	<p>React to the following scenario.</p> <ul style="list-style-type: none"> <li>a. Kristi was a new program volunteer in the Jack and Jill Preschool Center. Kristi was asked to "watch" a few days and then was given responsibilities of helping in the art and cooking centers. Seemingly all was going well, and the director was</li> </ul>	<p>92.9%</p>	<p>7.1%</p>	<p>yes</p>

	<p>pleased with Kristi's rapport with the children which resulted in the director hiring Kristi as a permanent employee.</p> <p>b. About a month after Kristi's employment, several experienced teachers complained to the director that Kristi was constantly criticizing them by saying such things as "the paint should be thicker" or "children should never be allowed to . . ." Although the director spoke to Kristi about the situation, it did not improve. Within a few weeks two teachers threatened to resign because Kristi had told several parents that she did a better job than some of the other teachers. At this point, the director knew she would need to take quick action.</p> <ul style="list-style-type: none"> <li>i. Could the director have prevented the situation from occurring? Is there a way to screen for direct and sometimes less than tactful people? Would some form of orientation have helped?</li> <li>ii. Could the experienced teachers have handled the situation in a professional way and thus possibly averted Kristi's remarks?</li> <li>iii. What alternatives do directors have in this case?</li> <li>iv. If you were a director, should your decisions ever be influenced by the person's ability or the needed adult-child ratio?</li> <li>v. What alternatives do directors have if this situation had involved two or more hired employees?</li> </ul> <p>(weekly assignment Chapter 5)</p>			
<p>Outcome 4: Address the legal requirements through regulations</p>	<p>The Family Educational Rights and Privacy Act provides that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. parents may not see official records</li> <li><input type="checkbox"/> 2. parents may not challenge some information in the records in a court hearing</li> </ul>	<p>100%</p>	<p>0%</p>	<p>yes</p>

	<p><input type="checkbox"/> 3. with some exceptions records cannot be released without written parental consent</p> <p><input type="checkbox"/> 4. children have access to most of their records at age 13</p> <p>(Final)</p> <p>Health and safety should be addressed in both the staff manual and family handbook. All EXCEPT these topics will be discussed:</p> <p><input type="checkbox"/> 1. physical exams required before enrollment or employment</p> <p><input type="checkbox"/> 2. suggested weight of teachers</p> <p><input type="checkbox"/> 3. procedures for administering medicine to children</p> <p><input type="checkbox"/> 4. procedures for responding to injuries or health emergencies (midterm)</p>			
--	--	--	--	--

<b>Conclusions and Action Plan</b>	
<p><b>Provide a brief summary of conclusions derived based on analysis of data. Identify action plan for improvement or maintaining current performance levels. Append additional pages if necessary. If appending, include notation in box to "See attached".</b></p>	
<p><b>This was the first time I have taught this class. I will change some of the weekly assignments to clarify directives. I also collected a few examples to share with future students to help students better understand the objective of the lesson.</b></p>	

<b>Effective Date for Changes or Curriculum Proposal Submission to LOT (if recommended)</b>	<b>Proposed Date for Reassessment</b>

<b>Assessment Committee Approval (To be posted by Assessment Committee Chair)</b>	<b>LOT Review (To be posted by Assessment Committee Chair)</b>
<b>Date: 9-4-12 (SB-G)</b>	<b>Date: 9-17-12 (SB-G)</b>