

# Assessment Details

Participating Area Early Childhood Care and Education BS Outcome Set

Cycle 2019-2020

Outcome	Method	Criteria for Success
Students will develop an awareness and appreciation of individual likeness and differences among children, families, and colleagues.	In ECED 4322, evaluate students' cultural experiences paper.	At least 80% of the students will receive a score in the "Meets Expectations" or "Exceeds Expectations" range on specific criteria—Description of families and communities; Critical analysis of preconceived notions; and Change of outlook on children and families.

## Summary of Results

Nine students were assessed in the course during the fall 2019 semester. On Criterion 2 Description of families and communities, 8 students (88%) received a score of Meets Expectations or Exceeds Expectations. On Criterion 3 Critical analysis of preconceived notions, 8 students (88%) received a score of Meets Expectations or Exceeds Expectations. On Criterion 4 Change of outlook on children and families, 4 students (44%) received a score of Meets Expectations or Exceeds Expectations.

## Use of Results

In 4322, criteria for success was met on two criteria. Data reveal that students are: 1) understanding diverse family and community characteristics; and 2) developing skills as critical thinkers. In their Cultural Experiences assignment, candidates are provided opportunities to examine and challenge their culturally biased assumptions of children and families from various ethnic and cultural groups. This process is requisite to becoming an anti-bias educator. Although 88% of students met these two criteria, revisions to the assignment and/or the assessment may need to be considered. Only 44% of students met the criteria for success on Change of outlook on children and families. One of the goals for students in this course is to "develop an awareness and appreciation of individual likeness and differences among children, families, and colleagues." For this criterion, students needed to discuss, in specific ways, how their outlook on culturally diverse children and families changed after visiting five diverse places throughout the local metropolitan area. For maximum points, they also needed to detail ways in which they planned to build a caring and accepting community of learners in their classroom. For this assignment, students could visit a variety of places, including cultural community centers, museums, or historic neighborhoods. With students visiting five different places, it does not necessarily afford them the opportunity to really learn much about any one ethnic or cultural group in great detail. The goal, however, was not to focus on one ethnic or cultural group, but rather to gain some exposure to a variety of cultures unfamiliar to them. Still, perhaps students did not gain enough insight during their visits to experience or fully articulate any meaningful changes in their outlook. If this is the case then the assignment could be revised to include a requirement to further research the ethnic or cultural groups visited. Students are encouraged to engage in dialogue with people at the different sites to gain additional information but this may not always be possible and the ability to do so may vary greatly from site to site. The instructors would really need to emphasize the importance of gathering as much information about the different groups as possible in order to be able to address any changes in the students' outlook. One could argue that there is always something to learn about others, but maybe some students did not actually experience any changes in their outlook of certain families and communities. It is important, however, that they address the question in great detail regardless of whether there was change or not. They should not simply overlook this section of their paper. Also, for the part where they needed to detail ways in which they planned to build a caring and accepting community of learners in their classroom, the instructors could provide more resources on classroom community so that students would have specific examples

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and references to help address this in their paper. We will assess this Outcome and any changes made to improve student performance in AY 2021.

Outcome	Method	Criteria for Success
Students will develop interpersonal and intrapersonal skills and demonstrate effective oral and written communication skills necessary for successful integration into the early childhood professional workforce.	In ECED 4320, evaluate students' oral presentation about the planning of their Family Night Play Workshop project.	At least 80% of the students will receive a score in the "Meets Expectations" or "Exceeds Expectations" range on specific criteria of the Family Night Play Workshop Project-presentation to the class.

#### Summary of Results

Nine students were assessed in the course during the fall 2019 semester. All nine students, or 100%, scored in the "Meets Expectations" or "Exceeds Expectations" range on the criteria Family Night Play Workshop Project- Family Night Workshop Presentation to Class.

#### Use of Results

The results provided some useful information for the program. In 4377, 100% of students exceeded the criteria. Data reveal that students are demonstrating effective oral and written communication skills necessary for successful integration into the early childhood professional workforce. ECED faculty value this crucial skill and will keep collecting this data in our assessment plan. With 100% of students exceeding the criteria in their oral presentations, revisions to the assessment in this course are not necessary. Additionally, the rubric used in this course is capturing the information faculty want so there is no need to change how we are collecting the data either especially since this is the end of our first year reporting on these outcomes. We will assess this Outcome, as written, in the AY 2021 assessment cycle.

Outcome	Method	Criteria for Success
Students will develop interpersonal and intrapersonal skills and demonstrate effective oral and written communication skills necessary for successful integration into the early childhood professional workforce.	In ECED 4320, evaluate students' ability to collaborate on a group project to plan and implement a Family Night Play workshop with families at a local early learning center.	At least 80% of the students will receive a score in the "Meets Expectations" or "Exceeds Expectations" range on specific criteria of the Family Night Play Workshop Project - Family Engagement Plan and Play Plans.

#### Summary of Results

Nine students were assessed in the course during the fall 2019 semester. All nine students, or 100%, scored in the "Meets Expectations" or "Exceeds Expectations" range on the criteria Family Night Play Workshop Project- Family Engagement Plan and Play Plans.

#### Use of Results

In 4320, 100% of students met the criteria. Data reveal that students are developing inter- and intra-personal skills necessary to integrate into the early childhood workforce ECED faculty value these crucial skills and will keep collecting this data in our assessment plan. With 100% of students meeting the criteria in their group projects, revisions to the assessments in this course are not necessary. Additionally, the rubrics used in this course are capturing the information faculty want so there is no need to change how we are collecting the data either. We will assess this Outcome, as written, in AY 2021.

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Outcome	Method	Criteria for Success
Students will engage in hands-on, practical experiences with young children leading to the knowledge, skills and dispositions necessary to meet the NAEYC Standards for Professional Preparation.	In ECED 4377, evaluate students' reflective journal of observations and experiences during their practicum in a childcare center, school, Head Start program, or other agency serving young children.	At least 80% of the students will receive "Meets Expectations" or "Exceeds Expectations" range on specific criteria of the Practicum Portfolio - Summative Reflection.

#### Summary of Results

Three students were assessed in the course during the summer 2020 semester. All three students, or 100%, scored in the "Exceeds Expectations" range on the criteria Summative Reflection.

#### Use of Results

The results provided some useful information for the program. In 4377, 100% of students exceeded the criteria. Data reveal that students are mastering the concept of reflective practice and are able to document and articulate their professional growth in the field of early childhood. ECED faculty value these crucial skills and will keep collecting this data in our assessment plan. With 100% of students exceeding the criteria, revisions to the assessment in this course are not necessary at this time. Additionally, the rubric used in this course is capturing the information faculty want so there is currently no need to change how we are collecting the data either. We will assess this Outcome, as written, in AY 2021.

Outcome	Method	Criteria for Success
Students will develop innovative skills necessary to promote best practices, advocacy, and ethical standards in the field of early childhood.	In ECED 4377, evaluate students' portfolio detailing their practicum project.	At least 80% of the students will receive a total score in the "Meets Expectations" or "Exceeds Expectations" the Practicum Portfolio.

#### Summary of Results

Three students were assessed in the course during the summer 2020 semester. All three students, or 100%, scored in the "Exceeds Expectations" range on the criteria Practicum Portfolio Project.

#### Use of Results

The results provided some useful information for the program. In 4377, 100% of students exceeded the criteria. Data reveal that students are developing leadership skills in the field of early childhood. ECED faculty value this crucial skill and will keep collecting this data in our assessment plan. With 100% of students exceeding the criteria, revisions to the assessment in this course are not necessary. Additionally, the rubric used in this course is capturing the information faculty want so there is no need to change how we are collecting the data either especially since this is the end of our first year reporting on these outcomes. We will assess this Outcome, as written, in the AY 2021 assessment cycle.

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Students will demonstrate an understanding of developmentally appropriate curriculum that is consistent with current early childhood pedagogy, content knowledge, and skills.

Method

In ECED 4307, evaluate students' ability to create, implement, and reflect on a developmentally appropriate lesson plan.

Criteria for Success

At least 80% of the students will receive a total score in the "Meets Expectations" or "Exceeds Expectations" range on their overall lesson plan and reflection.

Summary of Results

No data is available on this course because it was not offered during the time period of Fall 19-Summer 20.

Use of Results

Our BS courses are on a two-year rotation schedule. This course will be offered again in Spring 2021 and, thus, the data will be collected and reported during the 2021 assessment cycle.