



Calendar-Year Program Report



Program Title: EC Care & Management
Calendar Year: 2020

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COURSES AND OUTCOMES ASSESSED

ISLO #1: Communication

PLO #2: Understand the importance of establishing, maintaining, and supporting partnerships with families . . .

ECHD 404
ECHD 420
ECHD 301 (M)

ISLO #2: Critical Thinking

PLO #1: Acquire and apply management principles and business skills . . .

ECHD 340
ECHD 401
ECHD 420 (M)

ISLO #2: Critical Thinking

PLO #3: Develop curriculum activities and create learning environments . . .

ECHD 125
ECHD 302
ECHD 401 (M)

ISLO 2: Critical Thinking

PLO 4: Apply skills of program and curriculum planning . . .

ECHD 201
ECHD 250
ECHD 409 (M)

AGGREGATE REPORT

Assessment Results - AACU VALUE Rubric for ISLO 1 – PSLO 2						
<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Measures</u>	<u>Outcome</u>	<u>Semester</u>	
ECHD	404	1	1	Met	Fall	
ECHD	420			Missing		
ECHD	301(M)	1	1	Met	Spring	
<u>Program Title Courses - Overall Findings for PSLO 2</u>						
Total Sections Selected for Assessment				2		
Total Sections Assessed				2		
% Sections Meeting or Exceeding Target (of those assessed)				100%		
<u>Recommendations, Reflections, and Notes:</u>						
Appended.						

Assessment Results - AACU VALUE Rubric for ISLO 2 - PSLO 1						
<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Measures</u>	<u>Outcome</u>	<u>Semester</u>	
ECHD	340	1	1	Not Met	Fall	
ECHD	401			Missing		
ECHD	420(M)			Missing		
<u>Program Title Courses - Overall Findings for PSLO 4</u>						
Total Sections Selected for Assessment				2		
Total Sections Assessed				1		
% Sections Meeting or Exceeding Target (of those assessed)				0%		
<u>Recommendations, Reflections, and Notes:</u>						
Appended.						

Assessment Results - AACU VALUE Rubric for ISLO 2 - PSLO 3						
<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Measures</u>	<u>Outcome</u>	<u>Semester</u>	
ECHD	125	1	1	Met	Fall	
ECHD	302			Missing		
ECHD	401(M)			Missing		
<u>Program Title Courses - Overall Findings for PSLO 3</u>						
Total Sections Selected for Assessment				1		
Total Sections Assessed				1		
% Sections Meeting or Exceeding Target (of those assessed)				100%		
<u>Recommendations, Reflections, and Notes:</u>						
Appended.						

Assessment Results - AACU VALUE Rubric for ISLO 2 - PSLO 4						
<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Measures</u>	<u>Outcome</u>	<u>Semester</u>	
ECHD	201	1	1	Met	Spring	
ECHD	250	1	1	Exceeded	Fall	
ECHD	409(M)			Missing		
<u>Program Title Courses - Overall Findings for PSLO 4</u>						
Total Sections Selected for Assessment				2		
Total Sections Assessed				2		
% Sections Meeting or Exceeding Target (of those assessed)				100%		
<u>Recommendations, Reflections, and Notes:</u>						
Appended.						

DISCUSSION OF RESULTS

Directions: This portion of the document is designed to provide context for results, to discuss individual instructors' input on whether or not the methods they are using are effective.

Some questions to consider: is the assessment process for the outcome you're assessing sufficiently robust?

Are enough sections of the course being assessed to represent an accurate portrayal of program success?

If the targets have been met, might they be raised in the future?

If targets are consistently exceeded, might the assignment be made more demanding to challenge students effectively?

DATA-DRIVEN DECISIONS

Directions: What will you change as a result of the data?

If targets are not met: best practices suggest we make changes to course content, rubrics, or the assessment process, and spend the next cycle year reviewing the courses for which we didn't meet targets *in addition to* the PSLOs up for that cycle year. If there are problems, we want to catch them quickly. So, if targets are not met, what will be changed, and what is the timeline for addressing the issue?

If targets are met: Many people are under the impression that as long as targets are met, then there is no need to make changes. As evidenced in the directions in the previous section, we can still make changes. Perhaps a new target would be appropriate? Perhaps the assignment should be more challenging for students? Perhaps a more robust measurement of the PSLO or ISLO could be made?

RESOURCE ALLOCATION REQUESTS

RESOURCE ALLOCATION REQUEST FORM

Guidelines for Request:

1. Please ensure the request is linked to learning outcomes (course, program, and/or institutional)
2. Complete this form and send it to your academic dean for review and potential consideration at Provost's Cabinet.

PROPOSAL INFORMATION:

Applicant's Name: _____

Program Title: _____

- a. Please describe the request (what is the problem that the request is trying to solve?)
- b. Describe and or list the resource(s) you hope to acquire as a result of this request. (For instance, are you looking for course materials, additional instructors, etc.? What is the problem that this request is trying to solve?)
- c. How is the request linked to learning outcomes assessment?
- d. Please include any data that will help support this request (learning outcomes data)
- e. Describe briefly your follow-up assessment (currently we assess on a three-year cycle, but learning outcomes that are addressed with resource allocation should be assessed again as soon as possible to determine the viability and sustainability of resource allocation)
- f. Please include any alternative sources of funding you have considered for this initiative (grants, different pools of money on campus, etc.)
- g. Approximately how many students do you anticipate will be served by this request each Academic year?
- h. Total Amount Requested: _____

SUGGESTIONS FOR IMPROVING THE ASSESSMENT PROCESS

Directions: some proposed areas of improvement might include: collection of data, distribution of data, what kinds of data is included/omitted, timelines, when or how work is completed, delegation of responsibilities, etc.

APPENDIX A: QUALITATIVE AND CONTEXTUAL INFORMATION FROM TASKSTREAM

ECHD 404

In general writing for our students continues to be a concern, providing our students with the tools necessary to be effective writers should be a priority for the college. Many students are coming to us with out anything in their toolbox.

Take a closer look at the alignment of Course SLO's to ISLO's. This course has been identified in program assessment maps as the competency or mastery checkpoint for Communication Written, I would like to revisit that.

ECHD 301

Create an EC Critical Thinking Rubric and Communication Rubric to replace the AACU Rubric. The EC Critical Thinking and Communication Rubric would be similar to the ISLO 5 Rubric using the NAEYC Professional Standards as a guide.

Take a closer look at the alignment of Course SLO's to ISLO's. This course has been identified in program assessment maps as the competency or mastery checkpoint for Communication Written and Critical Thinking,

ECHD 340

Recommendations:

1. Provide examples of Center Program Policies regarding Late-Pick Up.
2. Share sample administration messages; asses in class as part of lecture the approach and impact of such correspondences.
3. Create a Discussion Board to share reflections and thoughts, perspectives on developing parent-friendly administrative messages.

Reflections/Notes:

1. I offered much feedback following the assignment - which perhaps should be shared prior using the recommendations above.
2. Consider draft versions of the Program Policy to allow for student revision and resubmission.
3. Require students research a minimum # of Center Late Pick-Up Policies and require each be included as references.