

**Early Childhood Program
School of Business and Liberal Arts
Fall 2016
Assessment Report**



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ECHD Program Learning Outcomes

PLO	Defined
1	Apply the systems approach to studying and understanding children in the context of the family, community, society, and environment and culture in which the child lives.
2	Identify, create and implement developmentally appropriate learning activities related to pre-k standards.
3	Understand the sequence of typical milestones of development for children birth- 3 years in all developmental domains: cognitive, fine motor, gross motor, language/communication, social/emotional, and self-help.
4	Understand the significance of the caregiver-family relationship and outline specific concerns and strategies for involving families meaningfully in the care of their young child.
5	Evaluate and demonstrate various methods of developmental assessments pertaining to the whole-child; including the physical, social, emotional, cognitive, and language development of the pre- school child.
6	Develop and demonstrate the knowledge, skills, and attitudes necessary to be an effective teacher/caregiver in an early childhood program.
7	Discuss and demonstrate differences in curriculum for infants, toddlers, preschoolers and children in the early primary levels.
8	Apply principles of developmentally appropriate curriculum design that is culturally sensitive and appropriate to the philosophy of the fieldwork setting. Curriculum will relate to the physical environment, material selection, activity planning, and child guidance.
9	Identify and apply ways to advocate on behalf of children and families with the context of the personal and professional experience they bring to the course as a result of their study and personal/professional experience.

Outcomes [PLO] Assessed in Fall 2016 Courses:

PLO	Courses	Defined
1	ECHD 101 ECHD 250	Apply the systems approach to studying and understanding children in the context of the family, community, society, and environment and culture in which the child lives.
2	ECHD 125 ECHD 201	Identify, create and implement developmentally appropriate learning activities related to pre-k standards.
3	ECHD 101 ECHD 125	Understand the sequence of typical milestones of development for children birth- 3 years in all developmental domains: cognitive, fine motor, gross motor, language/communication, social/emotional, and self-help.
4	ECHD 250	Understand the significance of the caregiver-family relationship and outline specific concerns and strategies for involving families meaningfully in the care of their young child.
5	ECHD 101 ECHD 250	Evaluate and demonstrate various methods of developmental assessments pertaining to the whole-child; including the physical, social, emotional, cognitive, and language development of the pre-school child.
6	ECHD 101 ECHD 201 ECHD 250	Develop and demonstrate the knowledge, skills, and attitudes necessary to be an effective teacher/caregiver in an early childhood program.
7	ECHD 125 ECHD 201	Discuss and demonstrate differences in curriculum for infants, toddlers, preschoolers and children in the early primary levels.
8	ECHD 101 ECHD 201	Apply principles of developmentally appropriate curriculum design that is culturally sensitive and appropriate to the philosophy of the fieldwork setting. Curriculum will relate to the physical environment, material selection, activity planning, and child guidance.
9	ECHD 101 ECHD 201 ECHD 250	Identify and apply ways to advocate on behalf of children and families with the context of the personal and professional experience they bring to the course as a result of their study and personal/professional experience.

How was the assessment accomplished?

Measurement Strategy:

- AACU Rubrics [Oral/Written Communication and Critical Thinking]
- Quiz, Mid-Term, Final Exams [iSLO and SLO]

Sample Size:

89 students

[total enrollment all ECHD fall 2016 courses]

ECHD 101	25
ECHD 101-OL	16
ECHD 125	16
ECHD 201	15
ECHD 250	17

Assessments Utilized:



- Quiz
- Mid-Term and Final
- Written Assignments
- Discussion Board
- Written Lesson and Activity Plans
- Individual and Group In-Class Oral Presentations
- AACU Rubric [Oral, Written Communication and Critical Thinking]
- Cumulative Research Project
- Cumulative Poster / Oral Presentation



PLO Assessment Findings

PLO 1: Apply the systems approach to studying and understanding children in the context of the family, community, society, and environment and culture in which the child lives.

Results	Measures	Not Met	%	Met	%	Exceeded	%
All Courses	31	13	42	17	55	1	3
ECHD 101	30	12	40	17	57	1	3
ECHD 250	1	1	100	-	-	-	-

PLO 2: Identify, create, and implement developmentally appropriate learning activities related to pre-k standards.

Results	Measures	Not Met	%	Met	%	Exceeded	%
All Courses	16	3	19	11	69	2	13
ECHD 125	15	2	13	11	73	2	13
ECHD 201	1	1	100	-	-	-	-

PLO 3: Understand the sequence of typical milestones of development for children birth – 3 years in all developmental domains: cognitive, fine motor, gross motor, language/communication, social/emotional, and self-help.

Results	Measures	Not Met	%	Met	%	Exceeded	%
All Courses	45	14	31	28	62	3	7
ECHD 101	30	12	40	17	57	1	3
ECHD 125	15	2	13	11	76	2	13

PLO 4: Understand the significance of the caregiver-family relationship and outline specific concerns and strategies for involving families meaningfully in the care of their young child.

Results	Measures	Not Met	%	Met	%	Exceeded	%
All Courses	1	1	100	-	-	-	-
ECHD 250	1	1	100	-	-	-	-

PLO 5: Evaluate and demonstrate various methods of developmental assessments pertaining to the whole-child; including the physical, social, emotional, cognitive, and language development of the preschool child.

Results	Measures	Not Met	%	Met	%	Exceeded	%
All Courses	31	13	42	17	55	1	3
ECHD 101	30	12	40	17	57	1	3
ECHD 250	1	1	100	-	-	-	-

PLO 6: Develop and demonstrate the knowledge, skills, and attitudes necessary to be an effective teacher /caregiver in an early childhood program.

Results	Measures	Not Met	%	Met	%	Exceeded	%
All Courses	32	14	44	17	53	1	100
ECHD 125	30	12	40	17	57	1	3
ECHD 201	1	1	100	-	-	-	-
ECHD 250	1	1	100	-	-	-	-

PLO 7: Discuss and demonstrate differences in curriculum for infants, toddlers, preschoolers, and children in the primary levels.

Results	Measures	Not Met	%	Met	%	Exceeded	%
All Courses	16	3	19	11	69	2	13
ECHD 125	15	2	13	11	73	2	13
ECHD 201	1	1	100	-	-	-	-

PLO 8: Apply principles of developmentally appropriate curriculum design that is culturally sensitive and appropriate to the philosophy of the fieldwork setting. Curriculum will relate to the physical environment, material selection, activity planning, and child guidance.

Results	Measures	Not Met	%	Met	%	Exceeded	%
All Courses	31	13	42	17	55	1	3
ECHD 101	30	12	40	17	57	1	3
ECHD 201	1	1	100	-	-	-	-

PLO 9: Identify and apply ways to advocate on behalf of children and families within the context of the personal and professional experience they bring to the course as a result of ECHD study and personal/professional experiences.

Results	Measures	Not Met	%	Met	%	Exceeded	%
All Courses	18	7	39	10	56	1	6
ECHD 101	16	5	31	10	63	1	6
ECHD 201	1	1	100	-	-	-	-
ECHD 250	1	1	100	-	-	-	-

PLO Summary



PLO	Total Measures	Measures Not Met	Measures Met	Measures Exceeded	*Identified as Needing Improvement
	31	13 or 42%	17 or 55%		
	16	3 or 19%	11 or 69%	2	
	45	14 or 31%	28 or 62%		
	1	1 or 100%	-	-	
	31	13 or 42%	17 or 55%	1	
	32	14 or 44%	17 or 53%		
	16	3 or 19%	11 or 69%	2	
	31	13 or 42%	17 or 55%	1	x



Course Outcome Assessment Findings

ECHD 101 Introduction to Early Childhood, M. Maiocco

ECHD 125 Curriculum Development, M. Maiocco

ECHD 101: Introduction to Early Childhood: On Campus		<i>Maiocco</i>	
Course iSLO's	Target / Measure Utilized	Actual %	Outcome
Critical Thinking	80% or higher Whole Child Quiz	74.12	Not Met
Critical Thinking	80% or higher Language Dev. Quiz	87.16	Met
Critical Thinking	80% or higher Physical Dev. Quiz	87.92	Met
Critical Thinking	80% or higher Social/Emo. Dev. Quiz	87.24	Met
Critical Thinking	80% or higher Cognitive Dev. Quiz	80.04	Met
Critical Thinking Communication-Oral	80% or higher Whole-Child Group Presentations	78.20	Not Met
Critical Thinking	75% or higher Historian Res.Paper	77.98	Met
Critical Thinking	80% or higher Historian Quiz	76.92	Not Met
Communication	80% or higher Historian Presentations	91.80	Met
Critical Thinking	75% or higher EC Program Assessment	85.30	Met
Critical Thinking	80% or higher ECE Programs Quiz	87.92	Met
Critical Thinking Communication-Written	80% or higher Final Exam	82.62	Met

ECHD 101: Introduction to Early Childhood: On-Line		<i>Maiocco</i>	
Course iSLO's	Target / Measure Utilized	Actual %	Outcome
Critical Thinking	80% or higher Whole Child Vocab. Quiz	89.56	Met
Critical Thinking	80% or higher Language Dev. Quiz	51.88	Not Met
Critical Thinking	80% or higher Physical Dev. Quiz	69.67	Not Met
Critical Thinking	80% or higher Social/Emo. Dev. Quiz	75.94	Not Met
Critical Thinking	80% or higher Cognitive Dev. Quiz	69.94	Not Met
Critical Thinking Communication-Written	80% or higher Whole-Child Project	85.70	Met
Critical Thinking Communication-Written	75% or higher Historian Research Paper	77.53	Met
Critical Thinking	80% or higher Historian Quiz	70.00	Not Met
Critical Thinking	80% or higher MI Theory Paper	87.383	Met
Critical Thinking	75% or higher EC Program Paper	85.31	Met
Critical Thinking	80% or higher ECE Programs Quiz	64.06	Not Met
Critical Thinking	80% or higher Final Exam	76.93	Not Met

ECHD 101 On-Line Outcomes [Average] by Assignment

Maiocco

Week	Weekly Discussion Board	Weekly Writing Assignment	Weekly Quiz
1	82.50	n/a	89.56
2	86.56	77.53	93.24
3	85.31	74.22	64.06
4	90.94	78.00	85.94
5	83.44	87.38	70.00
6	84.69	62.41	65.00
7	81.35	77.92	67.19
8	84.38	n/a	69.67
9	74.13	76.41	69.94
10	87.38	n/a	51.58
11	66.88	92.03	75.94
12	71.94	73.84	54.66
13	80.63	86.48	66.00
14	80.31	n/a	82.14
15	Final Exam/Project	Final Exam/Project	Final Exam/Project
	<u>Weekly DB</u>	<u>Weekly Writing</u>	<u>Weekly Quiz</u>
CLASS AVERAGE	81.46%	78.62%	71.78%

Course Weighted Total Average = 78.35% / C+

ECHD 101 On-Line Outcomes / Notes

Maiocco

Final Project: 85.70

Final Exam: 76.93

Course Weighted Total Average = 78.35% / C+

Notes:

- 1 student remained enrolled in course but did not submit any work (DB, Weekly Quizzes, Assignments - from 4th week on, despite MTS warnings and dismissal from course. These grades of 0 impacted the overall class averages in all areas.
- Weekly writing assignments involved website / video viewing and exploration. The supplemental instructor PPT and textbook publisher PPT perhaps contributed to the overall success of the overall % for weekly writing assignments.
- DB also involved exploring a website or viewing a short video, and responding by an initial posting based on a thought-provoking question (supported with an example), and 2 responses to peer DB postings.
- Except for weeks 1 and 2; all quizzes were generated via the textbook publisher test bank and consisted of 15-20 combination t/f, multiple choice, fill-in, or matching questions. Students were allowed 1 attempt and quizzes were timed at 45 minutes each – auto submit

ECHD 125: Curriculum Development		Maiocco	
Course iSLO's	Target / Measure Utilized	Actual %	Outcome
Critical Thinking	80% or higher on Final Exam	92.38	Met
Critical Thinking	80% or higher on DAP Assignment	88.75	Met
Critical Thinking	80% or higher on Ind. Lesson Presentation		
Communication		84.88	Met
		83.19	Met
		93.13	Met
		82.38	Met
		88.13	Met
		72.50	Not Met
		79.06	Not Met
		87.38	Met
		82.81	Met
	80% or higher Soc. Studies Lesson Plan	85.19	Met
Critical Thinking	80% or higher 10 Lesson Plans combined	85.73	Met
AACU Oral Communication Value Rubric	85% of students score 15 of 20 possible points on AACU Rubric*	93% of Students; Average Grade: 89.81%	Met
*AACU results, next slide	Cumulative Oral Poster Presentation		Met

SLO Course - iSLO Assessment: Communication and Critical Thinking

ECHD 101: Introduction to Early Childhood	Maiocco
Course SLO	Institutional SLO
a. Describe and apply the basic stages of growth and development of children from birth to 5 years.	1-Communication 2-Crit. Thinking
a. Discuss major developmental theorists and theories applicable to the young child and the history of early care and education.	1-Communication 2-Crit. Thinking
a. Apply the systems approach to studying and understanding children in the context of the family, community, society, environment and culture in which the child lives.	2-Crit. Thinking
a. Describe and apply key elements of developmentally appropriate practice, the importance of play-based environments, and intentional and purposeful teaching in early care and education.	1-Communication 2-Crit. Thinking



AACU Oral Communication Value Rubric Assessment Results

ECHD 125 Curriculum Development, M. Maiocco
ECHD 201 Student Teaching Experience I, C. Martin

AACU Assessment: Fall 2016

Course	AACU Value Rubric Oral Communication	AACU Value Rubric Written Communication	AACU Value Rubric Critical Thinking
ECHD 250 Children with Special Needs			Disability Research Project

Results: Office of Institutional Effectiveness

Assessment Results - AACU VALUE Rubric for Communication (Written or Oral)

<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Outcome</u>	
ECHD	125	1	Met	
ECHD	201	1	Not Met	



Early Childhood Courses - Overall Findings for Communication

Total Sections Selected for Assessment	2
Total Sections Assessed	2
% Sections Meeting or Exceeding Target (of those assessed)	50%

Recommendations, Reflections, and Notes:

Add mock rehearsal, add additional instruction on general presentation skills
Require students to submit a practice video of their presentation

Assessment Results - AACU VALUE Rubric for Critical Thinking

<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Outcome</u>	
ECHD	250	1	Not Met	

Early Childhood Courses - Overall Findings for Critical Thinking

Total Sections Selected for Assessment	1
Total Sections Assessed	1
% Sections Meeting or Exceeding Target (of those assessed)	0%

Recommendations, Reflections, and Notes:

Require students to complete an outline, use the writing center, and submit written notes from their articles, use the library to assist students in locating sources.

ECHD 125: AACU Details / Description:

Maiocco

Assessed using AACU Oral Communication Value Rubric.

Students will present a cumulative project at the end of the semester to demonstrate their understanding of the process for developing curriculum for children from birth to age five. Students will present, in binder form, 10 formal lesson plans based on a central theme and specific focus areas. Students will display their chosen theme and present 1 featured lesson plan[activity] following a poster presentation rubric. Students will participate in a semester-end poster presentation that must demonstrate their understanding of:

1. The process of developing developmentally age appropriate curriculum in early childhood.
2. The importance and value of creating detailed lesson plans.
3. Knowledge of Head Start Early Learning Framework Outcomes and how such standards ensure curriculum meets the appropriate ages and developmental stages for children from birth – age five.

Target: 85% of students will score at least 15 out of 20 possible points on the AACU Oral Communication Value Rubric

RESULTS: **Target: Met** [93% of students met the projected target]

ECHD 125 AACU Outcome

Maiocco

Assessment Tool: AACU Oral Communication Rubric

Target: 85% of students will score at least 15 out of 20 possible points on the AACU Oral Communication Value Rubric

RESULTS: **Target: Met** 93% of students met the projected target
Avg. 15.84 of 20 possible points [or 3.10 of 4.0]

<u>Assignment:</u> Cumulative Curriculum Development Project / Poster Presentation	Capstone 4 90-100%	Milestones 3 80 – 89%2 70 – 79%		Benchmark 1 below 70%
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AACU Criteria				
ORGANIZATION	11	4	1	0
LANGUAGE	11	4	1	0
DELIVERY	11	4	1	0
SUPPORTING MATERIAL	11	4	1	0
CENTRAL MESSAGE	11	4	1	0
Average 93% of students met projected target; 15.84/20 points				

ECHD 125 AACU Outcome

Maiocco

Target: 85% of students will score at least 15 out of 20 possible points on the AACU Oral Communication Value Rubric

RESULTS: **Target: Met** [93% of students met the projected target]

Student 1	95			
Student 2	90			
Student 3			76	
Student 4	91			
Student 5	95			
Student 6		82		
Student 7	95			
Student 8		86		
Student 9	94			
Student 10	92			
Student 11	95			
Student 12	92			
Student 13	94			
Student 14		84		
Student 15	90			
Student 16		86		
Average Grade : 89.81%				

ECHD 201: AACU Details / Description:

Martin

Assessed using AACU Oral Communication Value Rubric.

Students will examine, compare, and acquire knowledge about an early childhood program through engagement and observation. Students will create and present, in-class, a PowerPoint, following a rubric that demonstrates:

1. Knowledge of the EC Program [philosophy, demographics, community]
2. Mentor Teacher career/education, support staff
3. Discipline, Management, Health & Safety Policies
4. Family Communication
5. Curriculum, Instructional Materials
6. Daily Schedule
7. Documentation of 1 observed experience and 1 involved experience
8. Unique Feature

Target: Average class rating of 3.0 of 4.0 possible score on the AACU Oral Communication Rubric

Results: **Target: Not Met** [Average: 2.66 / 15 Students]

ECHD 201 AACU Outcome

Martin

Assessment Tool: AACU Oral Communication Rubric

Target: Average class rating of 3.0 of 4.0 possible score

Results: **Target: Not Met** [Average: 2.66 / 15 Students]

AACU Criteria/Avg. Score				
ORGANIZATION: 2.53	0	8 students	7	0
LANGUAGE: 2.33	0	5	10	0
DELIVERY: 2.66	2	6	6	1
SUPPORTING MATERIAL: 2.66	0	10	5	0
CENTRAL MESSAGE: 3.06	2	12	1	0
Average Score: 2.66				



AACU Critical Thinking Value Rubric Assessment Results

ECHD 250 Children with Special Needs, C. Martin

ECHD 250: AACU Details / Description:

Martin

Assessed using AACU Critical Thinking Value Rubric.

Students will complete a final project requiring research, analysis, and evaluation of key course concepts. Students will demonstrate knowledge gained by:

Researching a disability utilizing professional journal articles and synthesizing this information in a written paper that describes, in detail:

1. The disability [facts, characteristics, etc.]
2. Family support and resources for assistance
3. Curriculum [best model] and instructional strategies
4. Learning environment [adaptations needed]
5. Assessment [documentation, progress, observations]
6. Transition Plan
7. Conclusion and APA References

Target: Average class rating of 3.0 of 4.0 possible score on the AACU Critical Thinking Rubric

Results: Target: Not Met [Average: 2.66 / 17 Students]

ECHD 250 AACU Outcome

Martin

Assessment Tool: AACU Critical Thinking Rubric

Target: Average class rating of 3.0 of 4.0 possible score

Results: **Target: Not Met** [Average: 2.66 / 17 Students]

<div>_____</div> <div>_____</div> <div>_____</div>				
AACU Criteria/Avg. Score				
EXPLANATION OF ISSUES: 2.58	0	12	3	2
EVIDENCE: 2.17	0	7	7	3
INFLUENCE OF CONTEXT AND ASSUMPTIONS: 2.35	0	8	7	2
STUDENT'S POSITION: 2.41	0	10	4	3
CONCLUSIONS AND RELATED OUTCOMES: 2.86	0	12	2	3
Average Score: 2.66				



Data Driven Decisions
How will the ECHD Program
“Close the Loop”

Results: Course SLO and iSLO Action Plan



Courses: ECHD 101 , ECHD 125, ECHD 201 ECHD 250	Action [summary] Refer to Taskstream for detailed Actions based on Outcomes
<i>Outcome Identified [problem]</i>	<i>Action to Be Taken [possible solution]</i>
Quiz Grades [ECHD 101] [ECHD 250]	<ul style="list-style-type: none"> • Emphasize need for obtaining required course materials; specifically textbooks • Research alternative online textbook options • Recommend participation in Smart Steps workshops; offer study groups, peer tutoring initiative • Recommend online students receive training for utilizing PPT, Microsoft Word, pdf, and drop box submissions. Identify this need early on by creating a brief “how to” and mini-orientation focusing on these skills • Continue use of in-class fill-in study guides and create these tools for online section • Continue to Utilize Classroom Response System for skill & drill instruction, improved classroom engagement
Papers [ECHD 101] [ECHD 250]	<ul style="list-style-type: none"> • Require outlines / proposals, and draft submissions for all papers – ECHD 101, ECHD 250 • Require student use of Writing Center • Additional in class planning time for cumulative group presentation; decrease # of students per group (from 4 to 2) – ECHD 101 on campus section
Lesson Plans [ECHD 125]	<ul style="list-style-type: none"> • Offer study sessions for assistance with formulating Objective Statements
Reputable Resources [ECHD 250] [ECHD 201]	<ul style="list-style-type: none"> • Utilize Southworth Library Commons to assist students with how to locate appropriate scholarly articles • Require students to submit written notes from articles and formulate research outlines for papers • Provide exemplary samples of papers and PPT Spotlight Presentations
AACU Rubric(s) Communication Critical Thinking	<ul style="list-style-type: none"> • Become more familiar with the AACU Value Rubrics • Examine AACU Capstone and Milestone benchmark for 100 and 200 level courses and student skill set relevant to an Associate of Science Degree Program • Create ECHD AACU Rubrics to allow consistency across the ECHD curriculum • Attend, if offered, AACU Value Rubric training, workshops, etc. • Review course level SLO’s to ensure proper alignment to iSLO’s

ECHD Program Resources: Utilized and Requested

<u>Faculty Support</u>	<u>Budgetary Need</u>
Designate Assessment Meeting time bi-weekly to examine appropriate measures, follow-up on action plans, etc.	No
Review / revise as warranted curriculum, PLO's, Course SLO's, and iSLO's	No
Develop, as warranted, new courses or revise existing to meet PLO, Course SLO's, and iSLO's	No
Seek professional development opportunities on campus to assist with assessment	No
Participation in NAEYC Annual Conference or NYSAEYC Conference	\$5,000.00 Total [\$2,000 - \$2,500 per faculty]
<u>Student Support & Classroom Instruction</u>	<u>Budgetary Need</u>
Continued access and utilization of SBLA laptops for research	No
<i>Total Budget Request</i>	<i>\$5.000.00</i>

Overall Assessment Reflections

The process of examining, in full, program outcomes and course learning objectives was extremely valuable in the Fall 2015 assessment.

For Fall 2016, with a focus on selected iSLO's only, the course level assessment was lacking. Past course SLO assessment was critical and useful to faculty and instruction in fall 2015.

Utilizing the AACU Value Rubric has been frustrating; as the mastery and competency skills are not consistent with 100 introductory courses.

This assessment has required ECHD faculty to think critically about learning outcomes and the mechanisms for which we assess such learning activities, and the relevance (or non-relevance) of course outcomes to the overall course iSLO's, and program goals. However, , overall it was not as detailed or meaningful as the past 2015 assessment cycle The AACU limited faculty activity in course level assessment and evaluation, resulting in minimal useful results and reflection.

*Maureen Maiocco & Christina Martin
Jan. 19, 2017*

Overall Assessment Recommendations

1. Faculty Professional Development

Provide formal workshops, seminars, a full-day conference to assist with assessment process, best practices, working with AACU Value Rubrics, developing rubrics, formulating PLO, SLO, measures, target, etc. If offered, ensure distance faculty can participate (via Skype, video recording).

2. Assessment Coordinator – Full Time

Consider a Full-Time Point Person / Campus Resource [Assessment Coordinator]

3. Clear, Well-Defined Expectations & Compensation:

Clear expectations for faculty obligations regarding Academic Assessment. Specify the responsibilities, and examine if the timing for completing such assessment tasks falls within the period of obligation; specifically for adjuncts.

4. Compensation

Explore increasing adjunct compensation due to an increase in the job responsibilities and expectations, for assessment tasks.

5. Consider the start and end times of fall and winter term.

Ex: Fall 2016 semester ended Dec. 16, final grades were due Dec. 19, and the Winter 2016 term began Dec. 21. This leaves minimal time for faculty who are teaching in fall and winter term time to complete assessment tasks.

6. On-Going Schedule to alleviate end-of-semester Assessment Workload

Perhaps a semester schedule can be developed with benchmarks for recording assessment data as the semester progresses.