Early Childhood A.S. Degree Program
School of Business and Liberal Arts

Fall 2016 – Fall 2017 Assessment Report

Curriculum Coordinator: Dr. Maureen Maiocco
Date of Presentation: January 18, 2018

Curriculum Map
Associate of Science Degree in Early Childhood Studies

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 Head Start Early Learning Outcome Frameworks, Birth - 5 years [HSELOF, 2015].
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	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.
5	Develop and demonstrate the knowledge, skills, and attitudes necessary to be an effective teacher/caregiver in an early childhood program.
6	Discuss and demonstrate differences in curriculum for infants, toddlers, preschoolers and children in the early primary levels.
7	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.
8	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.

Course Title	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
ECHD 101: Introduction to Early Childhood - Fall	x		x	x	x		x	x
ECHD 121: Wellness in Young Children - Spring	x				x			
ECHD 125: Curriculum Development – Fall, AACU Communication		x	x			x		
ECHD 131: Infants and Toddlers - Spring			x		x	x	x	
ECHD 200: Planning Programs for Young Children - Spring	x				x		x	x
ECHD 201: Student Teaching Experience I – Fall, AACU Communication		x			x	x	x	x
ECHD 202: Student Teaching Experience II - Spring		x			x	x	x	x
ECHD 250: Children with Special Needs – Fall, AACU Critical Thinking	x			x	x			x
ECHD 285: Issues and Policies in Early Care & Ed. - Spring	x				x			x

AACU Course Assessment: Fall 2016 – Fall 2017

Target: Average class rating of 3.0 [milestone] of 4.0 [capstone] possible score [ECHD 201 & ECHD 250]

Target: 85% of students will score at least 15 of 20 points on AACU Value Rubric [ECHD 125]

Fall 2016 AACU Value Rubric Assessment	ISLO	Assessment Measure [Artifact]	Results	Recommendations / Reflections
ECHD 125: Curriculum Development	Communication [oral]	Cumulative Poster [PPT] Presentation	Met n16 93%	
ECHD 201: Student Teaching Experience I	Communication [oral]	Placement Spotlight PPT Presentation	Not Met n15 2.66 avg.	• Provide samples of exemplary Spotlight Presentations
ECHD 250: Children with Special Needs	Critical Thinking	Disability Research/ Case Manager Project	Not Met n17 2.66 avg.	• Require outline • Encourage use of Writing Ctr. • Require submission of literature review • Assist students with locating relevant scholarly resources

*Target: 80% of students will score at least 2 [milestone] out of 4 [capstone] points on the AACU Value Rubrics   *Revised Fall 2017*

Fall 2017 AACU Value Rubric Assessment	ISLO	Assessment Measure [Artifact]	Results	Recommendations / Reflections
ECHD 125: Curriculum Development	Communication [oral]	Cumulative Poster [PPT] Presentation	Met n16 93.75%	
ECHD 201: Student Teaching Experience I	Communication [oral]	Placement Spotlight PPT Presentation	Met n17 82.35%	
ECHD 250: Children with Special Needs	Critical Thinking	Disability Research/Case Manager Project	Met n 12 100%	

NEW ECHD Program Course Assessment for AACU Value Rubric
Fall 2017

Target Statement

Target: 80% of students will score at least 2 [milestone] out of 4 [capstone] points on the AACU [*Communication or Critical Thinking*] Rubric

Early Childhood ISLO Assessment Grading Scale / AACU Rubric / Measures

AACU Rubric Score	AACU Grading %	AACU Letter Grade Range	SUNY Canton ECHD Grading Method Letter	% Range
Capstone 4 [4.0]	90 -100%	A	A	90 or Above
Milestones 3 [3.0]	80 - 89%	B+ B	B+	89 -85
			B	84 - 80
Milestones 2 [2.0]	**70 – 79%**	**C+ C**	**C+**	**79 - 75**
			C	74 - 70
Benchmark 1 [1.0]	Below 69%	D+ D	D+	69 - 65
			D	64 - 60
		F	F	59 or Below

Fall 2017 AACU Results

ECHD 250 Results [breakdown]

AACU Critical Thinking Rubric

Target: 80% of students [n12] will score at least 2 [milestone] out of 4 [capstone] points on the AACU Value Rubric

2 students: 3.7 – 3.0
10 students: 2.7 – 2.0

Result: Met
100% of students scored at least 2 [milestone] out of 4 [capstone] points on the AACU Critical Thinking Value Rubric

ECHD 125 Results [breakdown]

AACU Communication [oral] Rubric

Target: 80% of students [n16] will score at least 2 [milestone] out of 4 [capstone] points on the AACU Value Rubric

4 students: 4.0 [92-94%]
7 students: 3.0 [83-88%]
4 students: 2.0 [78%]
1 student: 1.0 [68%]

Result: Met
93.75% of students scored at least 2 [milestone] out of 4 [capstone] points on the AACU Communication Oral Value Rubric

ECHD 201 Results [breakdown]

AACU Communication [oral] Rubric

Target: 80% of students will score at least 2 [milestone] out of 4 [capstone] points on the AACU Value Rubric

8 students: 3.8 - 3.0
6 students: 2.8 - 2.0
3 students: 1.8 – 1.6

Result: Met
82.35% of students scored at least 2 [milestone] out of 4 [capstone] points on the AACU Communication Oral Value Rubric

Recommendations & Reflections
Fall 2017

Recommendations:

ECHD 101 [OL]:

Require draft submission to assist students with understanding required criteria and to alleviate spelling/grammatical errors, as this decreased the overall score for some projects.

Reflections:

All Courses:

Continue to Provide weekly quizzes; providing less content to assist students with mastery of subject and topics studied.

ECHD 101 [OL and On Campus]:

In the future, have students submit the PPT in draft form and based on feedback, revise. This may alleviate general spelling and grammatical errors, which reflected the lower grades for these presentations.

ECHD 101 [On Campus]:

Continue to provide a study guide, final exam review, and all supplemental PPT lecture notes, etc. to assist students with exam. Provide the 4 essay questions to assist with preparation for exam success.

ECHD 125:

Allow for draft submission, students utilize feedback and re-submit for final grade. This is based on the large number of spelling and grammatical errors on a large majority of the PPT presentations.

Begin 3 weeks prior to due date to allow for full implementation in class.

Students will present (volunteer basis) their cumulative projects at the April 2018 Scholarly Activities Celebration. The PPT's created will be presented in a poster easel-style flat format.

ECHD 250:

Utilize the Southworth Library Commons to assist students with locating appropriate scholarly articles.

Require students to submit written notes from articles.

Require students to complete an outline of their paper.

Require students to use the Writing Center.

Consider revisions to the assignments with specific details and examples of achieving a 3 or higher on the AACU ECHD 250 Final Project Rubric.

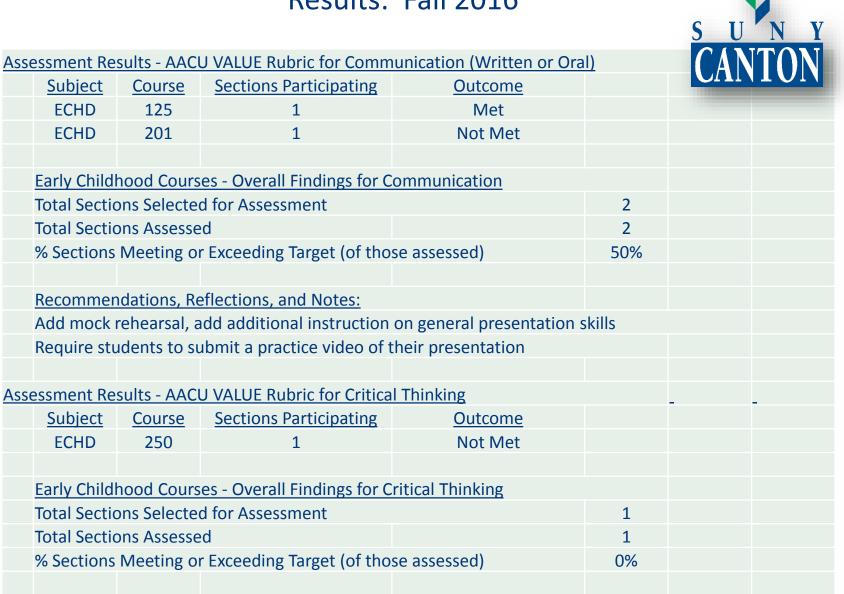Consider changing alignment of Critical Thinking for assignment.

Results: Fall 2017

Subject	Course	Sections Participating	Total Sections	Outcome	Semester
ECHD	202	2	2	100% of sections Exceeded	Spring
ECHD	285	1	1	Met	Spring
ECHD	125	1	1	Met	Fall
ECHD	201	2	2	100% of sections Exceeded	Fall
Overall Findings for Communication					
Total Sections Selected for Assessment				6	
Total Sections Assessed				6	
% Sections Meeting or Exceeding Target (of those assessed)				100%	
Subject	Course	Sections Participating	Total Sections	Outcome	
ECHD	121	1	1	Not Met	Spring
ECHD	202	2	2	100% of Sections Exceeded	Spring
ECHD	285	1	1	Exceeded	Spring
ECHD	250	1	1	Exceeded	Fall
Overall Findings for Critical Thinking					
Total Sections Selected for Assessment				5	
Total Sections Assessed				5	
% Sections Meeting or Exceeding Target (of those assessed)				80%	

From K. Jones, Jan. 2018

Results: Fall 2016

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

Subject	Course	Sections Participating	Outcome		
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

Subject	Course	Sections Participating	Outcome		
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%	

Sample Rubrics / Reports: ECHD 201 ECHD 101

AAC&U — Association of American Colleges and Universities

Definition: Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. *Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

Assignment: Cumulative Curriculum Development Project / PPT Poster Presentation	Capstone 4 95-100%	Milestones 3 90 – 94%	Milestones 2 84 – 89%	Benchmark 1 below 83%
Organization Student introduces, explains, and provides an example to support their understanding of the process of curriculum development. Student demonstrates proficiency in explaining the step-by-step process involved in such planning throughout a PPT poster presentation display [following oral presentation rubric].	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language Student articulates throughout their presentation, the process of curriculum development, including the integration of HSELOF standards for creating lesson plans, and the definition and application of developmentally appropriate practice (DAP).	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery Student demonstrates professionalism, confidence, and knowledge of all facets of curriculum planning for preschool children and orally presents this knowledge through an oral implementation – presentation and PPT presentation.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material Student demonstrates an understanding HSELOF standards, evidenced in 8 lesson plans created throughout the semester based on specific curriculum focus areas and a chosen theme. Student highlights one lesson and activity to support / demonstrate this understanding.	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message Student articulates through a cumulative PPT display, proficiency in creating, implementing, and presenting 8 DAP lessons plans based on early childhood standards following a central curriculum theme.	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.
M Maiocco Fall 2017				

Details / Description:
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, 8 formal lesson plans based on a central theme and specific focus areas. Students will create a PPT display of their chosen theme and feature one lesson plan [activity] following a presentation rubric. Students will participate and implement 1 lesson and develop a cumulative PPT 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: 80% of students will score at least 2 [milestone] out of 4 [capstone] points on the AACU Oral Communication Rubric
RESULTS: Met; 93.75% of students [15 of 16 students] scored at least 2 [milestone] out of 4 [capstone] points on the AACU Oral Communication Rubric

Assignment: Cumulative Curriculum Development Project / Poster Presentation	Capstone 4 90-100%	Milestones 3 80 – 89%	2 70 – 79%	Benchmark 1 below 70%
Student 1			78	
Student 2		86		
Student 3	94			
Student 4		85		
Student 5		86		
Student 6			78	
Student 7				68
Student 8			78	
Student 9		88		
Student 10		83		
Student 11	92			
Student 12		83		
Student 13	92			
Student 14			78	
Student 15		83		
Student 16	92			
	4 met 4.0	7 met 3.0	4 met 2.0	1 met 1.0

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

ECHD 201 – PrePlacement/Spotlight on Student Teaching Placement Presentation	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Organization *Student introduces, explains, and provide details about an early childhood environment.*	**Organizational pattern** (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive. ☐	**Organizational pattern** (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation. ✔	**Organizational pattern** (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation. ✔	**Organizational pattern** (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation. ☐
Language *Student articulates throughout their oral presentation, the facets (as described in the rubric) of their placement site.*	**Language choices are** imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience. ☐	**Language choices are** thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience. ☐	**Language choices are** mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience. ✔	**Language choices are** unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience. ☐
Delivery *Student demonstrates professionalism, confidence, and knowledge of facets (as described in the rubric) of an early childhood environment and presents this knowledge through an oral and written presentation.*	**Delivery techniques** (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. ☐	**Delivery techniques** (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable. ✔	**Delivery techniques** (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative. ☐	**Delivery techniques** (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable. ☐

Supporting Material *Student demonstrates an understand of a placement site and highlights one observed, one involved episode, and one unique feature to demonstrate understanding.*	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic. ✓	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message *Student articulates an understanding of a specific early childhood program.*	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable. ✓	Central message can be deduced, but is not explicitly stated in the presentation.

ECHD 201 PREPLACEMENT /SPOTLIGHT ON STUDENT TEACHING PRESENTATION

Oral Communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Target: 80% of students will score at least 2 (milestone) out of 4 (capstone) on the Student Teaching Presentation AACU Oral Communication Value Rubric

Results: 82.35% of students scored at least 2 (milestone) out of 4 (capstone) on the Student Teaching Presentation AACU Oral Communication Value Rubric

Student	ACCU Oral Communication Rubric Score
1.	2.4
2.	2.6
3.	3.4
4.	3.6
5.	3.4
6.	2
7.	1.6
8.	2.4
9.	3
10.	3
11.	3.8
12.	2.5
13.	3.8
14.	1.8
15.	1.8
16.	3.6
17.	2.8

Capstone 4	Milestone 3	Milestone 2	Benchmark 1
0 Students	8 students	6 students	3 students
	2 students 3.0	1 student 2.0	1 student 1.6
	2 students 3.4	2 students 2.4	2 students 1.8
	2 students 3.6	1 student 2.5	
	2 students 3.8	1 student 2.6	
		1 student 2.8	

Assessment Findings
ISLO
Critical Thinking – Communication
Fall 2017

[Courses not selected for AACU Assessment]

ECHD 101 Introduction to Early Childhood, M. Maiocco

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

10063 - ECHD 101: Communication [written] and Critical Thinking

Program Learning Outcome 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.
ISLO: Communication - Written
ECHD 101 Student Learning Outcome:
Describe and apply the basic stages of growth and development of children from birth to five years.
Measure: Whole Child PPT Presentation

ECHD 101: Introduction to Early Childhood: On Campus, Fall 2016 – Fall 2017			
Course ISLO's	Target / Measure Utilized	Actual %	Outcome
Fall 2016 Communication, Written	80% or higher class average [n 25] Whole-Child Dev. Domains PPT Presentation	78.20	Not Met
Fall 2017 Communication, Written	80% or higher class average [n 20] Whole-Child Dev. Domains PPT Presentation	82.85	Met

Program Learning Outcome 5:
Develop and demonstrate the knowledge, skills, and attitudes necessary to be an effective teacher/caregiver in an early childhood program.
ISLO: Critical Thinking
ECHD 101 Student Learning Outcome:
Describe and apply key elements of developmentally appropriate practices, the important of play-based early childhood curriculum, environments, and intentional and purposeful teaching in early care and education.
Measure: Final Exam – Cumulative [50 questions [t/f, multiple choice, fill-in, matching and one 2-page essay response, of 4 choices]

ECHD 101: Introduction to Early Childhood: On Campus, Fall 2016 – Fall 2017			
Course iSLO's	Target / Measure Utilized	Actual %	Outcome
Fall 2016 Critical Thinking	80% or higher class average [n 25] Final Exam	78.20	Not Met
Fall 2017 Critical Thinking	80% or higher class average [n 22] Final Exam	83.18	Met

10091 - ECHD 101: Communication [written] and Critical Thinking

Program Learning Outcome 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.
ISLO: Communication - Written
ECHD 101 Student Learning Outcome:
Describe and apply the basic stages of growth and development of children from birth to five years.
Measure: Whole Child PPT Presentation

ECHD 101: Introduction to Early Childhood: On Line, Fall 2016 – Fall 2017			
Course ISLO's	Target / Measure Utilized	Actual %	Outcome
Fall 2016 Communication, Written	80% or higher class average [n 16] Whole-Child Dev. Domains PPT Project	85.70	Met
Fall 2017 Communication, Written	80% or higher class average [n 22] Whole-Child Dev. Domains PPT Project	79.45	Not Met

Program Learning Outcome 5:
Develop and demonstrate the knowledge, skills, and attitudes necessary to be an effective teacher/caregiver in an early childhood program.
ISLO: Critical Thinking
ECHD 101 Student Learning Outcome:
Describe and apply key elements of developmentally appropriate practices, the important of play-based early childhood curriculum, environments, and intentional and purposeful teaching in early care and education.
Measure: Final Exam – Cumulative [50 questions [t/f, multiple choice, fill-in, matching and one 2-page essay response, of 4 choices]

ECHD 101: Introduction to Early Childhood: On Line, Fall 2016 – Fall 2017			
Course iSLO's	Target / Measure Utilized	Actual %	Outcome
Fall 2016 Critical Thinking	80% or higher class average [n 16] Final Exam	78.20	Not Met
Fall 2017 Critical Thinking	80% or higher class average [n 23] Final Exam	86.08	Met

Data Driven Decisions
How will the ECHD Program
"Closing the Loop"
FALL 2016 - Fall 2017

Results: Fall 2016 – Fall 2017 Course SLO and ISLO Action Plan & Outcomes

Fall Courses:	Action [summary] Refer to Taskstream for detailed Actions based on Outcomes	Outcomes [summary]
Outcome Identified [problem]	*Fall 2016: Action to Be Taken [possible solution]*	*Fall 2017: Results of Actions Taken*
Quiz Grades [ECHD 101] [ECHD 250]	• 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	ECHD 101 • 5 ECHD 101 Textbooks on Reserve at Library • Older Edition Ordered through Campus Bookstore • Provided Amazon and Cengage Rental options for students [as low as $36.00 for older edition] Created PPT "how to" and Drop Box PPT "step-by-step" PPT for OL students • Continued use of "fill-in" study guides • Continue use of weekly quizzes
Papers [ECHD 101] [ECHD 250]	• 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	ECHD 101 • Increased small group exercises in class • Increased use of weekly written homework assignments/tasks; decreasing # of weekly quizzes • Provided in-class time for final PPT project; provided laptops and in-class individualized assistance
Lesson Plans [ECHD 125]	• Offer study sessions for assistance with formulating Objective Statements	ECHD 125 • Revised schedule and spent week 6 focusing on Objectives Statements exclusively.
Reputable Resources [ECHD 250] [ECHD 201]	• 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	• 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 Faculty • Created *ECHD Course Assessment AACU Value Rubric Target Statement and Table - Grading Scale / Measure for consistency • Based AACU scoring on meeting milestones at a 2.0 / C+ average consistent for 100 and 200 level course and student competencies. • Revised all ECHD courses to reflect 5 new ISLO [April 2017], mapped to PLO and identified measure [artifact] for each SLO

ECHD Program Resources:
Utilized and Requested

Faculty Support	Budgetary Need
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]
Secure relevant resources for the Early Childhood Curriculum with Southworth Library [in process]	No [Southworth Library has funding available]
Student Support & Classroom Instruction	**Budgetary Need**
Continued access and utilization of SBLA laptops for research [Cook 100]	No
Total Budget Request	*$5.000.00*

Overall Assessment Reflections

Utilizing the AACU Value Rubric has been frustrating; as the mastery and competency skills are not consistent with 100 or 200 introductory courses. However, after discussion, the ECHD faculty developed a milestone of 2.0 [70-79% or C/C+] for 100 and 200 level course competencies.

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 AACU Value Rubric(s), overall course ISLO's, and Program Learning Outcomes.

However, overall it was not as detailed or meaningful as the past assessment cycles. The most meaningful assessment was in Fall 2015 when all Course Student Learning Outcomes were assessed.

The implementation of the AACU Value Rubrics, and the limited training for how to best utilize such rubrics in course level assessment and evaluation, results in minimal meaningful useful outcomes and/or reflection for faculty.

Jan. 18, 2018

Overall Assessment Recommendations

1. **Assessment Reports / Results:**
Consider requiring a 1-2-page summary written report and not a PPT for reporting assessment findings. For oral presentations of Assessment Findings, each program can project Taskstream and utilize this to capture results. A written report, in summary form can be provided and collected following each oral presentation. The PPT is time consuming and requires much copying, pasting from Taskstream, and formatting to "fit" each PPT slide.

2**. Clear, Consistent Directives & Long-Term Schedule**:
Provide a clear directive on reporting and evaluating, for example from fall to fall – and the assessment of these results. Additionally, information regarding the reporting of spring ISLO and course assessment is needed. Provide a 1 – 2 year cycle to assist faculty with preparation for course syllabi's and measurements [artifacts] to best align with the identified ISLO. For example; I have included the Spring 2017 ISLO results. I assume I will be assessing the same ISLO's in Spring 2018 to "close the loop" from spring to spring as we are doing today, fall to fall. When will we begin assessment utilizing the April 2017 new [5] ISLO's?

3. **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). Consider an Assessment Day [similar to Grade Review Days, Advisory Board Days, etc.]. I appreciate the one-on-one effort the Director of Assessment has provided, however, it may alleviate the time and repeated efforts of this individual if group workshops can be offered. Online and distance adjuncts can attend via Skype or Livestream. We are pursuing ways to involve online students on campus; we must also focus on how to assist online adjuncts with feeling a sense of connection to the College – and in the academic assessment process. We have 19 adjuncts in the Social Sciences Department; 52+ in SBLA.

4**. 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.

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

6**. Consider the start and end times of fall and winter term:**
Ex: Fall 2017 semester ended Dec. 15, final grades were due Mon. Dec. 18, and the Winter 2017 term began Wed. Dec. 20. This leaves minimal time for faculty who are teaching in fall and winter term time to complete assessment tasks. This is an on-going and frustrating issue for adjuncts.

7. 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.

Spring 2017

AACU Communication
AACU Critical Thinking

ECHD 121 Wellness in Young Children
ECHD 202 Student Teaching Experience II
ECHD 285 Issues and Policies in Early Care and Education

Spring 2017 Assessment Findings

Subject	Course	Sections Participating	Total Sections	Outcome	Semester
COMMUNICATION					
ECHD	202	2	2	100% of sections Exceeded	Spring
ECHD	285	1	1	Met	Spring
CRITICAL THINKING					
Subject	Course	Sections Participating	Total Sections	Outcome	
ECHD	121	1	1	Not Met	Spring
ECHD	202	2	2	100% of Sections Exceeded	Spring

Spring 2017
ECHD 121: Wellness in Young Children
AACU Critical Thinking Value Rubric

Outcome: Student Learning Outcome 1

Understand and apply state regulations and policies regarding health and safety issues in-group childcare settings.

Measure: AACU Critical Thinking Assessment Measure Selected : Final Exam Questions 19,20,22

Details/Description:

Students will complete short answer responses based on childcare center scenarios that involve various wellness, health, and safety concerns. Student's responses must clearly articulate the procedures that must be implemented and adhered to per OCFS regulations, and health and safety standards, as studied throughout the semester.

Target: 80% of students will score at least 2 [milestone] out of 4 [capstone] points on the AACU Critical Thinking Rubric.

Findings for AACU Critical Thinking Assessment : Final Exam Questions 19,20,22

Exam Question 19 Result:

40% of students scored at least 2 [milestone] out of 4 [capstone] points

8 - Correct

12 -Incorrect

Exam Question 20 Result:

60% of students score at least 2 [milestone] out of 4 [capstone] points

12 – Correct

8 - Incorrect

Exam Question 22 Result:

90% of students score at least 2 [milestone] out of 4 [capstone] points

18 – Correct

2 - Incorrect

Results: Target Achievement: Not Met

Recommendations :

Exam Question 19:

Instruction needs to include more emphasis on universal precautions. Most students neglected to include us of gloves for serve-safety.

Exam Question 20:

Students were quick to call parents. This should only occur if the vomiting continues. All other procedures were accurate.

Exam Question 22:

Responses followed OCFS regulations and program policies for the incident.

Reflections/Notes :

All of the critical thinking questions were part of quizzes throughout the semester.

I believe I need to spend more time reviewing graded quizzes in class following each quiz. I do not consistently do this as it takes away much of the class time; however, it is also critical that students understand fully, all policies, procedures, and regulations, and the rationale for the components of health, safety, and nutrition.

Additionally, role-playing the scenarios in class may assist students with understanding each step in the process and procedure that must be followed [a direct, hands-on application] may assist with critically assessing and recalling procedures.

Most students did well with their responses; however, I assessed each questions based on meeting all of the criteria. If they neglected to mention glove placement for responding to an emergency or when handling food – but identified every other component of the steps, they received a zero.

I may think about partial credit for such responses in the future.

Outcome: Student Learning Outcome 2

Define and apply the components of wellness and understand the early childhood educators role for ensuring the well-being of children.

Measure: AACU Critical Thinking Assessment Measure Selected : Final Exam Questions 18 and 21

Details/Description:

Students will complete short answer responses based on childcare center scenarios that involve various wellness, health, and safety concerns.

Student's responses must clearly articulate the procedures that must be implemented and adhered to per OCFS regulations, and health and safety standards, as studied throughout the semester.

Target: 80% of students will score at least 2 [milestone] out of 4 [capstone] points on the AACU Critical Thinking Rubric.

Findings for AACU Critical Thinking Assessment Final Exam Questions 18 and 21

Summary of Findings:

Exam Question 18 Result:

55% of students score at least 2 [milestone] out of 4 [capstone] points

11 - Correct

9 - Incorrect

Exam Question 21 Result:

15% of students score at least 2 [milestone] out of 4 [capstone] points

3 – Correct

17 – Incorrect

Results: Target Achievement: Not Met

Recommendations :

Exam Question 18:

The response needed to emphasize the need for young children to build their immunity based on first time exposure/ enrollment in a large group / populated center.

Exam Question 21:

Instructions need to include more information on general "wellness"; as the stomachache could be a result of separation anxiety/nerves. Most students only referred to this scenario as illness/physical health related issues.

Spring 2017
ECHD 202: Student Teaching Experience II
AACU Critical Thinking Value Rubric

Outcome 3:

Develop the knowledge, skills, and attitudes necessary to be an effective teacher/caregiver in an early childhood program, and to work effectively as part of a teaching team.

- Measure: AACU Critical Thinking
- Direct - Portfolio

Details/Description:

Students will complete an NAEYC Standards Based portfolio that demonstrates their knowledge of the skills and attitudes necessary to be an effective early childhood caregiver.

Target: 80% of students will score at least 2(milestone) out of 4 (capstone) points on the AACU Critical Thinking Rubric.

Findings for AACU Critical Thinking:

100% of students scored at least 2 out of 4 points on the AACU Critical Thinking Rubric.

Class Average 3 points (87%)

- 4 points - 4 students
- 3 points - 3 students
- 2 points - 1 student
- 1 point - o students

Results:

Target Achievement: Exceeded

Spring 2017
ECHD 202: Student Teaching Experience II
AACU Communication Value Rubric

Outcome 5

Create, develop and prepare a professional portfolio demonstrating adherence to the six Standards of Professional Preparation (NAEYC).

Measure: AACU Communication Professional Portfolio

Details/Description:

Students will complete an electronic portfolio that demonstrates their knowledge of the NAEYC Professional Preparation Standards. The portfolio will include evidence of standards 1-6 and reflection on each standard.

Target:

80% of students will score at least 2(milestone) out of 4 (capstone) points on the AACU Communication Rubric.

Findings AACU Communication Professional Portfolio

Summary of Findings: 100% of students scored at least 2 out of 4 points on the AACU Written Communication Rubric.

Class Average 3 points (87%)

- 4 points - 4 students
- 3 points - 3 students
- 2 points - 1 student
- 1 point - 0 students

Results:

Target Achievement: Exceeded

Spring 2017
ECHD 285: Issues and Policies in Early Care and Education
AACU Critical Thinking Value Rubric

Student Learning Outcome 1

Identify social & political barriers children & families encounter and the cumulative effect of risk factors on short & long-term outcomes for young children.

Measure: Final Essay Exam - AACU Critical Thinking

Details/Description:

Students will respond to 1 of 2 essay questions based on the required reading, One Child by Torey Hayden.

Target:

80% of the students will score at least Milestone 2 out of a Capstone 4 on AACU Critical Thinking Value Rubric

Findings

Final Essay Exam - AACU Critical Thinking

Summary of Findings: 13 of 13 students, 100%, scored 3 or above based on the AACU Critical Thinking Value Rubric.

Class Average = 86%

Breakdown:

5 students earned 4 points

8 students earned 3 points

Results: Target Achievement: Met

Recommendations :

More direct instruction on techniques for drawing conclusions beyond the obvious would be recommended.

Reflections/Notes :Repeated practice in identifying relevant information to support claims and main ideas was essential

Spring 2017
ECHD 285: Issues and Policies in Early Care and Education
AACU Communication [written] Value Rubric

Measure: Indictment: The McMartin Trial - iSLO AACU Communication [written]

Details/Description:
Students will view the HBO movie Indictment, a story based on actual events involving false allegations made against a child care center in California. Students will examine regulations and protections that exist presently for child care staff and centers. Students will respond, in essay form to questions pertaining to the above.

Target: 80% of the students will score at least a Milestone 2 out of a Capstone 4 on the AACU Written Communication Value Rubric.

Summary of Findings:
13 out of 13 students, 100%, scored a 2 or above on the AACU Written Communication Value Rubric.

Class Average = 80.38%

Breakdown:
- 2 students earned 4 points
- 7 students earned 3 points
- 4 students earned 2 points

Results: Target Achievement: Met

Recommendations :
Additional direct instruction could be provided regarding use of compelling content to support ideas. Writing conventions, particularly paragraph organization and transitions, should be reviewed. Expert examples of quality writing should be provided.

Reflections/Notes :
All elements of a quality written communication document may need to be reviewed in a step by step manner.