

Early Childhood Program - Social Sciences Department
School of Business and Liberal Arts
2018 Calendar Year Assessment Report



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Report: January 17, 2019

Program Learning Outcomes

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.

A.S. Degree ECHD Curriculum Map: ISLO - SLO

	ISLO 1	ISLO 2	ISLO 3	ISLO 4	ISLO 5
	Communication Oral/Written	Critical Thinking	Found. Skills	Social Responsibility	Industry Professional
Course Title	SLO	SLO		SLO	SLO
ECHD 101: Introduction to Early Childhood	A,B,C,D			C	
ECHD 121: Wellness in Young Children	B			C	A,D
ECHD 125: Curriculum Development	A,B,D,E			C	
ECHD 131: Infants and Toddlers	A	C,D			B
ECHD 200: Planning Programs for Young Children	B,C	A			D
ECHD 201: Student Teaching Field Experiences	A,B	D,E			C,F
ECHD 204: Early Childhood Observation	A,E	B,C,D			
ECHD 250: Children with Special Needs	A,B	C,D,E			
ECHD 285: Issues and Policies in ECE	B			A,C,D	

Associate of Science - Early Childhood Studies

Student Learning Outcomes Assessed: 2018

ISLO 4: SOCIAL RESPONSIBILITY	AACU VALUE RUBRIC	SLO	Student Learning Outcome Defined
Course			
ECHD 101: Introduction to Early Childhood	Global Learning	C	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.
ECHD 121: Wellness in Young Children	Teamwork	C	Understand the importance of health and safety in the early childhood environment for children, teachers, and families well-being.
ECHD 285: Issues & Policies in Early Care and Education	Ethical Reasoning	C	Examine issues involving children, families, and educators through research and analysis.
ECHD 125: Curriculum Development	Teamwork	C	Create, implement, and engage in age appropriate activities and lessons for use in the EC classroom.

**Early Childhood Program
Assessment Report: Fall 2018
AACU Social Responsibility [Global Learning] Value Rubric**

Course Designator: ECHD 101 001
Course Name: Introduction to Early Childhood
CRN: 10060
Instructor: Maiocco
Semester: Fall 2018
Artifact: Historian Timeline Study – Past to Present PPT Project

Target Statement: Target: 80% of students will score at least 2 [milestone] out of 4 [capstone] points on the AACU Social Responsibility – Global Learning Rubric.

Sample Size: n = 26 Students

Target: Met

Results: 96.1% of students scored at least 2 [milestone] out of 4 [capstone] on the ECHD 101 Introduction to Early Childhood PPT Project AACU Social Responsibility – Global Learning Value Rubric

Assessment Data: ECHD 101

Student	Individual Grade %	AACU Points Rubric Score
1	90	2.5
2	90	2.5
3	88	2.4
4	100	2.7
5	87	2.4
6	90	2.5
7	70	1.9
8	100	2.7
9	88	2.4
10	87	2.4
11	80	2.2
12	100	2.7
13	79	2.1
14	80	2.2
15	81	2.2
16	100	2.7
17	85	2.3
18	85	2.3
19	100	2.7
20	80	2.2
21	85	2.3
22	98	2.7
23	90	2.5
24	84	2.3
25	100	2.7
26	80	2.2
Average	88.34	2.41

AACU Capstone 4	AACU Milestone 3	AACU Milestone 2	AACU Benchmark 1
0 students	0 students	25 students [Range 2.1 – 2.7]	1 student [Range 1.9]

**Early Childhood Program
Assessment Report: Spring 2018
AACU Social Responsibility [Teamwork] Value Rubric**

Course Designator: ECHD 121
Course Name: Wellness in Young Children: Promoting Health, Safety, and Nutrition
CRN: 20544
Instructor: Maiocco
Semester: Spring 2018
Artifact: Wellness Lesson Plan Group Presentations

Target Statement: Target: 80% of students will score at least 2 [milestone] out of 4 [capstone] points on the AACU Social Responsibility – Teamwork Value Rubric.

Sample Size: n =15

Target: Met

Results: 80% of students scored at least 2 [milestone] out of 4 [capstone] on the ECHD 121 Wellness Lesson Plan Group Presentation AACU Social Responsibility – Teamwork Value Rubric

Assessment Data: ECHD 121

Student	Individual Grade %	Team Grade %	Peer Eval. Score	*Instructor Eval. Score Team Effort	*Instructor Eval. Score Team Dynamic Presentation	*Instructor Eval. Score Overall Group Presentation	AACU Points Rubric Score
1	82	62	36.5	2	2	2	1.2
2	93	86	37.7	4	4	4	3.8
3	62	83	37.3	1	1	2	1.7
4	65	62	36.5	0	0	2	.57
5	87	79	33.7	4	4	3	3.5
6	84	68	36.4	4	4	3	2.8
7	84	83	37.3	2	2	3	3.42
8	85	80	35.2	3	3	3	3.0
9	89	79	33.7	4	4	3	3.5
10	93	86	37.7	4	4	4	3.8
11	90	80	35.2	3	3	3	3.2
12	84	68	36.4	4	4	3	2.71
13	84	68	36.4	4	4	3	3.0
14	80	62	36.5	1	1	2	2.57
15	87	80	35.2	3	3	3	2.71
Average	83.20%	75.06%	36.11	2.73	2.86	2.8	2.76

AACU Capstone 4	AACU Milestone 3	AACU Milestone 2	AACU Benchmark 1
0 students	8 students [Range 3.0 – 3.8]	4 students [Range 2.57 – 2.8]	3 students [Range .57 – 1.7]

*1 = Needs Improvement
 2 = Satisfactory
 3 = Good
 4 = Excellent
 Peer Eval. Scores __out
 of 40

**Early Childhood Program
Assessment Report: Fall 2018
AACU Social Responsibility [Ethical Reasoning] Value Rubric**

Course Designator: ECHD 285
Course Name: Issues and Policies in Early Care and Education
CRN: 10924
Instructor: Thomas
Semester: Fall 2018
Artifact: Research Paper: Bullying <i>Description:</i> Students will read relevant articles, discuss and debate article content in class, and view the documentary, "Bullied: The Jamie Nabozny Story" [1996]. Students will complete a detailed essay, answering questions with information gained regarding the subject of bullying as it relates to children, families, educators, and school systems.

Target Statement: Target: 80% of students will score at least 2 [milestone] out of 4 [capstone] points on the AACU Social Responsibility -- Ethical Reasoning Rubric.

Sample Size: n = 9

Target: Not Met

Results: 77% of students scored at least 2 [milestone] out of 4 [capstone] on the ECHD 285 Bullying Research Paper AACU Social Responsibility -- Ethical Reasoning Rubric.

Assessment Data: ECHD 285

Student	Instructor Grade %	AACU Points
1	95	3
2	100	4
3	80	2
4	70	1
5	85	2
6	95	3
7	95	3
8	75	1
9	85	2

AACU Capstone 4	AACU Milestone 3	AACU Milestone 2	AACU Benchmark 1
1 student	3 students [Range 3.0]	3 students [Range 2.0]	2 students [Range .1.0]

SLO Course Assessment: Course Objective Aligned to ISLO 4

[not on 2018 AACU Assessment Cycle]

ISLO 4 Social Responsibility [Teamwork]

Course Designator: ECHD 125

Course Name: Curriculum Development

CRN: 10692

Instructor: Maiocco

Semester: Fall 2018

Artifact: Individual Lesson Plan Implementation & Peer Participation

Assessment Tool Utilized*: AACU Value Rubric, Teamwork

**Not required to assess with AACU Value Rubric in 2018; SLO Course Objective Assessment only based on ISLO 4*

Target Statement: Target: 80% of students will score at least 2 [milestone] out of 4 [capstone] points on the AACU Social Responsibility -- Teamwork Rubric.

Sample Size: 10

Target: Met

Results: 90% of students scored at least 2 [milestone] out of 4 [capstone] on the ECHD 125 Curriculum Development Individual Lesson Plan Implementation and Peer Participation-

**assessment based on ISLO 4 Social Responsibility – AACU Teamwork Criteria*

Assessment Data: ECHD 125 ISLO 4 - SLO C

Student	Individual Grade %	AACU Points Rubric Score
1	86	3.1
2	85	3.0
3	83	2.9
4	94	3.8
5	87	3.5
6	76	2.1
7	85	3.0
8	89	3.5
9	89	3.3
10	75	1.9
Average	84.9%	3.01

AACU Capstone 4	AACU Milestone 3	AACU Milestone 2	AACU Benchmark 1
0 student	7 students [Range 3.0 – 3.8]	2 students [Range 2.1 – 2.9]	1 student [Range 1.9]

Data-Driven Decisions: Based on Results Recommendations and Reflections

ISLO 4: SOCIAL RESPONSIBILITY	AACU VALUE RUBRIC	Results	Recommendations / Reflections
Course	ISLO 4		
ECHD 101: Introduction to Early Childhood SLO C	Global Learning	Target Met	No recommendations noted. <u>Reflections:</u> In-class time to work on this project, as well as the change to a PPT following a template has assisted with the success of this project. Rubric is well-defined.
ECHD 121: Wellness in Young Children SLO C	Teamwork	Target Met	<u>Reflections:</u> Add team-building exercises into course prior to assigning Team Project, with clear directions on the criteria as established for successful team collaboration, resolving potential conflicts, and dividing work by creating a Team Action Plan. Allow for additional in-class time to start this preparation process.
ECHD 285: Issues & Policies in Early Care and Education SLO C	Ethical Reasoning	Target Not Met	<u>Recommendation:</u> Have students submit a draft of this research paper. This will allow faculty to identify where more research and analysis is needed. Students can utilize this feedback to further their understanding of the research expectations for this assignment.
ECHD 125: Curriculum Development SLO C	Teamwork	Target Met	<u>Reflections:</u> Create a well-defined participation rubric for in-class peer curriculum lesson presentations. This will ensure all students active engagement in these presentations.

ECHD Program Resources: Utilized [2018]

<u>Faculty Support</u>	<u>Budgetary Need</u>	<u>Outcome 2018</u>
Seek professional development opportunities on campus to assist with assessment	No	Met [Individual meetings with Director of Assessment]
Participation in NAEYC Annual Conference or NYSAEYC Conference	\$5,000.00 Total [\$2,000 - \$2,500 per faculty]	Met 1 EC Faculty Member participated in NYSAEYC Conference, Spring 2018; supported by SBLA Professional Dev. Funds
Secure relevant resources for the Early Childhood Curriculum with Southworth Library [in process] Children's Storybooks Subscription to <i>ChildCareExchange</i> Video Library	No [Southworth Library has funding available]	Not Met <ul style="list-style-type: none"> • <i>EC Faculty completed request for Children's Storybooks and forwarded in Feb. 2018; resources to date, not purchased.</i> • <i>EC Faculty purchased individual subscription for CCE Video Library</i>
<u>Student Support & Classroom Instruction</u>	<u>Budgetary Need</u>	
Continued access and utilization of SBLA laptops for research [Cook 100]	No	Met
<i>Total Budget Request</i>	<i>\$5,000.00</i>	Conference attendance supported by by SBLA Professional Dev. Funds

ECHD Program Resources: Requested [2019]

<u>Faculty Support</u>	<u>Budgetary Need</u>
Meet with Director of Assessment to revise AS PLO / SLO alignment AND to input BBA PLO / SLO for all newly developed courses on Taskstream	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	No [Southworth Library has requested assistance with obtaining new resources; has funding available]
<u>Budget Request: Faculty Support:</u>	<u>\$5,000.00</u>
<u>Student Support & Classroom Instruction</u>	<u>Budgetary Need</u>
Continued access and utilization of SBLA laptops for research [Cook 100]	No
Secure funding for renovations to Cook 133 for Converged Modality Course Delivery to meet enrollment demands and needs for AS and BBA program	Yes Cost: [?]
<u>Budget Request: Student Support & Classroom Instruction:</u>	<u>?</u>

Reference:
Taskstream Early Childhood Assessment
Social Responsibility

[Received Jan. 7, 2018]

Assessment Results - AACU VALUE Rubric for Social Responsibility - Teamwork

<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Sections</u>	<u>Outcome</u>
ECHD	121	1	1	Met
<u>Program Title Courses - Overall Findings for Teamwork</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>				
Faculty - ECHD 121: I feel it is important to add some team-building exercises into the course prior to assigning this Team Project, with clear directions on the criteria that is established for successful team collaboration, resolving potential conflicts, and dividing work by creating an action plan. Additionally, once teams have been assigned, it is important to allow for in-class time to start the preparation process and next steps.				

Assessment Results - AACU VALUE Rubric for Social Responsibility - Global Learning

<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Sections</u>	<u>Outcome</u>
ECHD	101	1	1	Met
ECHD	204		New Course/Not Offered Yet	
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>				

Reference:
Taskstream Early Childhood Assessment
Social Responsibility
 [Received Jan. 7, 2018]

Assessment Results - AACU VALUE Rubric for Social Responsibility - Ethical Reasoning

<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Sections</u>	<u>Outcome</u>
ECHD	204		New Course/Not Offered Yet	
ECHD	285	1	1	Not Met
<u>Program Title Courses - Overall Findings for Ethical Reasoning</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>				

Faculty Recommendation - ECHD 285: Perhaps having students submit a draft for this essay assignment will assist in identifying areas where more research and analysis is needed. Students can then utilize instructor feedback to further assist with complete and full responses to the essay questions.

Commendations & Recommendations: 2019 Calendar Year Cycle Assessment Cycle Process

Recommendations:

1. Assessment Reporting / Results:

Consider requiring a 1-2-page summary written report and not a PPT for reporting assessment findings, creating a PPT is very time-consuming.

2. 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, targets, 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 23 adjuncts in the Social Sciences Department; 50+ in SBLA.

3. Compensation:

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

4. Consider the start and end times of fall and winter term:

Ex: Fall 2018 semester ended Dec. 7, final exams Dec. 14, final grades were due Mon. Dec. 17, and the Winter 2018 term began Wed. Dec. 19. 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.

Commendation:

1. Clear, Consistent Directives & Long-Term Schedule:

Commendation: Having a yearly cycle for upcoming assessment, far in advance has been most helpful. Thank you.

2019 Planning: A.S. and B.B.A. Curriculum Map

Course Title	ISLO 1	ISLO 2	ISLO 3	ISLO 4	ISLO 5
Course Listing	Communication Oral/Written	Critical Thinking	Found. Skills	Social Responsibility	Industry Professional
L/L Required	Course SLO	Course SLO		Course SLO	Course SLO
ECHD 101: Introduction to Early Childhood	A,B,C,D			C	
ECHD 121: Wellness in Young Children	B			C	A,D
ECHD 125: Curriculum Development	A,B,D,E			C	
ECHD 131: Infants and Toddlers	A	C,D			B
ECHD 200: Planning Programs for Young Children	B,C	A			D
ECHD 201: Student Teaching Field Experiences	A,B	D,E			C,F
ECHD 204: Early Childhood Observation	A,E	B,C,D			
ECHD 250: Children with Special Needs	A,B	C,D,E			
ECHD 285: Issues and Policies in ECE	B			A,C,D	
U/L Required					
ECHD 301: Fostering Relationships in EC Programs	C	A,B,E			D
ECHD 340: Policies & Regulations in EC Settings	D	B,C			A,D
ECHD 401: DAP: Learning Environments, I – Age 5	B,D	A,C,E			
ECHD 404: Positive Child Guidance	A,E	B,C,E		D	A
ECHD 409: Orientation to Culminating Experience					A,B,C,D,E
ECHD 410: Internship: EC Program Administration				B	A,C,E,F
ECHD 411: Capstone Project: EC Management	D,E	A,B,C			
ECHD 420: EC Program Dev. & Management	B,C	B,C,E			D,F
U/L Program Electives					
ECHD 302: Multi-Cultural EC Curriculum	C	A		B,D	E
ECHD 303: Physical Activity: Indoors and Out	B	A,C,E			D
ECHD 304: STEM in the Early Childhood Years	C	A,B,D,E			
ECHD 402: Early Literacy and Language Dev.	C,F	A,B,C,D,E			
ECHD 403: Family Child Care Dev. & Management		A,C			B,D,E
ECHD 405: EC Mentor: Teacher as Trainer	A,C,D	B,E			