

**Early Childhood Program
School of Business and Liberal Arts
Fall 2015 Assessment Report**



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What was assessed? 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.

What Outcomes [PLO] Were Assessed in Fall 2015 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?

Assessments Utilized:

- Quiz
- Mid-Term and Final Exam
- Written Assignments
- Written Lesson and Activity Plans
- Lesson Plan and Activity Implementation
- Mentor Evaluations, Observations [Weekly, Mid-Semester, Final]
- Individual and Group Oral Presentations
- Reflective Journal Writing
- Portfolio Submission
- Cumulative Poster / Oral Presentation

How was the assessment accomplished?

Measurement Strategy:

- Rubrics utilized for all listed assessment assignments
- Questions/Responses on Quiz, Mid-Term, Final Exams

Sample Size:

- 69 students

[total all ECHD fall 2015 courses]

ECHD 101	24
ECHD 125	14
ECHD 201	15
ECHD 250	16

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	29	12	41%	6	21%	11	38%
ECHD 101	12	5	42%	3	25%	4	33%
ECHD 250	17	7	41%	3	18%	7	41%

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

Results	Measures	Not Met	%	Met	%	Exceeded	%
All Courses	26	4	15%	10	38%	12	46%
ECHD 125	15	4	27%	8	53%	3	20%
ECHD 201	11	0	0%	2	18%	9	82%

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	27	9	33%	11	41%	7	26%
ECHD 101	12	5	42%	3	25%	4	33%
ECHD 125	15	4	27%	8	53%	3	20%

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							
ECHD 250	<i>Data Needed</i>						

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	29	12	41%	6	21%	11	38%
ECHD 101	12	5	42%	3	25%	4	33%
ECHD 250	17	7	41%	3	18%	7	41%

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	40	12	30%	8	20%	20	50%
ECHD 125	12	5	42%	3	25%	4	33%
ECHD 201	11	0	0%	2	18%	9	82%
ECHD 250	17	7	41%	3	18%	7	41%

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	26	4	15%	10	38%	12	46%
ECHD 125	15	4	27%	8	53%	3	20%
ECHD 201	11	0	0%	2	18%	9	82%

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	23	5	22%	5	22%	13	57%
ECHD 101	12	5	42%	3	25%	4	33%
ECHD 201	11	0	0%	2	18%	9	82%

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	34	9	26%	8	24%	17	50%
ECHD 101	6	2	33%	3	50%	1	17%
ECHD 201	11	0	0%	2	18%	9	82%
ECHD 250	17	7	41%	3	18%	7	41%

PLO Summary

PLO	Total Measures	Measures Not Met	Measures Met	*Identified as Needing Improvement
1	29	12 or 41%	17 or <u>59%</u>	Yes
2	26	4 or 15%	22 or 84%	
3				
4	No Data	No Data	No Data	
5		12 or 41%	17 or <u>59%</u>	
6				
7	26	4 or 15%	22 or 84%	
8	23	5 or 22%	18 or 79%	
9				

*Future Target Goal: Achieve 75-79% [C+] or Higher Measures

Course Outcome Assessment Findings

ECHD 101: Introduction to Early Childhood			
[PLO 1,3,5,6,8,9]			
Course SLO's	Target / Measure Utilized	Actual %	Outcome
1: Growth Stages Birth-5	80% or higher Whole Child Quiz	67.88	Not Met
	80% or higher Language Dev. Quiz	88.25	Met
	80% or higher Physical Dev. Quiz	88.58	Met
	80% or higher Social/Emo. Dev. Quiz	88.96	Met
	80% or higher Cognitive Dev. Quiz	78.96	Not Met
	80% or higher Whole-Child Presentations	79.38	Not Met
	2: Historian Study	75% or higher Historian Research Paper	69.25
80% or higher Historian Quiz		77.54	Not Met
80% or higher Historian Presentations		90.63	Met
3: EC Environment	75% or higher Observation Paper	76.96	Met
	80% or higher ECE Programs Quiz	80.46	Met
4: DAP, Teaching	80% or higher Final Exam	87.79	Met

ECHD 125: Curriculum Development			
[PLO 2,3,7]			
Course SLO's	Target / Measure Utilized	Actual %	Outcome
1: Learning Standards	80% or higher on Final Exam	88.79	Met
2: Curriculum Dev. Strategies	80% or higher on DAP Assignment	70.57	Not Met
3: Developing Lesson Plans	80% or higher on Lesson Presentation	84.93	Met
4: Lesson Plan Writing	80% or higher Creative Art Lesson Plan	87.5	Met
	80% or higher Drama. Play Lesson Plan	78.57	Not Met
	80% or higher Language Lesson Plan	88	Met
	80% or higher L. Game Lesson Plan	82.93	Met
	80% or higher Math Lesson Plan	75.71	Not Met
	80% or higher Music Lesson Plan	75.71	Not Met
	80% or higher Science Lesson Plan	83	Met
	80% or higher Sensory Lesson Plan	85.21	Met
	80% or higher Soc. Studies Lesson Plan	83.43	Met
	80% or higher Storytelling Lesson Plan	81.57	Met
	80% or higher 10 Lesson Plans combined	82.52	Met
5: Content Plan. & Instruction	80% Cumulative Presentation & Binder	86.36	Met

ECHD 201: Student Teaching Experience I			
[PLO 2,6,7,8,9]			
Course SLO's	Target / Measure Utilized	Actual %	Outcome
1: Engagement, Observation	76% or higher Daily Journal Submissions	90.67	Met
	90% or higher will complete Practicum	93	Met
2: Self Reflection	76% or higher Reflective Journal Entries	81.68	Met
3: Expectations, Policy Adherence	80% or higher on Portfolio Submission	88.67	Met
4: Collaboration, Professionalism	80% or higher on Eval. Assessment	88.06	Met
	90% or higher on Phase I Portfolio	93	Met
5: Professional Growth, Standards	80% or higher on Evaluations	86.07	Met
6: Learning Activities	80% or higher Learning Game Activity	88.63	Met
	80% or higher Math Activity	84.61	Met
	80% or higher Music Activity	84.93	Met
	80% or higher Storytelling Activity	83.02	Met

ECHD 250: Children with Special Needs [PLO 1,5,6,9]			
Course SLO's	Target / Measure Utilized	Actual %	Outcome
1: Spec. Ed. Policies	80% or higher Quiz Chapter 1	76.06	Not Met
	80% or higher Quiz Chapter 2	87.44	Met
	80% or higher Key Contributor Assign.	95	Met
	80% or higher Mid Term Exam	87	Met
2: T. / A-T. Behavior	80% or higher Quiz Chapter 4	73.63	Not Met
	80% or higher Mid Term Exam	87	Met
3: Assessments	80% or higher Quiz Chapter 4	73.63	Not Met
	80% or higher Mid Term Exam	87	Met
4: Adapting Environ.	80% or higher ADA Assign.	87.5	Met
	80% or higher Quiz Chapter 7	83.13	Met
	80% or higher Final Exam	78.69	Not Met
5: Teaching Modif.	80% or higher Quiz Chapter 5	78.44	Not Met
	80% or higher Quiz Chapter 6	80.07	Met
	80% or higher Quiz Chapter 9	77.38	Not Met
	80% or higher Final Exam	78.69	Not Met
	80% or higher Mid Term Exam	87	Met
	80% or higher Teacher Interview Assign.	88.07	Met

ECHD Course Level Assessment

Problems Identified - General

- Students were less successful with quiz and exams in all courses. For example: Students do not have the required textbook, or share textbooks – which impacts their preparedness for class and exams. An average 7-9 students disclosed not having textbooks due to affordability. Textbooks are on reserve at the library.
- Students do not utilize, consistently, student support services. For example: Students utilize Accommodative Services inconsistently, and/or do not utilize the Writing Center.
- Students do not have a clear understanding of plagiarism or reputable resources. For example: Students often cite Wikipedia.
- Students lack time management skills for submitting written work, specifically papers. For example: In ECHD 101, six students did not submit paper #1; four were given extensions to do so (a 3-4 page, double-spaced paper). Five students did not complete a classroom observation, extensions were also granted to complete this 4-5 page paper.

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

ECHD Program Assessment Results:

General

- Examine PLO's and align with the 6 goals as defined by the National Association for the Education of Young Children Professional Preparation Standards.
- Align the 6 NAEYC standards with individual course learning outcomes.
- Map revised PLO's to Course SLO's for next assessment cycle.
- Ensure measures are specific and direct (specify questions on quiz, exams, etc.) that pertain to the measure.
- Ensure stated measures are not repetitive. If utilizing a mid-term or journal submission, ensure the measure clearly states what specifically regarding that assignment will meet the SLO [do not "double-dip"].
- Examine and revise, as warranted, course SLO's.
- Examine and review the ECHD curriculum to ensure courses offered meet the PLO's.
- Create new course(s) if warranted to meet NAEYC standards and revised PLO's.

Course SLO Results: Data Specific

<p>Courses: ECHD 101 , ECHD 125, ECHD 201 ECHD 250</p>	<p>Action [summary] Refer to Taskstream for detailed Actions based on Outcomes <i>*Requires budgetary allocation</i></p>
<p><i>Outcome Identified [problem]</i></p>	<p><i>Action to Be Taken [possible solution]</i></p>
<p>Quiz Grades [ECHD 101] [ECHD 250]</p>	<ul style="list-style-type: none"> • Emphasize need for obtaining required course materials; specifically textbooks • Inform students of textbook reserve and rental options • Recommend participation in Smart Steps workshops to improve study skills and time management; form / offer study groups, peer tutoring initiative • Future quizzes will include less in-class writing responses • Continue use of in-class fill-in study guides • For some topics; plan additional lecture time • Utilize Classroom Response System for skill & drill instruction, improved classroom engagement*
<p>Papers [ECHD 101]</p>	<ul style="list-style-type: none"> • Will implement several steps to improve submission #. <p><i>Refer to Taskstream for detailed Action Plan</i></p>
<p>Lesson Plan Format Lesson Planning [ECHD 125]</p>	<ul style="list-style-type: none"> • Consider guest speakers for 3 problematic curriculum focus areas [math, dramatic play, music] • Allow draft 1st submission of initial lesson plan to address basic formatting issues
<p>DAP Understanding [ECHD 125]</p>	<ul style="list-style-type: none"> • Increase in-class lecture to assist students understanding of the principles of DAP; create individual assignment and omit the group presentation • Require conference following in class lesson presentations to share constructive feedback in a private setting
<p>Journal Reflection/Self Evaluations Improved Rubrics [ECHD 201]</p>	<ul style="list-style-type: none"> • Develop seminar on reflective teaching practices; its purpose, importance, impact on teacher and professional development • Explore training opportunities for faculty* • Research rubric utilized in EC programs to best evaluate student teacher professionalism
<p>E-Portfolio [ECHD 201]</p>	<ul style="list-style-type: none"> • Research E-Portfolio systems for student teacher portfolio submissions • Investigate Taskstream E-portfolio capabilities and cost

ECHD Course Level Assessment Faculty Recommendations

- Quiz: Less essay responses and increase in short answer, T/F, multiple choice, fill-in, matching
- Require outline for all paper submissions
- Allow for draft submissions for papers
- Develop system for increasing use of student support services [tutoring, writing center, Smart Steps workshop attendance, study skills]
- Ensure students understand the value of having the required materials for course success, specifically having the textbook, utilizing all supplemental materials on Bb. Track usage by students.
- Continue to create alternative methods for students to demonstrate knowledge [beyond exams], consider increasing oral presentations, team/group projects and collaborative assignments.

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	No
Develop, as warranted, new courses or revise existing to meet PLO, Course SLO's	No
Seek professional development opportunities; participation in NAEYC Annual Conference and NYSAEYC Conference	\$5,000.00 Total [\$2,000 - \$2,500 per faculty]
<u>Student Support & Classroom Instruction</u>	
Purchase Classroom Response System 30 at \$45-55 per clicker Quote #1: Turning Point Technologies www.turningtechnologies.com	\$1350-1650.00
Total Budget Request	\$5,350- \$6,650.00

Overall Assessment Reflections

Taskstream has been a relatively easy program to utilize.

The support, assistance (and patience) Sarah Todd has extended has been outstanding.

The process of examining, in full, program outcomes and course learning objectives has been extremely valuable.

The data will assist greatly in improving program goals, selecting future measures for achieving academic goals and expectations, and provide a platform for collaboration and dialogue with colleagues to share best practices, teaching methods, and instructional strategies.

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 and program goals. This has been a beneficial learning experience and opportunity to reflect and examine teaching methods and instructional practices.

Maureen Maiocco

Christina Martin

Overall Assessment Recommendations [included at the request of Sarah Todd]

1. Faculty Professional Development

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

2. Consider a Point Person / Campus Resource [Assessment Coordinator]

We commend and appreciate the time and effort Sarah Todd has provided since the adoption of Taskstream, but she is overworked.

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

4. Best Practices

Provide exemplary Taskstream examples for faculty (on and off campus) to utilize as a reference. Having the sample PPT for this report was helpful for example.

5. Use Consistent Abbreviations

PLO = Program Learning Outcomes SLO = Student Learning Outcomes (course level)