

## PROGRAM OUTCOMES AND ASSESSMENT SUMMARY REPORT

**Program:** Early Childhood Education

**Program # 10-307-1**

Associate Degree

FY 09

PROGRAM OUTCOMES ASSESSED	ASSESSMENT STRATEGIES & CRITERIA	ASSESSMENT RESULTS and ANALYSIS	ACTION PLAN RELATIVE TO RESULTS
<ol style="list-style-type: none"> <li>1. Apply child development theory to practice</li> <li>2. Cultivate relationships with children, family &amp; the community</li> <li>3. Assess child growth &amp; development</li> <li>4. Use best practices in teaching and learning</li> <li>5. Demonstrate professionalism</li> <li>6. Integrate health, safety &amp; nutrition practices</li> </ol>	<p>The identified program outcomes are infused throughout the entire curriculum. Students build on the skills and knowledge obtained through their coursework and apply this understanding to their four practicum courses, which are sequential and progressive in nature.</p> <p>Throughout the four practicum courses, the students demonstrate their progress related to program outcome mastery.</p> <p>From the onset of the initial practicum, students know what is expected of them and what they need to achieve in order to graduate from the program.</p> <p>A variety of assessment tools are used at the course level (i.e., portfolios, rubrics, essays, demonstrations, presentations, etc.). Common assessment tools are frequently designed, updated and utilized by ECE program instructors, college-wide. The identified ECE program outcomes are reflective of the state-wide curriculum and are ultimately assessed using the WTCS Summative Scoring Guide, developed with input from Early Childhood Education instructors state-wide. This tool will also be utilized as part of the state-wide technical skills attainment initiative and is a continuous work in progress.</p>	<p>In regard to the WTCS Summative Assessment Guide, students must achieve an overall average rating of at least 2 for each program outcome to demonstrate competence (passing). A rating of 0 on any criterion results in a 0 score for that program outcome.</p> <p>For the 2009-2010 academic year, three groups of one-year ACCEL program students were assessed using the WTCS Summative Scoring Guide in their summer session ECE:Practicum, 4 courses (June 2010).</p> <p><b>Total # of WTCS Summative Assessment Tools Completed = 30</b>  <b>Total # of Students Who Passed = 30</b>  <b>Combined Average Score for Each Identified Program Outcome (6):</b></p> <ol style="list-style-type: none"> <li>1. Apply child development theory to practice 3 (Proficient)</li> <li>2. Cultivate relationships with children, family and community 3 (Proficient)</li> <li>3. Assess child growth and development 3 (Proficient)</li> <li>4. Use best practice for teaching and learning 3 (Proficient)</li> <li>5. Demonstrate professionalism 3 (Proficient)</li> <li>6. Integrate health, safety and nutrition practices 3.5 (Proficient)</li> </ol> <p>Combined Average Overall Score = <b>3 (Proficient)</b></p> <p>Number of 0's Scored Within Each Program Outcome Area 1 (PO #6)</p>	<p>Based on assessment of program outcomes or competencies, the following suggested changes will be considered:</p> <ul style="list-style-type: none"> <li>✓ Revisit the NAEYC Code of Ethical Conduct throughout the practicum classes and have students actively use this document to evaluate themselves</li> <li>✓ Have students do more documentation in practicum courses and analyze it for discussion in class</li> <li>✓ Revisit program outcomes after each course is completed, so students can see what they have learned and how they have learned it</li> <li>✓ Increase the amount of opportunities that students have to cultivate relationships with families during practicum experiences</li> <li>✓ Continue to work closely with General Education instructors on joint assignments relevant to the field/core courses that emphasize effective communication strategies (particularly writing skills)</li> <li>✓ A couple of students had come into the program with credit for prior learning in Written Communications, however they were not writing at the expectations of the program. It was still affecting their performance upon graduation</li> </ul>

	<p>Students are introduced to the WTCS Summative Scoring Guide during ECE: Practicum 1 with the expected goal of student mastery of designated outcomes by the completion of ECE: Practicum 4. This document is used as a talking tool and goal setting guide throughout all of the practicum courses. Students/instructors are able to note educational progress and identify instructional areas needing improvement/additional emphasis. Instructors can assess individual students and overall group success.</p> <p>Feedback regarding general college findings, the effectiveness of the tool itself, and future recommendations will be shared within our state-wide ECE work groups. Within the next year, there will be a more formalized process with data reported directly to the state. This comprehensive process will help to determine local and state-wide program effectiveness and trends.</p>		<p>and did affect the outcome on communication.</p> <p>✓ Some students scored lower in applying child development theory to practice. They seem to understand the practice part but are not able to say the why behind it (i.e., such as according to Piaget or Erikson, a child such and such...) The focus is typically practice with theory embedded. Are there more effective ways to articulate?</p>
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