

Assessment Summaries 2009

Division: Child and Family Education

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1. Describe program review processes that inform your division's efforts to improve program or discipline student learning outcomes.

The following processes inform how our program assesses student learning: (note: ECE 140, Theory and Supervised Teaching 1 and ECE 240 Theory and Supervised Teaching 2, are the lab component portion of our degree program).

Course-Embedded Assessment in program classes:

Locally developed and standardized tests, in-class performance, research papers, exams and reflective essays, course projects. These are graded by individual instructors and generally not shared with other faculty or staff.

Formative Assessment of lab performance in ECE 140 & 240: Verbal and written feedback is shared with students based on their ongoing lab performance. Completed by Faculty with input from CFC classroom teachers.

Summative Assessment in ECE 140 & 240: based on lab performance on Intermediate Planned Curriculum Day, Advanced Planned Curriculum Week, and Community co-op placement performance. Also used when grading student skill level at mid-term and at the end of each term.

Student Portfolios:

Student autobiographies (ECE 120, Intro to ECE) shared by faculty instructor with other faculty.

Weekly Journals for ECE 140 and ECE 240

Reflective narrative based on Advanced Practicum Week

Student created resumes in Cooperative Education (not shared with other staff or faculty)

Seminars:

Once a week, faculty and students meet to discuss ECE 140 & 240 lab experience, with the goal of linking theory to practice.

Student Presentations:

During Intermediate Day and Advanced Week in ECE 240.

Capstone performance:

Assessed during fifth term, ECE 240 and based on integration and application of content and principles of all program courses, as well as the previous four terms of ECE 140 and 240 Supervised Teaching experiences.

2. Based on assessments of program or discipline outcomes, what changes have been implemented since 2004 to increase student success and improve student learning?

1. Our program created an entry level lab program (ECE 140) for first and second term program students.
2. Faculty created a new grading rubric for ECE 140 and ECE 240 that includes a numerical point system assigned to all written requirements as well as to attendance and performance.
3. Faculty created a student portfolio assessment tool in the form of reflective journals which are turned in and graded weekly. The journal assignments are based on performance standards of the National Association for the Education of Young Children.
4. Through an Instructional Redesign, which included aligning our curriculum more closely with industry standards, we have more clearly integrated lab performance goals with the research based content taught in ECE courses. This learning is demonstrated through student's weekly journal entries, their observations of children and subsequent planning of curriculum and their capstone projects.
5. We revised pedagogy and curricula to reflect an Emergent Curriculum philosophy, and revised or created new assessment tools to reflect this learning.
6. Administration made program changes in faculty workload, so faculty now has a formal assignment to observe and evaluate ECE 140 & ECE 240 students.