

Assessment Guide

Program/Discipline: ECE

Division: Family & Health Careers

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Part I: Determine Expectations (CONTENT to be assessed)

Process	Program or discipline response
List expected learning outcomes	The graduate will plan and carry out D.A.P. curriculum activities for children birth through kindergarten.
Identify where expected outcomes are addressed in the curriculum	Observing, child care and guidance, child development, intro to ECE, infants and toddlers, curriculum I and II, outdoor activities, creative activities, infant toddler environments. Administration of CC Center: All program core courses and electives, children under stress, ECE 240 Practicum, develop kindergarten.
Determine methods and criteria to assess outcomes	<u>Methods</u> – see attached 9a . sheet.
Describe level of expected performance	<u>Criteria</u> – Practicum Rubric NAEYC-5 Core Standards for Associate Degree Program: 1) Pass all program classes with C or better. 2) Complete with passing grade, 25 credits Practicum. 3) Complete with passing grade Co-op 5 credits. 4) Achieve an Associate Degree in ECE.
Identify and collect baseline information	We do not yet have a system in place for identifying and collecting consistent shared base-line information. Practicum rubric is primary tool at this point.

Part II: Determine Timing, Cohort(s), Assign Responsibility (PEOPLE assignments)

Process	Program or discipline response
Determine whom you will assess	ECE majors enrolled in first through fifth term ECE Practicum 240 and sixth term Co-operative Education 280.
Establish a schedule for assessment (Guideline: assess a maximum of 3 outcomes per year)	<ol style="list-style-type: none">1) Practicum students will be assessed at end of each term.2) Co-op 6th term students will be assessed by exit interview at completion of site assignment.3) Invite ECE Advisory Committee in Fall 2005 to participate in and develop a community/employer survey. (Get examples.)4) Investigate possibility of using web as a follow-up tool to track community placements.
Determine who will interpret results	ECE faculty and staff.

Part III: Interpreting and Sharing Results to Enhance Institutional Effectiveness (COMMUNICATION)

Process	Program or discipline response
Interpret how results will inform teaching/ learning and decision making	Changes are made to facilities, curriculum, scheduling, and advising based on assessment results. Changes are also made to the assessment plan based on evaluation (by NAEYC and ECE staff) of the results.
Determine how and with whom you will share interpretations	<ol style="list-style-type: none">1) NAEYC accreditation team.2) Then share interpretation of results with college and community.
Decide how your program or discipline will follow-up on implemented changes	<ol style="list-style-type: none">1) After reviewing proposed changes, we will use the evidence for a systematic program review.2) A follow-up tool will be the NAEYC standards work sheet form to record evidence gathered during practicum observations of DAP curriculum and NAEYC standards.3) Faculty will access worksheet to record and then share information at brown bag meeting.

9a. Processes Used Now to Improve Program:

Formative Assessment, shared with students based on ongoing lab performance. Done by Practicum Coordinator with input with CDC staff.

Summative Assessment, shared with students based on Advanced Week Lab performance and co-op experience.

Summative Assessment, shared with students based on co-op experience.

Student Portfolio's:

Student autobiographies (Intro to ECE) shared by faculty instructor with other faculty and CDC staff.

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

Reflective narrative based on Advanced Practicum Week (not shared with other staff or faculty).

Course-Embedded Assessment:

Body of work from Advanced Week Check-Off-List – Graded by Practicum Coordinator (not shared with other staff or faculty).

Locally developed tests, research papers, exams, reflective essays. Graded by individual instructor and not shared with other faculty or staff.

Seminars (Students and Practicum Coordinator present).

Student Presentations – during Advanced Week in Practicum. Videotaped and available to all faculty or staff.

Capstone performance – During fifth term practicum and based on integration and application of content and principles of all program courses, as well as the previous four terms of Practicum experiences.

We need to build into our system more ways to communicate to all ECE faculty and staff the students level of progressive or final competency in lab. We do discuss students during Green Bag meetings. Often these discussions focus on student's personal difficulties with the program as evidenced by their performance in lab.