## Assessment Overview

**Discipline/Program Name:** Early Childhood Education  
**Assessment Year:** 2012-2013

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Outcome Type</th>
<th>Methodology</th>
<th>n</th>
<th>History</th>
<th>Benchmark</th>
<th>Results</th>
<th>Strength of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication</td>
<td>SLO</td>
<td>Rubric Graded Essay</td>
<td>12</td>
<td>1st year</td>
<td>Students will achieve an individual score equivalent to no less than 70% of the maximum possible score in each assessed component.</td>
<td>Students were measured in 3 different assessments. The average scores were 86%, 93%, and 83%.</td>
<td>The findings indicate that the students exceed the benchmark and the score is a strong indicator of student performance.</td>
</tr>
<tr>
<td>2. Responsibility and Accountability</td>
<td>SLO</td>
<td>Rubric Graded Essay</td>
<td>12</td>
<td>1st year</td>
<td>Students will achieve an individual score equivalent to no less than 70% of the maximum possible score in each assessed component.</td>
<td>Students were measured in three different assessments. The average scores were 74%, 85%, and 94%; all above the benchmark of 70%.</td>
<td>The group performed somewhat higher to significantly higher than the benchmark. This is a strong indicator of student performance.</td>
</tr>
<tr>
<td>3. Basic Knowledge of Child Development</td>
<td>Discipline</td>
<td>Rubric Graded Essay</td>
<td></td>
<td></td>
<td>Students will achieve an individual score equivalent to no less than 70% of the maximum possible score in each assessed component.</td>
<td>The fall semester was spent revising this particular assessment due to NAEYC conditions. We</td>
<td></td>
</tr>
</tbody>
</table>
4. Knowledge of Guidance Strategies

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Pre and Post Test</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; year</th>
<th>Component.</th>
<th>The pre-test score was 55% and the post-test score was 69%.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome, Discipline Outcome or Other</td>
<td>Pre-Post Test, Judged Competition, Embedded Questions, Rubric Graded Essay</td>
<td>Number of Students Assessed</td>
<td># of Years This Outcome Has Been Assessed</td>
<td>Measurement Standard</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Recommendation:** Complete this Assessment Overview Table after you have completed your Assessment Summary in the following template.
Program / Discipline Assessment Report
Program/Discipline: Early Childhood Education
Responsibility: Kristin Habicht

Program/Discipline's Mission Statement:
The Early Childhood Education Program is designed to prepare Early Childhood Professionals with the knowledge, skills, and dispositions to work effectively with and on behalf of children and families.

Program/Discipline's Assessment History:
By using the assessment process as an evaluative technique, how has it previously affected your program's curricula and/or teaching strategies?

This is the first year the ECE department has used an evaluative process so we are determining our baseline—as well as determining if our assessments are as valid and reliable as we had hoped.

By using the assessment process as an evaluative technique, what changes to student learning have been noted?

This is our baseline year so subsequent years will help us determine trends in our teaching.

What unintended consequences, if any, have occurred because of the assessment process?

Last year (2011-2012) the ECE department went through a national accreditation process. We received feedback from NAEYC concerning our key assessments and rubrics AFTER we had submitted our Program Assessment plan. Based on our NAEYC feedback, we spent the fall semester revising and, actually, re-creating key assessments that we had planned to use for our Program Assessment. This created some inconsistency for this year but should resolve itself for the coming year.

Who receives information about your department's assessment and why? (Please note if you plan on altering either of these items for the coming year.)

We plan on informing our Advisory Committee and our adjunct instructors.

Part 1: Previous Academic Year Assessment Summary

Previous Academic Year: <replace this text with the academic year being summarized, i.e.: 2012>

Please duplicate or remove the tables on the following pages for each outcome you have assessed. If you have assessed five outcomes in the last year, use/create five tables. (For your convenience, four tables have been generated, two Discipline/Program related and two Learning Outcome related.)

(To select an entire table, hover over part of the table; an icon should appear with four arrows in the table's upper-left corner ... click on it. You can also drag over all the cells of the table to select it.) Once selected, choose Edit>Copy, click in the space immediately following the table, and choose Edit>Paste.
<table>
<thead>
<tr>
<th>Outcome Type (choose one):</th>
<th>Outcome Title: Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Discipline/Program</td>
<td>Students will demonstrate proficiency in constructing, delivering, and engaging in effective, knowledgeable written communication.</td>
</tr>
<tr>
<td>X [ ] SLO</td>
<td></td>
</tr>
<tr>
<td>[ ] Other</td>
<td></td>
</tr>
</tbody>
</table>

If **Student Learning Outcome** (choose one):  
X [ ] Communication  
[ ] Society and Culture/Diversity and Global Awareness  
[ ] Problem Solving/Critical Thinking  
[ ] Quantitative Reasoning  
[ ] Technology  
[ ] Interpersonal Skills/Leadership and Teamwork  
[ ] Aesthetics  
[ ] Values and Ethics  
[ ] Information Management  
[ ] Personal Development and Responsibility

### Benchmark for success

1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.  
2) What is the rationale for choosing this measure?

1) Students will achieve an individual score equivalent to no less than 70% of the maximum possible score in each assessed component.  
2) We have no data—this information will develop our baseline.

### Description of assessment process:

1) What assessment methods were used to measure this outcome (i.e., pre/post test, portfolio review, etc.)?  
2) How do these methods show students are learning?  
3) What frequency is this outcome being measured (i.e., each semester, yearly, every other year, etc.) and why?  
4) How many students made up the sample size?

1) Students will research and write a Child Study paper  
2) Students are learning when they are able to communicate their ideas through writing. They are evaluated on their ability to have controlling ideas that have insight, communicate and synthesize information (content analysis), analyze the effectiveness of their paper (organization), and their presentation (grammar, citations, etc.).  
3) For Fall 2012 and Spring 2013, students will be measured in a total of 2 courses that have full time faculty.  
4) 12

### Results

What were the results of the assessment process? (List results for each method, if more than one were used.)

Students were measured in 3 different assessments. The average scores were 86%, 93%, and 83%.

### What did the department learn?

1) How did group performance compare to the benchmark?  
2) How does the data compare to the previous year, if applicable?  
3) If multiple measures were used, how do they compare to each other?

1. The students scored above the benchmark.  
2. N/A  
3. Three measures were used and there was some variance between them, although not significant.

### Student performance summary

1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?  
2) How does this assessment affect plans for this coming

1. The findings indicate that the students exceed the benchmark and the score is a strong indicator of student performance.  
2. We now realize (being novices) that, optimally, data should be collected in the fall semester since the assessment report is due before the assignment is completed in the spring. We will continue to stress the importance of effective written communication.
year in terms of curricula, teaching strategies, and assessment methods?
<table>
<thead>
<tr>
<th>Outcome #: 2</th>
<th>Outcome Title: Responsibility and Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Type (choose one):</strong></td>
<td><strong>Outcome Description:</strong></td>
</tr>
<tr>
<td>☐ Discipline/Program</td>
<td>Students will demonstrate personal and social accountability by recognizing ethical issues, acknowledging their responsibility to a variety of people, and balance personal freedom with the interest of the community.</td>
</tr>
<tr>
<td>☐ SLO</td>
<td></td>
</tr>
<tr>
<td>☐ Other</td>
<td></td>
</tr>
</tbody>
</table>

If **Student Learning Outcome** (choose one):

| Communication | |
| Society and Culture/Diversity and Global Awareness | |
| Problem Solving/Critical Thinking | |
| Quantitative Reasoning | |
| Technology | |
| Interpersonal Skills/Leadership and Teamwork | |
| Aesthetics | X |
| Values and Ethics | |
| Information Management | |
| Personal Development and Responsibility | |

**Benchmark for success**

1. Please specify what percentage of the sample size is expected to meet or exceed your benchmark.
2. What is the rationale for choosing this measure?

1) Students will achieve an individual score equivalent to no less than 70% of the maximum possible score in each assessed component.
2) We have no data—this information will develop our baseline.

**Description of assessment process:**

1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review)?
2) How do these methods show students are learning?
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?
4) How many students made up the sample size?

1) Students will research and write a paper about an ethical dilemma.
2) Students are learning when they identify core values that apply to the ethical dilemma, identify to whom they have responsibilities and support their opinion of the most ethically defensible course of action.
3) For Fall 2012 and Spring 2013, students will be measured in a total of two courses with full time faculty.
4) 12

**Results**

What were the results of the assessment process?  
(List results for each method, if more than one were used.)

Students were measured in three different assessments. The average scores were 74%, 85%, and 94%; all above the benchmark of 70%.

**What did the department learn?**

1) How did group performance compare to the benchmark?
2) How does the data compare to the previous year, if applicable?
3) If multiple measures were used, how do they compare to each other?

1. The group performed somewhat higher to significantly higher than the benchmark.
2. N/A
3. N/A

**Student performance summary**

1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies,

1. This is a strong indicator of student performance.
2. Because the scores are varied, we have analyzed the data and will revise our instruction concerning the assessment with the 74% score.
and assessment methods?
<table>
<thead>
<tr>
<th>Outcome #: 3</th>
<th>Outcome Title: Basic Knowledge of Child Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Type</strong> (choose one): <strong>X</strong>Discipline/Program  **☐**SLO  **☐**Other</td>
<td><strong>Outcome Description</strong>: Students know and understand young children’s characteristics and needs, as well as, the multiple influences on development.</td>
</tr>
<tr>
<td>If <strong>Student Learning Outcome</strong> (choose one): **☐**Communication  **☐**Society and Culture/Diversity and Global Awareness  **☐**Problem Solving/Critical Thinking  **☐**Quantitative Reasoning  **☐**Technology  **☐**Interpersonal Skills/Leadership and Teamwork  **☐**Aesthetics  **☐**Values and Ethics  **☐**Information Management  **☐**Personal Development and Responsibility</td>
<td></td>
</tr>
<tr>
<td><strong>Benchmark for success</strong> 1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark. 2) What is the rationale for choosing this measure?</td>
<td>1) Students will achieve an individual score equivalent to no less than 70% of the maximum possible score in each assessed component. 2) We have no data—this information will develop our baseline.</td>
</tr>
<tr>
<td><strong>Description of assessment process:</strong> 1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review)? 2) How do these methods show students are learning? 3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why? 4) How many students made up the sample size?</td>
<td>1) Students will research and write a Child Study paper. 2) Students are learning when they know, understand and communicate young children’s characteristics, needs, and the multiple influences on development and learning, including diverse family and community characteristics. 3) For Fall 2012 and Spring 2013, students will be measured in a total of two courses with full time faculty. 4) 12</td>
</tr>
<tr>
<td><strong>Results</strong> What were the results of the assessment process? (List results for each method, if more than one were used)</td>
<td>None at this time</td>
</tr>
<tr>
<td><strong>What did the department learn?</strong> 1) How did group performance compare to the benchmark? 2) How does the data compare to the previous year, if applicable? 3) If multiple measures were used, how do they compare to each other?</td>
<td>The fall semester was spent revising this particular assessment due to NAEYC conditions. We were unable to complete this assessment in the fall and it has not yet been assigned this spring semester.</td>
</tr>
<tr>
<td><strong>Student performance summary</strong> 1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)? 2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?</td>
<td>1. N/A 2. The department has learned that it is best to gain as much information regarding assessment in the fall semester—as the assessment report is due in the spring, before some assessments are completed.</td>
</tr>
</tbody>
</table>
**Outcome #: 4**

**Outcome Type (choose one):**
- X Discipline/Program
- SLO
- Other

If **Student Learning Outcome** (choose one):
- Communication
- Society and Culture/Diversity and Global Awareness
- Problem Solving/Critical Thinking
- Quantitative Reasoning
- Technology
- Interpersonal Skills/Leadership and Teamwork
- Aesthetics
- Values and Ethics
- Information Management
- Personal Development and Responsibility

**Outcome Title:** Knowledge of Guidance Strategies

**Outcome Description:** Students will increase their general knowledge of guidance strategies, including caregiving styles, supportive environments, and relationships, as a whole.

**Benchmark for success**
1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.
2) What is the rationale for choosing this measure?

1) Student post-test scores will reflect a 70% pass rate.
2) We have no data—this information will develop our baseline.

**Description of assessment process:**
1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)?
2) How do these methods show students are learning?
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?
4) How many students made up the sample size?

1) The method used for this outcome is a pre-test and post-test.
2) This method shows students are learning if there is any increase in their post-test scores over their pre-test scores. This result would confirm that the students’ comprehension of concepts related to guidance strategies improved after receiving instruction in those concepts. We will use 10 questions concerning specific guidance strategies.
3) For Fall 2012 and Spring 2013, students will be measured in a total of two courses with full time faculty.
4) 40

**Results**
What were the results of the assessment process? (List results for each method, if more than one were used.)

The pre-test score was 55% and the post-test score was 69%.

**What did the department learn?**
1) How did group performance compare to the benchmark?
2) How does the data compare to the previous year, if applicable?
3) If multiple measures were used, how do they compare to each other?

1. The post-test score was very close to our benchmark.
2. N/A
3. N/A
**Student performance summary**

1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?

<table>
<thead>
<tr>
<th></th>
<th>Benchmark</th>
<th>Pre test</th>
<th>Post test</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scores</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. This is a strong indicator of student performance.
2. We have analyzed the data and have determined areas of instruction which need to be revised in order to enhance student learning.
Part 2: Current Academic Year Assessment Plan

- Two or more instruments of measuring an objective may provide greater clarity and validity, but only one is required. The department or program makes the decision. The Program Assessment committee and deans are available for consultation.
- In the past, some programs have been identified purely by prefix or in some cases by the type of section offered. Sometimes, a very limited pool of students have been available for such a program to assess, or the program lacks full-time faculty to plan, assess, and report outcomes. If your program has such difficulties, please contact either the Program Assessment committee’s chair or your School’s Program Assessment committee representative. We will work with you to find a solution.
- CTE programs with external accreditation may use the accreditation report to in addition or in lieu of these forms, please contact the Program Assessment committee representative if this format is desired. In absence of this contact, these forms are expected.
- Outcomes are to be measured annually. Exceptions are made with VPI approval for outcomes that clearly need a less (or more) frequent review.

Outcome minimums

- At least two outcomes are to be program/discipline-related.
- At least two outcomes must be chosen from the new Learning Outcomes for Student Enrichment and Process Improvement (page 11). One Learning Outcome should be continued from the prior year to develop a historical trend. Learning Outcomes must be assessed and reported annually, regardless of the frequency of reporting for other outcomes.
- Both outcomes above are classified as "student learning" outcomes, requiring benchmarks and analysis. It is strongly recommended that you use the table provided in Part 1 of this report for this function. Definitions and examples of these outcomes are provided in Appendix A at the end of this document. Your Program Assessment committee is available to assist.
- An assessment report is requested annually.
Current Academic Year: 2013-2014

Intended Learning Outcomes (only include if they differ from those noted in Part 1)
<No changes will be made

Assessment Method(s) (only include if they differ from those noted in Part 1)
< No changes will be made

Benchmarks (only include if they differ from those noted in Part 1)
< No changes will be made

Have you submitted a separate budget worksheet? (Choose by bolding; for information about this worksheet, please refer to the specific budgeting e-mail sent by the committee chairperson.)

Yes X No

Please submit this report (including both last year's summary and this year's plan) in a Word document to the Program Assessment committee chairperson (Cheyne Bamford: cheyne.bamford@arapahoe.edu). If you have any questions about the process, please contact the chairperson.