Arapahoe Community College

2013-2014 Early Childhood Education Assessment Plan Data

**Discipline Outcome**
Basic Knowledge of Child Development: Students know and understand young children’s characteristics and needs, as well as, the multiple influences on development.

**Measure 1 Type:**
- Direct
- Rubric-graded report

**Measure 1 Description:**
Students will research and write a Child Study paper.

**Measure 1 Sample Size:**
23

**Measure 1 Benchmark**

1) Describe the benchmark for this measure.
Students will achieve an individual score equivalent to no less than 70% of the maximum possible score in each assessed component.

2) What is the rationale for choosing this benchmark?
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.
Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met

Surpassed benchmark

Measure 1 Results:

Students performed higher to significantly higher than the benchmark (82%). This is a strong indicator of student success.

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?

Students performed somewhat higher to significantly higher than the benchmark (82%).

2) How does the data compare to the previous year, if applicable?

This is our first year completing the assessment. We will use this information as our benchmark for next year’s assessment.
3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?

Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

As a result, we are incorporating more Case Studies, more discussions about application in the real world, and we are bringing more ECE materials for them to manipulate. This in-class practical application allows them to think critically while working in groups accessing experience and knowledge from peers.

There has been a learning curve this year for both instructors and students. We have learned that how we introduce and explain the key assessments and the use of the rubric can be done in a better manner. Of course, this is only through looking at the results and seeing where we could have explained a portion more thoroughly or provided more practice for students before assigning the assessment. We have talked with all of the instructors about their learning process and value their feedback. From students’ feedback, we learned about some of the barriers to their learning, taking us back to reflect upon our instructional practices.

We collect the data each semester from the instructors. They are asked to complete individual scoring sheets and the two FT ECE faculty aggregate the data. We will be asking the instructors, in the future, to reflect upon the data and tell us their thoughts concerning the information (what did they learn, how can they improve?).

Further Action:

Further Action Unnecessary

Describe the action plan:

Person/ Group responsible for action

Target Date for implementation of the action

Priority
Describe any additional resources needed (Leave blank if no additional resources are needed.)

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**Discipline Outcome**

Communication: Students will demonstrate proficiency in constructing, delivering, and engaging in effective, knowledgeable written communication.

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**Measure 1 Type:**

Direct

Rubric-graded report

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**Measure 1 Description:**

Students will research and write a Child Study paper.

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**Measure 1 Sample Size:**

23

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**Measure 1 Benchmark**

1) Describe the benchmark for this measure.

Students will achieve an individual score equivalent to no less than 70% of the maximum score in each assessed component.

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2) What is the rationale for choosing this benchmark?

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 the paper (organization), and their presentation (grammar, citations, etc.).

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**Measure 2 Type:**

Please select
Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met

Missed benchmark

Measure 1 Results:

Use information effectively to accomplish a specific purpose: 83.3%
Evaluate information and its sources critically: 66.6%
Assess and use information ethically and legally: 63.3%

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?

1) Use information effectively to accomplish a specific purpose: 83.3%
2) Evaluate information and its sources critically: 66.6%
3) Assess and use information ethically and legally: 63.3%
In the 2nd and 3rd areas, students did not meet the benchmark, however, they are able to use information effectively to accomplish a specific purpose.

2) How does the data compare to the previous year, if applicable?
Our results are lower this year than last year.

3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?

Missed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

Reflecting upon the decrease in student scores, we believe this may have been caused by an increase in instructor rigor while grading the assessment. Last year was the first year we introduced citations and formatting to our students and we were more lenient in our grading.

Further Action:
Further Action Unnecessary

Describe the action plan:

Person/ Group responsible for action

Target Date for implementation of the action

Priority

Describe any additional resources needed (Leave blank if no additional resources are needed.)

Discipline Outcome
Knowledge of Guidance Strategies: Students will increase their general knowledge of guidance strategies, including caregiving styles, supportive environments, and relationships, as a whole.

Measure 1 Type:
Direct

Pre-Post tests

Measure 1 Description:
Students completed a pre-test and a post-test in ECE 103 Guidance Strategies.

Measure 1 Sample Size:
40

Measure 1 Benchmark

1) Describe the benchmark for this measure.
Students' post-test scores will reflect a 70% pass rate.

2) What is the rationale for choosing this benchmark?
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.

Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.
2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
Met benchmark

Measure 1 Results:
70.5% of the students passed

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?
We met the benchmark of 70% passing rate.

2) How does the data compare to the previous year, if applicable?
Compared to last year, we slightly increased our post-test score from 69% to 70%.

3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
Met benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
We believe that this is a weak tool to assess students' overall understanding of guidance strategies. Therefore we will changing the assessment tool to a graded rubric assignment for next year, 2014-2015.
Further Action:
Further Action Planned

Describe the action plan:
See above

Person/ Group responsible for action
ECE full time faculty

Target Date for implementation of the action
08/01/2014

Priority
High

Describe any additional resources needed (Leave blank if no additional resources are needed.)

Discipline Outcome
Responsibility and Accountability: 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.

Measure 1 Type:
Direct

Rubric-graded report

Measure 1 Description:
Students will research a paper about Ethical Dilemma in Early Childhood Education.

Measure 1 Sample Size:
12
Measure 1 Benchmark

1) Describe the benchmark for this measure.
   Students will achieve an individual score equal to no less than 70% of the maximum possible score in each assessed component.

2) What is the rationale for choosing this benchmark?
   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.

Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
Met benchmark

Measure 1 Results:
1) Identify core values that apply to the ethical dilemma: 65%
2) Identify to whom they have responsibilities: 85%
3) Support their opinion of the most ethically defensible course of action: 94.2

Measure 2 Results:
1) How did unit/department performance compare to the benchmark?

1) Identify core values that apply to the ethical dilemma: 65%
2) Identify to whom they have responsibilities: 85%
3) Support their opinion of the most ethically defensible course of action: 94.2

We exceeded the benchmark in 2 areas but were below the benchmark in identifying core values that apply to the ethical dilemma.

2) How does the data compare to the previous year, if applicable?

It is very similar to last year except for #1--where the score decreased by 9% (74%)

3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?

Met benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

We need to spend more time explaining and working with students around the core values in the code of ethical conduct.

Further Action:

Further Action Planned

Describe the action plan:

Reflect on the course content and classroom activities to increase students' knowledge and understanding of the code of ethical conduct.

Person/ Group responsible for action
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<th>Full time ECE faculty</th>
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<td><strong>Target Date for implementation of the action</strong></td>
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<td>08/01/2014</td>
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<td><strong>Priority</strong></td>
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