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

Assessment Author(s)
Kristin Habicht

Measure 1 Type:
Direct

Rubric-graded report

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

Measure 1 Sample Size:
40

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 1 Results:

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. We exceeded the benchmark of 70% with 95.8% as an average score.

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

Students exceeded the benchmark by 25%.

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

This is the highest average score in the past few years. We will be revising our assessments because of our NAEYC accreditation and we look forward to challenging our students in new ways.

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?

We will be revising our key assessments for NAEYC re-accreditation to stimulate student learning.
3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

We will be revising our key assessments for NAEYC re-accreditation to stimulate student learning.

Further Action:

Further Action Unnecessary

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**Discipline Outcome**

**Knowledge of Guidance Strategies:**
Students will demonstrate their general knowledge of guidance practices, including relationships, supportive environments, and developmentally appropriate strategies to use in the classroom.

**Assessment Author(s)**
Kristin Habicht

**Measure 1 Type:**
Indirect

Rubric-graded report

**Measure 1 Description:**
Knowledge of Guidance Strategies: Students will demonstrate their general knowledge of guidance practices, including relationships, supportive environments, and developmentally appropriate strategies to use in the classroom.
Measure 1 Sample Size:
40

1) Describe the benchmark for this measure.
Students will achieve 70% or higher on the assessment

2) What is the rationale for choosing this benchmark?
Students are learning when they identify guidance practices, including relationships, supportive environments, and developmentally appropriate strategies to use in the classroom.

Measure 1 Results:
Students are learning when they identify guidance practices, including relationships, supportive environments, and developmentally appropriate strategies to use in the classroom. 86.6% as an average score exceeded the benchmark of 70%.

1) How did unit/department performance compare to the benchmark?
Students exceed the benchmark--70% is benchmark. Students scored at 86.6%

2) How does the data compare to the previous year, if applicable?
There is a slight 1% increase.

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?
We will be revising our key assessments due to our NAEYC reaccreditation. This will provide new opportunities to stimulate student learning. Through our Perkins grant, we added coaching to this course. We hope to increase students' learning and therefore scores on this key assessment.

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

We will be revising our key assessments due to our NAEYC reaccreditation. This will provide new opportunities to stimulate student learning.

Further Action:

Further Action Unnecessary

Learning Outcome

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

Assessment Author(s)

Kristin Habicht

Measure 1 Type:

Direct

Rubric-graded report

Measure 1 Description:

Communication: Students will demonstrate proficiency in constructing, delivering, and engaging in effective, knowledgeable written communication by researching and writing a Child Study paper.

Measure 1 Sample Size:

25
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.

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.).

This learning outcome was Surpassed benchmark

Measure 1 Results:

97.3% of the students demonstrated proficiency in constructing, delivering, and engaging in effective, knowledgeable written communication by researching and writing a Child Study paper.

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

The benchmark was exceeded. 70% was the benchmark, students average score was 97.3%.

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

There was a 7.3% point increase from last year.

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?
We will be revising our key assessments for our NAEYC reaccreditation.

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

We will be revising our key assessments for our NAEYC reaccreditation to better challenge and stimulate student learning.

Further Action:

Further Action Unnecessary

Learning 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.

Assessment Author(s)
Kristin Habicht

Measure 1 Type:
Direct

Rubric-graded report

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

15

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 1 Results:
Students identified 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. The average score was 92.1%, surpassing our benchmark of 70%.

1) How did unit/department performance compare to the benchmark?
The average score was 92.1% which exceeded the goal of 70%

2) How does the data compare to the previous year, if applicable?
There was a 4% point increase.

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?
We will be revising our key assessments for our NAEYC reaccreditation.

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

We will be revising our key assessments for our NAEYC reaccreditation. These adjustments will provide more opportunities for student learning.

Further Action:

Further Action Unnecessary