

## **EARLY CHILDHOOD EDUCATION**

**SPRING 2011**

### **OUTCOMES ASSESSED:**

- LO 1a: Research existing information and data regarding a topic of inquiry
- LO 1b: Evaluate the evidence and data relevant to a topic of inquiry
- LO 2a: Produce clear and well organized writing that responds appropriately to an assignment using Standard American English
- LO 3b: Use word processing software
- LO 5a: Identify and describe methods and approaches to  
· create respectful and reciprocal relationship with families that encourage family involvement in a child's development and learning
- LO 5b: Identify various resources and community agencies that support families with young children
- LO 9e: Engage in informed advocacy for children, families, and the profession

## **SUMMARY REPORT**

Early Childhood Education Program

Outcomes Assessment: Spring 2011

Summary Report

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ECE Coordinator

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**Learning Outcomes Assessed**

- 1a) Research existing information and data regarding a topic of inquiry.
- 1b) Evaluate the evidence and data relevant to a topic of inquiry.
- 2a) Produce clear and well organized writing that responds appropriately to an assignment using Standard American English
- 3b) Use word processing software.
- 5a) Identify and describe methods and approaches to create respectful and reciprocal relationship with families that encourage family involvement in a child's development and learning.
- 5b) Identify various resources and community agencies that support families with young children.
- 9e) Engage in informed advocacy for children, families, and the profession.

**NAEYC Standards Assessed**

**Standard 2: Building Family and Community Relationships**

- 2a) Knowing about and understanding family and community characteristics
- 2b) Supporting and empowering families and communities through respectful, reciprocal relationships
- 2c) Involving families and communities in their children's development and learning

**Standard 5: Becoming a professional**

- 5e) Engaging in informed advocacy for children and the profession

### **Product Evaluated**

The product evaluated was the Topic Paper assigned to students in 2 sections of ECE 250 (assignment attached).

### **Process Followed**

Students in ECE 250 were given a copy of the Topic Paper rubric with the instructions for the assignment. Two sections of ECE 250 submitted the assignment in the spring 2011 semester. The 2 course instructors graded the assignments using the Topic Paper rubric. The ECE coordinator collected graded rubrics and submitted them to the Director of Academic Program Review and Assessment for data analysis.

### **Analysis**

A total of 25 students' Topic Papers (from 2 classes) were evaluated by the two course instructors using the designated rubric. The percentage of students who received a score of 2 or higher, 3 or higher, or 4 or higher was determined for each criterion.

### **Discussion of Results**

The benchmark identified for our assessment purposes is for 80% of students to score at a satisfactory level of a rating of 3 or higher. This benchmark was achieved for all 10 criteria assessed (see attached grid with assessment results). Looking at the percentages of students who scored 4 or higher the scores for criteria 4 and 6 indicate areas we may consider to focus additional attention.

### **Conclusion and Action Plan**

The data from this analysis will be shared with ECE faculty and ECE Advisory Committee members.

## **RESULTS TABLE**

January 11, 2012

**EARLY CHILDHOOD EDUCATION  
SPRING 2011 ASSESSMENT RESULTS**

**ECE 250: TOPIC PAPER RUBRIC RATINGS RESULTS**

Total number of students evaluated = 25

CRITERIA		NUMBER RATED...						PERCENT RATED...		
		POOR		FAIR		DISTINGUISHED		2 OR HIGHER	3 OR HIGHER	4 OR HIGHER
		0	1	2	3	4	5			
1	Describe family and community characteristics	-	-	-	5	7	13	100	100	80
2	Describe influence of family and community characteristics on teaching	-	-	-	6	6	13	100	100	76
3	Provide examples of how to support and empower families	-	-	-	1	6	18	100	100	96
	Provide examples of how to support communities	1	-	2	6	9	7	96	88	64
5	Identify ideas for involving families	-	-	-	-	6	19	100	100	100
6	Identify examples for involving the community	1	2	-	8	9	5	88	88	56
7	Provide examples of how to engage in informed advocacy	3	-	-	1	10	11	88	88	84
8	Written mechanics	-	-	-	6	12	7	100	100	76
9	Source citations in proper MLA format	2	-	-	2	3	18	92	92	84
10	Report prepared using word processing software	-	-	-	2	4	19	100	100	92

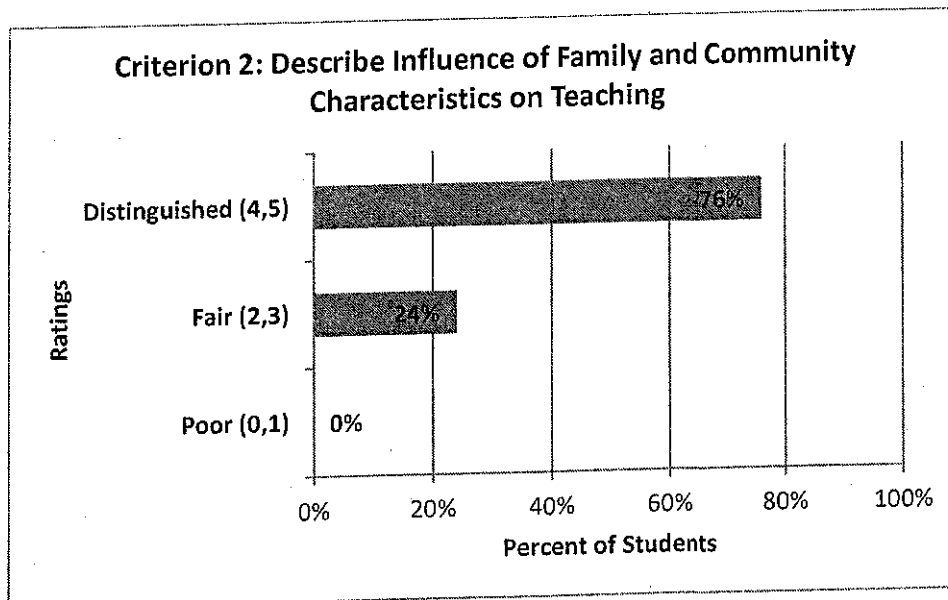
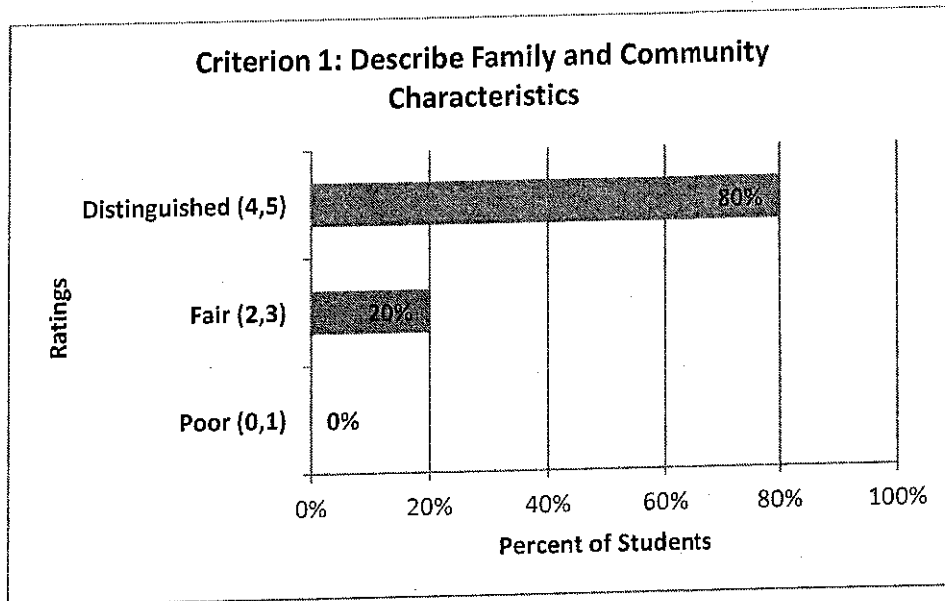
## **RESULTS CHARTS**

January 11, 2012

## EARLY CHILDHOOD EDUCATION – SPRING 2011 ASSESSMENTS

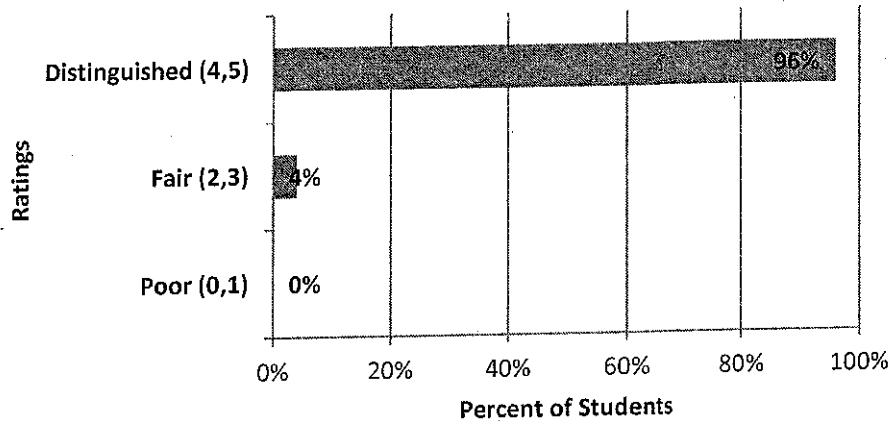
### TOPIC PAPER RUBRIC RATINGS RESULTS CHARTS

Number of students rated = 25 (Two classes)





### Criterion 3: Provide Examples of How to Support and Empower Families



### Criterion 4: Provide Examples of How to Support Communities

