**ASSESSMENT REPORTING FORM**

**(To be Completed by Faculty)**

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| **Program or Course:** Early Childhood Education AAS- ECE283 Valuing Families and Diversity |
| **Date:** 27 February 2020 |
| **Number of Student Participants:** 25 |
| **Number of Faculty/Staff Participants:** 1 (Instructional Specialist) |
| **Name of person completing report:** Melissa Busby |
| **Assessment Reporting Form:** This report is to show that assessment is occurring and that the results are being used to make changes to improve student learning. The assessment being reported could be an assessment of a Program Learning Outcome (PLO) or a Measurable Student Level Outcome (MSLO). Each program should be assessing and gathering data for at least two PLOs OR two MSLOs that contain CSLOs each year. |
| **1. What PLOs and/or MSLOs and CSLOs did you assess this year?**  **ECE283 Valuing Families and Diversity MSLO’s**  1. (Analysis Level) Identify and analyze appropriate methods for parent education meetings. (NAEYC 2b)  2. (Synthesis Level) Develop a process or tool to ascertain the makeup, interests and needs of parents. (NAEYC 2a, 2c)  3. (Synthesis Level) Develop home/school communication procedures. (NAEYC 2a, 2c)  4. (Application Level) Examine family contact models that involve gathering information about the child and sharing information about the childcare setting. (NAEYC 2b, 2c)  5. (Synthesis Level) Develop plans to help parents gain a greater understanding of their children's needs and abilities. (NAEYC 2b, 2c)  8. (Evaluation Level) Develop a plan to implement a multicultural program in the classroom. (NAEYC 1c, 2a)  These MSLO’s are aligned with NAEYC Standard 2: Building Family and Community Partnerships, Key Elements: 2a, 2b, 2c. |
| **2. Describe the assessment method used and criteria for successful achievement of student learning outcomes. (e.g., rubrics, licensing exam, internship, portfolio, exam, research paper, performance exam, EAC, etc.)**  **Key Assessment – Family Newsletter  Assignment Directions:** Based on the knowledge you have gained throughout the course and in conjunction with the assignment rubric develop a family newsletter that is visually appealing, engaging, inclusive, and respectful of the diversity of children and their families.  The following should be addressed in your newsletter:  • socioeconomic conditions within the family and community  • family structures  • stresses and supports  • home language  • cultural values  • ethnicity  • and community resources |
| **3. How many students were proficient in the PLOs OR MSLOs and CSLOs and how many were not? What was determined as proficient? (i.e. 70% = proficient)**  The following is the data table submitted with our NAEYC Annual Report. Those who Met and Exceed Expectations are considered to be proficient in meeting the Key Elements of the Standard.   |  |  |  |  | | --- | --- | --- | --- | | Program Name: **Central Arizona College Early Childhood Education AAS**  \*see also summary data report included at the end of this report | | | | | Date(s) of Application 1: Key Assessment 5; Spring 18  Date(s) of Application 2: Key Assessment 5; Fall 18 | | | | | **Key Elements of Standard 2** | **Not Met** | **Met** | **Exceeds** | | Key Element 2a  KA 5 | Application 1  N =13  % = 8 | Application 1  N = 13  % = 31 | Application 1  N = 13  % = 61 | | Application 2  N = 12  % = 0 | Application 2  N = 12  % = 8 | Application 2  N = 12  % = 92 | | Key Element 2b  KA 5 | Application 1  N = 13  % = 23 | Application 1  N = 13  % = 31 | Application 1  N = 13  % = 46 | | Application 2  N = 12  % = 17 | Application 2  N = 12  % = 17 | Application 2  N = 12  % = 66 | | Key Element (2c)  KA 5 | Application 1  N = 13  % = 46 | Application 1  N = 13  % = 0 | Application 1  N = 13  % = 54 | | Application 2  N = 12  % = 33 | Application 2  N = 12  % = 8 | Application 2  N = 12  % = 58 | |
| **4. What changes/improvements were made or will be made in response to the outcomes of the assessment process?**  There is often a mix of students in the ECE 283 class, and it is not uncommon for the course to include both students who are relatively new to our program, and students who are in or are nearing their final semester. Our college is also making a shift to a Guided Pathways model and our department will be required to identify a very specific sequence of courses, and this shift should provide more continuity among the students who enroll in ECE 283. The course has been modified and recently has been approved for the 2019-2020 academic year.  It includes new measurable student learning outcomes which more seamlessly align with the intentions of the curriculum.  This curriculum change offers the department the opportunity to enhance the course and strengthen student learning outcomes as they align to Standard 2.  Our reflections on the data from this Key Assessment have informed many of our conversations as faculty as we have considered the changes we need to make to our program of study in the final phases of our curriculum revision project. |

***Feel free to attach your PLOs OR MSLOs and CSLOs and indicate which were assessed***