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| **2021-2022 Assessment Report** |
| **Assessment Reporting Form:** This report is to show that academic assessment is occurring and that the results are being used to make changes to improve student learning. The assessment being reported could be for Program Learning Outcomes (PLOs), Measurable Student Level Outcome (MSLOs), and/or Course Common Student Learning Outcomes (CSLOs). Each program should be assessing and gathering data for at least **two** PLOs OR **two** MSLOs that contain CSLOs each year.  On the Baseline Assessment Reporting Form, please record the baseline for the percentage of students who are proficient in the student learning outcome(s) assessed and identify improvements that will be made to increase that percentage. Later, you’ll complete a follow-up assessment (recorded on a Follow-Up Assessment Reporting Form) to ascertain whether the adopted improvements resulted in an increased percentage of students proficient in the assessed learning outcome(s). |
| **Course or Program Assessment Details Due Oct. 21, 2021** |
| **1. Program name or course name and number**: Early Childhood Education Associate of Applied Science |
| **2. Division in which the program or course is located**: Education |
| **3. Date form completed**: 10/20/2021 |
| **4. Name of person completing report**: Melissa Busby |
| **5. Semester and year in which the assessment was conducted**: Fall 2021 |
| **6. Number of student participants**: All ECE AAS Students |
| **7. Number of faculty/staff participants**: All ECE Faculty and Staff |
| **8. What PLOs and/or MSLOs and CSLOs did you assess for this baseline assessment? (For clarity, please label each measure listed as a PLO, MSLO, or CSLO.)**  All PMSLO’s and Key Elements of the National Association for the Education of Young Children Professional Preparation Standards |
| **9. Describe the assessment method used and the criteria for successful achievement of student learning outcomes. (e.g., rubrics, licensing exam, internship, portfolio, exam, quiz, research paper, performance exam, EAC, etc.)** National Association for the Education of Young Children - Early Childhood Higher Education Program Accreditation Self Study Report and Site Visit- including a review of two rounds of data collected on six key assessments addressing all of the key elements of the six NAEYC Standards.  Link to our Table of Key Assessments:  <https://centralaz.sharepoint.com/:w:/s/EducationDivision/EQKDixYFfdlKtd5w3IEBguMB_Fi25Igk345rCarpkK9g1w?e=HmBuae> |
| **Program Results & Evaluation Due December 11, 2021** |
| **10. What percentage of the participating students were proficient in the PLOs, MSLOs or CSLOs?  What percentage of correct answers was determined as proficient? (For example, a student has to answer 70% of the questions correctly to be considered proficient.)**  Students are assessed using rubrics created for the six program Key Assessments.   See example of our Capstone Project Key Assessment here:  <https://centralaz.sharepoint.com/:w:/s/EducationDivision/Ea9YDz5n4fZJuFUBUXmcYlkB1D1cPsT-k4MeqqsdO1XmPQ?e=jSwoeh>  See example of Capstone Project Key Assessment RUBRIC here:  <https://centralaz.sharepoint.com/:w:/s/EducationDivision/EcjrIp8KdHFDgtlUxzAITCYBVS__YANDYNFTZEjZeSmQEA?e=U8wkb9>  See Student Outcome Data Tables Created for Self-Study Report here:  <https://centralaz.sharepoint.com/:f:/s/EducationDivision/Eoecba4BgUZPvv6ER0ExRFgBSOkLfQTzgUl5HFQ1rWWQkA?e=y0Ohu5> |
| **11. What changes/improvements were made or will be made in response to the outcomes of the assessment process?** **From our Self- Study Report (p.189):**   1. **How is the program using the data from the standards to improve teaching and learning related to the standard? (Programs may want to note changes made to curriculum, field experiences, program delivery mode, sequencing of courses/field experiences, academic support provided to candidates, professional development offered to/required of faculty, etc.) (500 word limit)**   One of the most engaging parts of our work around the redesign of our key assessments is connecting the assignments toNAEYC initiatives such as America for Early Ed, Power to the Profession, and the Advancing Equity position statement. The program has intentionally created opportunities for student learning around these initiatives beginning in the very first course in the program, ECE105 Foundations of Early Childhood Education, and embedding them throughout other key assessment courses. Our conscious efforts to connect our students to our local Arizona NAEYC affiliate leaders, who also serve as adjunct faculty members, has increased their awareness about our national professional membership organization. Information about NAEYC membership and the benefits of belonging to a professional organization has been included in our curriculum for more than the seven years we have been accredited by NAEYC.   The program has created additional learning opportunities to support the core value in our Conceptual Framework around advocacy, ethics, and professionalism. We made this change in order to provide plenty of learning opportunities and field experiences for students to know about and follow the NAEYC Code of Ethical Conduct, comply with relevant Arizona early childhood professional standards and licensing requirements, and advocate for the early childhood profession.  One additional change we made in relation to Standard 6 was the need to provide opportunities for students to discuss how they are using reflective practices in field experiences. The addition of an oral interview in KA#6- Capstone Project gives students the opportunity to articulate what they have learned about the early childhood profession, how they involve themselves in the field, and how they plan to engage in informed advocacy. Other needs that have been identified in this Standard include doing more around the introduction and practice of the Code of Ethics across the coursework (not just at the beginning and end), and a need to increase our efforts in using technology as a professional resource. We have recently introduced more video observation and documentation tools into our coursework and have introduced students to Microsoft Sway and social networking sites such as Pinterest in KA#1. |
| ***Feel free to attach your PLOs OR MSLOs and CSLOs and indicate which were assessed***  **Link to complete document with all program MSLO’s and CSLO’s:** [**https://centralaz.sharepoint.com/:w:/s/EducationDivision/EcOh4P0JjrBGomD2z6SAGsUBrk1mEioyiUjcfkLylEzCyA?e=0IwDkM**](https://centralaz.sharepoint.com/:w:/s/EducationDivision/EcOh4P0JjrBGomD2z6SAGsUBrk1mEioyiUjcfkLylEzCyA?e=0IwDkM)  **EARLY CHILDHOOD EDUCATION ASSOCIATE OF APPLIED SCIENCE DEGREE PMSLOs**:  1. (Analysis Level) Analyze and explain the multiple historical, philosophical, and social foundations of the early childhood profession and how these influence current research, thought, and practice. (CSLO 1 & 2; NAEYC 6)  2. (Analysis Level) Analyze and explain the special conditions, health, developmental, protective and risk factors that may affect the development of young children, birth through age eight. (CSLO 2 & 4; NAEYC 1)  3. (Synthesis Level) Plan a culturally and linguistically responsive learning environment for young children that is responsive to each child's physical health, intellectual and emotional well-being, and nutritional and safety needs. (CSLO 3 & 4; NAEYC 4)  4. (Evaluation Level) Justify and explain the importance of establishing family-centered practices and maintaining positive, productive, reciprocal relationships with families. (CSLO 1 & 2; NAEYC 2)  5. (Synthesis Level) Design strategies that promote developmentally and culturally appropriate practices and are inclusive of young children with diverse abilities. (CSLO 1 & 4; NAEYC 5)  6. (Evaluation Level) Describe and defend the principles and theories of child development. (CSLO 2 & 4; NAEYC 1)  7. (Evaluation Level) Demonstrate and defend professional decisions based on the knowledge of early childhood theories and practices and the principles of the NAEYC Code of Ethical Conduct. (CSLO 2, 3 & 4; NAEYC 6)  8. (Evaluation Level) Interpret, critique, and apply ECE knowledge and skills into a variety of areas for curriculum that encourage young children's growth and development. (CSLO 2 & 4; NAEYC 5)  9. (Evaluation Level) Interpret, critique and apply assessment methods that are developmentally, culturally, and linguistically appropriate and contain documentation from multiple sources, including families and other professionals, to make informed decisions about children and programs. (CSLO 1 & 2; NAEYC 3) |

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| **Feedback Rubric** | | | | | |
| **Category** | **1 - Developing** | **2 – Satisfactory** | **3 - Exemplary** | **Score** | **Feedback** |
| **Outcomes Identified** | Outcomes to be assessed were not clear | Outcomes to be assessed were identified but were not aligned to CSLOs | PLOs or MSLOs to be assessed were identified and aligned with CSLOs | 3 | Student learning outcomes are clearly addressed and connected to the capstone project. |
| **Scope of Assessment** | The assessment was given by only one faculty member and/or to one class | The assessment was given by a few faculty members to several classes, but it was not district-wide | The assessment was given district-wide by all faculty teaching the course. | 3 | Because this is a capstone project it is built into a course and required for all program completers. |
| **Quality of Assessment** | The assessment did not have articulated criteria for assessment of knowledge, skills, and attitudes (e.g., rubrics, exemplary work). | The assessment somewhat articulated criteria for assessment of knowledge, skills, and attitudes (e.g., rubrics, exemplary work). | The assessment clearly articulated criteria for assessment of knowledge, skills, and attitudes (e.g., rubrics, exemplary work). | 3 | Rubrics set noticeably clear expectations for student achievement. The student project is detailed and rigorous. |
| **Interpreting Results** | Data of assessment results was not provided. | Data of assessment results was provided and there was evidence that the results were somewhat analyzed | Data of assessment results was provided and there was evidence that the results were analyzed in depth | 3 | Documentation of assessment results exceeds expectations. The program has identified specific competencies to address for improvement. |
| **Reflection and Future Action** | Reflection of the results of the assessment was not apparent and no changes and/or improvements based on them were identified. | Reflection of the results of the assessment was somewhat clear and one change and/or improvements based on them was identified. | Reflection of the results of the assessment was clear and several changes and/or improvements based on them were identified. | 3 | The program has clear goals for improving its assessment. |
| **Additional Comments:**   * Excellent job in your assessment reporting. * The capstone project is detail-oriented and clearly serves the students as well as providing assessment data to the program. * Collaboration with Arizona NAEYC affiliate leaders is an outstanding way to connect students with future professional organizations for their careers. * The Early Childhood faculty has clearly put forward significant work towards creating this assessment tool. * The attention to detail and clear student expectations in their rubric support the level of excellence and quality this program has earned a reputation for having. | | | | | |



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| **Course or Program Assessment Details Due May 30th, 2022** |
| **1. Program name or course name and number**: |
| **2. Division in which the program or course is located**: |
| **3. Date form completed**: |
| **4. Name of person completing report**: |
| **5. Semester and year in which the assessment was conducted**: |
| **6. Number of student participants**: |
| **7. Number of faculty/staff participants**: |
| **8. What PLOs and/or MSLOs and CSLOs did you assess for this baseline assessment? (For clarity, please label each measure listed as a PLO, MSLO, or CSLO.)** |
| **9. Describe the assessment method used and the criteria for successful achievement of student learning outcomes. (e.g., rubrics, licensing exam, internship, portfolio, exam, quiz, research paper, performance exam, EAC, etc.)** |
| **10. What percentage of the participating students were proficient in the PLOs, MSLOs or CSLOs?  What percentage of correct answers was determined as proficient? (For example, a student has to answer 70% of the questions correctly to be considered proficient.)** |
| **11. What changes/improvements were made or will be made in response to the outcomes of the assessment process?** |
| **Additional Comments or feedback on the Assessment Process (Optional):** |