

**DEPARTMENT REPORT
OF
PROGRAM LEARNING OUTCOMES ASSESSMENT**

Department: Child and Family Education

Program (Degree): Early Childhood Education (ECE)

Type of Degree: X AAS AA AS ATS AIS

Chairperson: Karen Winston Date: 05/24/2002

Person(s) Interviewed: Karen Winston

- I. **Program Curriculum:** A description of the basis for the program curriculum (i.e., how it is derived and validated). Include accreditation organizations, advisory committees or external groups that influence curriculum. Describe curriculum review activities including the review of course master syllabi.*

The ECE curriculum has evolved over the past 10 years through a process that has included faculty, community members, employers, advisory committee members, and graduates in a modified DACUM. As a result of this process a total of eight program learning outcomes were defined.

The Ohio Department of Education Pre-Kindergarten Teacher licensure standards influence specific ECE course content in the areas of diversity, mainstreaming, written, oral and interpersonal communication skills.

The Ohio Department of Human Services Daycare Licensing requirements influence the curriculum with regard to safety, criminal records/ background checks, health and safety, first aid, child abuse recognition, and communicable disease information.

The National Association for the Education of Young Children (NAEYC) and the Ohio Association for the Education of Young Children (OAEYC) are the professional associations providing a forum for ECE educators to share ideas and materials at workshops/conferences. The Academy of Early Childhood Programs is the Division of NAEYC that sponsors accreditation systems for high quality schools and child care centers.

Sinclair Community College's ECE program is part of 2 + 2 program transfer agreement with the University of Dayton and Central State University, which, as a result, influences curriculum somewhat.

The ECE Advisory committee meets twice yearly. Input from the advisory committee has led to the development of new curriculum.

Master syllabi are currently being reviewed to include the Principles of the Learning College, cultural diversity, and technology.

- II. Program Learning Outcomes:** A description of what you intend for students to know (cognitive), think/feel (affective), or do (psychomotor), when they have completed your degree program. A suggested manageable number of outcomes should be in the range of five to ten. Describe Program Learning Outcomes review activities.*

The program learning outcomes for the Early Childhood Education Program (ECE) have not been revised during the past two years.

An entry-level graduate with an Associate of Applied Science Degree in Early Childhood Education from Sinclair Community College will be able to:

Learning Outcomes	Related Courses
1. Perform as an entry-level early childhood educator working with 2 1/2- to 5-year-old children.	ECE 129, 182, 281
2. Plan/implement a developmentally appropriate curriculum.	ECE 101, 106, 107, 117, 118, 119, 129, 160, 182, 281
3. Use appropriate guidance techniques with young children.	ECE 145, 182, 281
4. Demonstrate professionalism in the child care setting.	ECE 129, 182, 281
5. Observe and assess a child's behavior.	ECE 107, 117, 118, 120, 150
6. Maintain children's health and safety in the child care setting.	ECE 106, 111, 112, 113
7. Utilize effective communication skills (in a child care setting).	ECE 117, 129, 160, 182, 281
8. Establish a relationship with each child's family.	ECE 215, 281
9. Establish and maintain a developmentally appropriate environment in a child care center.	ECE 106, 107, 117, 118, 119, 129, 160

III. **Assessment Method(s):** A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

- a. **Formative Assessment Method(s) and Description:** a measurable indicator of student in-progress success in attaining the stated learning outcome(s).

Each instructor conducts their own evaluation, raising the issue of internal reliability across the faculty. Three assessment forms are used in ECE 129, 182, 281

All ECE majors are required to enroll in ECE 129, Interaction with Young Children, a five-credit-hour class. Students must participate in Sinclair's Early Childhood Education Centers for 55 clock hours during the quarter. Students enroll in ECE 129 at the end of the first year of their program. Major topics covered in ECE 129 are professionalism in the work place and interaction skills with young children including giving clear directions, listening, asking appropriate questions, exhibiting warmth, etc. Students are videotaped interacting with the children beginning the fourth week of the quarter. Each student video is self-assessed, and after faculty review, the student and faculty review the results together. Students and faculty use a checklist to complete the analysis of the video. Students are afforded the opportunity to complete peer assessment as an option. The final course assessment is completed on a special form designed by the faculty. The child-care center cooperating teacher also provides input about each student's performance level. Students must achieve a "C" or better to progress further in the ECE program if they are pursuing the teacher certification track. The ECE 129 class also requires students to attend a two-hour seminar each week.

ECE majors are also required to enroll in ECE 182, Student Teaching I, a six-credit-hour class with an accompanying two-hour seminar per week. The students are required to participate in Sinclair's Child-Care Center for 88 contact hours. Students must apply the professional skills acquired from ECE 129. The major focus of ECE 182 is the development of verbal communication skills and learning to plan developmentally appropriate activities for young children. Students must plan and teach individual activities to the children including the use of art, music, language, science, motor, and math areas. Each student uses a written self-assessment tool. The instructor uses the same assessment tool to evaluate the student's demonstrated performance and to calculate the student's final grade. Students must achieve a "C" or better to progress further in the ECE program.

Every ECE major is assigned a permanent full-time faculty advisor throughout the duration of their enrollment in the ECE program. They meet on a regular basis with their advisor to plan their schedule and review academic progress.

- b. **Summative Assessment Method(s) and Description:** a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

All ECE majors must enroll in ECE 281, Student Teaching II, a seven-credit-hour class. Students must participate for 165 contact hours during the quarter in an approved off-campus child care center. The center must be licensed and the cooperating teacher must have an earned AA Degree in ECE or higher. The

emphasis in ECE 281 is on having students apply the skills and knowledge acquired from ECE 129 and ECE 182. The ECE 281 class emphasizes group management skills, classroom management skills, parent interaction skills, designing a full curriculum with appropriate lesson plans, and teaching for one full week as the lead teacher. All areas in a pre-school curriculum must be coordinated with the on-site supervisor. Written experiences include writing a resume, an educational philosophy paper, and the development of full lesson plans. Students must also participate in a two-hour seminar each week.

The final ECE 281 assessment tool includes the cooperating teacher's observations, a student self-assessment, and the faculty supervisor's input. The faculty supervisor visits a minimum of three times during the quarter. Students must achieve a "C" or better.

Feedback about ECE graduates is received on an informal basis from employers and students.

Students who chose to earn Pre-Kindergarten Teacher Certification must apply to the State Department of Education and the ECE Department Chairperson must verify the student's completion records.

IV. Results: A description of the actual results of overall student performance gathered from the summative assessment(s). (see III.b.)

Employers who have ECE practicum students placed in their centers are always anxious to hire these students even before they graduate from the program. Many employers contact the Department for potential available students.

Students who transfer to four-year institutions report they do very well when they major in Education. Most students interested in a four-year degree attend the University of Dayton.

Students apply skills from ECE 129 and 182 in ECE 281. Most students who exhibit weak teaching skills are identified in ECE 129. Faculty observe English as a Second Language (ESL) students have particular difficulty in ECE 129 most likely due to their poor English grammar skills.

V. Analysis/Actions: From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

The ECE faculty are revising the prerequisites based on recent teaching experiences and the observation of students' progress through the current program as well as student feedback. Faculty are starting to develop more information literacy learning opportunities within individual courses.

The department is considering the development of a formal employer and post-graduate student survey with the assistance of the ECE Advisory Committee.

VI. General Education: Are you using any tool(s) to assess any of the three primary general education outcomes * (communication, thinking, values/citizenship)? If so, describe.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

The students are using the written checklist as a self-checklist. Writing assessment tools are left to the instructors' discretion. Written communication skills are stressed throughout the curriculum. Every ECE course requires written assignments. Typical written assignments might include lesson plans, reflection papers, and self-assessment reports. A written statement of educational philosophy is a portion of the summative assessment and is kept in each student's permanent folder as an example of the their writing skills.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

Oral communication skills are particularly stressed in ECE 129. Self-assessments are done using videotaped student-child interactions in ECE 129 and ECE 182. Departmental assessment criteria are specific to teachers of young children. Oral communication skills are assessed as a part of the summative assessment in ECE 281.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Thinking skills are reinforced through problem-solving activities utilizing various scenarios. Students are required to observe, analyze, and develop appropriate solutions. Case studies are utilized to encourage problem-solving and critical thinking.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, and service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

Values and citizenship are reinforced through professionalism stressed in ECE 129, 182, and 281. Diversity is reinforced in ECE 216 (Social Studies in Early Childhood Education) and SOC 145 (Comparing Cultures) and many value systems are explored in these courses. Students receive a copy of the Early Childhood Education Code of ethical conduct in ECE 101 (Introduction to Early Childhood Education), which is further reinforced in ECE 145 and 215. Students are

encouraged to participate in the Early Childhood Education Club, which conducts a variety of service projects.

Students complete more than 300 hours of in-service training/learning. This includes both on and off campus experiences. These learning experiences stress professionalism with diverse groups.

* Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use during the 1997-98 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee are being piloted by faculty during the 1998-99 academic year.