

# DEPARTMENT REPORT OF PROGRAM LEARNING OUTCOMES ASSESSMENT

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Department: Child and Family Education

Program (Degree): Early Childhood Education (ECE)

Type of Degree:  X  AAS        AA        AS        ATS        AIS

Chairperson: Karen Winston                      Date: 4/20/06

Person(s) Interviewed: Karen Winston

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- 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.\*

In 2003 and 2004 the ECE department faculty participated in a full curriculum review process utilizing the following: the ECE program assessment data; the revised (2003) National Association for the Education of Young Children standards for associate degree programs of early childhood teacher education; the revised (2004) Ohio Department of Education standards for associate degree programs of early childhood teacher education; the Ohio Department of Education Early Learning Content Standards; the NAEYC/ National Association of Early Childhood Specialists in State Departments of Education 2003 position statement on early childhood curriculum, assessment, and program evaluation; interviews with center directors at student teaching sites; and feedback from the ECE Program Advisory Committee.

An outside consult, Dr. RaJean Shulte, was contracted to review the master syllabi of the ECE program.

In 2006, the department developed three Education courses (100, 103, 105) that were recently approved by the Ohio Board of Regents.

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

The Ohio Department of job and Family Services Day Care 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, Antioch University, and Central State University, which, as a result, influences curriculum somewhat.

The Ohio Board of Regents, in response to House Bill 95, has mandated the creation of an Ohio Education Transfer Module. As a regional partner Sinclair's ECE program is in the process of building an education transfer plan to include courses in: introduction to education, the development of educational technology, and a survey course on students with disabilities.

The ECE Advisory committee meets twice yearly. Input from the advisory committee has led to the development of new curriculum, which was approved through CMT in 2006.

Master syllabi were reviewed and revised in 2006.

- 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) were revised in June 2006, based upon the revised (2003) National Association for the Education of Young Children standards for associate degree program of early childhood teacher education, and are in the process of approval.

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. Utilize critical thinking skills to apply knowledge of child development and learning.	ECE 117, 118, 119, 120, 155, 146, 150, 160 DIS 205, 229, 281, 282
2. Identify resources and apply techniques for building diverse family and community relationships.	ECE all ECE course DIS 205
3. Observe, document and assess children's developmental and learning.	ECE 106, 117, 119, 160, 229, 280, 281

Learning Outcomes	Related Courses
4. Demonstrate professionalism	ECE all ECE courses DIS 205
5. Demonstrate self-assessment and self-advocacy skills.	ECE 106, 145, 160, 229, 280, 281 DIS 205
6. Plan and implement developmentally appropriate curriculum	ECE 106, 117, 119, 160, 229, 280, 281
7. Demonstrate skills in mastering and applying foundational concepts from general education.	ECE all ECE courses
8. Demonstrate written and verbal communication skills.	ECE all ECE courses
9. Demonstrate skills in making connections between prior knowledge/experience and new learning. (These skills come from NAEYE Standards)	ECE all ECE courses

**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

Students must participate in Sinclair's Early Childhood Education Centers for a total of 300 clock hours during the quarter. Major topics covered in ECE 280 and 281 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 are afforded the opportunity to complete peer assessment as an option. The final course performance assessment is completed on a special form designed by the faculty. Students must achieve a "C" or better to progress further in the ECE program if they are pursuing the prekindergarten teacher licensure track. The ECE 280 class also requires students to attend a two-hour seminar each week.

ECE majors are also required to enroll in ECE 280, 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 Early Childhood Education Centers for 88 contact

hours. Students must apply the professional skills acquired from previous lecture courses. The major focus of ECE 280 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 a minimum of AAS Degree in ECE. The emphasis in ECE 281 is on having students apply the skills and knowledge acquired from ECE 280. 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 performance assessment includes the cooperating teacher's observations, a student self-assessment, and the faculty supervisor's evaluation. The faculty supervisor visits a minimum of three times during the quarter. Students must achieve a "C" or better.

Students who chose to earn Pre-Kindergarten Teacher Licensure must apply to the State Department of Education and the CFE Department Chairperson must verify that students have met the Ohio Department of Education licensure standards.

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

Data from both formative and summative assessments were utilized in the curriculum review process. Results of each individual summative assessment were tabulated and reviewed. Two areas were identified as needing a greater emphasis within the curriculum: building relationships with families and assessing children's development. Program outcomes and master syllabi were revised to incorporate these two areas.

The revision process was completed in June 2005 and approved in 2006.

A number of center directors at practicum sites were interviewed as a part of the curriculum review process. They reported ECE students exhibit: positive communication skills with children and adults; a strong knowledge of curriculum development; a clear understanding of children's growth and development; an impressive knowledge of health, nutrition, and safety; and strong professional skills.

The numbers of ECE students transferring to four-year institutions continues to increase.

- 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.

Based upon analysis of the summative assessment results, student outcomes and master syllabi were revised to reflect areas needing greater emphasis as well as national and state standards.

The department did an analysis with the community to assess the readiness of its students by conducting a customer service survey of local agencies. The agencies received the new learning outcomes, so they could assess the graduates. The graduates themselves also took the survey to self-assess their readiness levels.

- 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 for self-assessment. 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, or 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.

The department is currently reviewing its gen ed assessment methods in hopes of making some improvements in that area.

- 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 280. Self-assessments are done using videotaped student-child interactions in ECE 280 and 281. 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 280 and 281. Diversity is reinforced in ECE 216 (Social Studies in Early Childhood Education) and SOC 215 (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. This program continues to be an active part of the program with such projects as Carl's Coats for Kids and the Children's Medical Center volunteer program.

Students complete more than 300 hours of supervised field experience. This includes experiences in the Early Childhood laboratory facility and approved community programs of early education and care. These learning experiences stress professionalism with diverse children and their families.

\* 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.