**Sinclair Community College - Continuous Improvement Annual Update 2010-11**

**Program:** Early Childhood Education

**Section I: Trend Data**

1. **Program Trend Data**

1. **Interpretation and Analysis of Trend Data** *Suggestions of questions that might be addressed in this section: What trends do you see in the above data? Are there internal or external factors that account for these trends? What are the implications for the program or department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

**Section II: Progress Since the Most Recent Review**

1. What was the fiscal year of the most recent Program Review for this program?
2. Briefly summarize the goals that were listed in Section IV part E of the most recent Program Review Self-Study (this section of the Self-Study asks “What are the department’s/program’s goals and rationale for expanding and improving student learning, including new courses, programs, delivery formats and locations”)?

1. Have these goals changed since your last Program Review Self-Study?  If so, please describe the changes.

1. What progress has been made toward meeting any of the goals listed above in the past year?

1. What Recommendations for Action were made by the review team to the most recent Program Review? What progress has been made towards meeting these recommendations in the past year?

     Section III: Assessment of Outcomes

at man

The Program Outcomes for this program are listed below. **At least one-third of your program outcomes must be assessed as part of this Annual Update, and across the next three years all of these program outcomes must be assessed at least once**.

|  |  |  |  |
| --- | --- | --- | --- |
| **Early Childhood Education** Program Outcomes | In which courses are these program outcomes addressed? | Which of these program outcomes were assessed during the last fiscal year?  | Assessment MethodsUsed |
| **1)** Utilize critical thinking skills to apply knowledge of child development and learning. | ECE 281 |  | * Performance Appraisal Evaluation
 |
| **2)** Identify resources and apply techniques for building diverse family and community relationships. | ECE 281 |  | * Performance Appraisal Evaluation
 |
| **3)** Observe, document, and assess children’s development and learning. | ECE 281 | **X** | * Performance Appraisal Evaluation
 |
| **4)** Plan and implement developmentally appropriate curriculum. | ECE 281 | **X** | * Performance Appraisal Evaluation
 |
| **5)** Demonstrate professionalism. | ECE 281 | **X** | * Performance Appraisal Evaluation
 |
| **6)** Demonstrate self-assessment and self-advocacy skills. | ECE 281 |  | * Performance Appraisal Evaluation
 |
| **7)** Demonstrate skills in making connections between prior knowledge/experience and learning. | ECE 281 |  | * Performance Appraisal Evaluation
 |

a) For the assessment methods listed in the table above, what were the results? What changes are planned as a result of the data? How will you determine whether those changes had an impact?

The ECE assessment instrument was utilized with the capstone course for the ECE program: ECE 281 Student Teaching II for winter 2010, spring 2010, and summer 2010. There were no students enrolled for fall, 2010. A performance appraisal evaluation was completed at the midterm and at the end of the quarter. This performance appraisal provides assessment data based on the ECE program outcomes (See Attachment A). The data is collected from three sources: student teacher, cooperating teacher and Sinclair faculty. The performance appraisal includes associated list of performance sub skills. All sub skills are measurable. A rubric is used to assess quality of performance (see Attachment B). All program outcomes are measured annually and informally reviewed by Sinclair faculty. The focuses for academic year 2010 were program outcomes 3, 4, and 5. The data for these three outcomes is provided in this report.

 The total N response was: Student Teachers (26), Cooperating Teachers (26) and Sinclair Faculty (2). Data was organized by quarters and response group. Mean values and ranges were calculated using the rubric rating. This data is available in Table 1. Data was also reviewed based on documented evidence coded as Demonstration, Spoken Written as well as comments from each response group. Data was also available related to the frequency which each skill is performed, e.g. (1) ***rarely performed***, (2) ***sometimes performed*** and (3) ***performed daily***. Data was collected for program outcome 3 for winter, spring and summer 2010. The results indicated the ratings for ECE 281 Student Teachers for all quarters ranged from a mean of 3.4 to 3.8 with a total mean of 3.5. Program outcome 4 was also assessed and reviewed. The mean rating for all quarters from all respondents ranged from 3.4 to 4 with a total mean of 3.6. The mean rating for program outcome 5 ranged from 3.3 to 4 with a total mean of 3.7. These ratings exceed the minimum criteria of a rating of 2.0 (equivalent to the letter grade “C”) to meet the requirements to successfully pass the capstone course.

Changes planned as a result of the data collected include a possible modification of assignments required for the course that could be used as documentation. This is specifically related to program outcome 3 sub skills B through E. These sub skills deal with the collection of observations related to assessment of children. These sub skills were identified as “not applicable” or “not observed” more consistently than any other sub skills in this set of program outcomes. It should be noted that this program outcome has consistently been identified as one where student teachers had limited opportunity to demonstrate skills due to the structure of the student teaching site, school policy and professional and ethical responsibilities of cooperating teachers. Therefore a recommendation has been made to develop a child study assignment for student teachers to complete and perhaps decrease the number of lesson plans students are required to complete (25). It is rationalized that student teachers could demonstrate mastery of that process with fewer lesson plans and demonstrate observation skills with an additional assignment that would provide documentation for evaluation of this program outcome. This assignment will be developed summer 2011 and implemented fall 2011. Changes in the evaluation of sub skills for program outcome 3 will indicate if this intervention was effective.

 b) What other changes have been made in past years as a result of assessment of program outcomes? What evidence is there that these changes have had an impact?

The Early Childhood Education program recently completed an extensive self-study as part of the re-accreditation process for pre-kindergarten licensure approval from the Ohio Department of Education. The program was commended for the triangulated process of data collection for assessment of program outcomes. It was also complimented for the development and use of an instrument based on nationally recognized program outcomes for early childhood education programs of teacher preparation provided by the National Association for Education of Young Children (N.A.E.Y.C.) This assessment is also in alignment with the state of Ohio’s program outcomes for teacher preparation programs. The data has been used to pinpoint areas in the curriculum where skills/knowledge are introduced, practiced and then a determination of level of mastery with ECE 281, the capstone course. It has also been valuable information as we designed a curriculum for a semester system. Finally, our students are highly regarded by the student teaching sites personnel and are very competitive in the job market. It is also important to note that many of our students become our cooperating teachers once they have completed three years of service and approval by the site director.

c) Describe general education changes/improvements in your program/department during this past academic year (09-10).

 General education outcomes are embedded within ECE program outcomes as identified in Table 2. We have continued to use a writing rubric for all assignments in ECE 280 (Student Teaching I) and ECE 281. Part-time instructors have been strongly encouraged to use available rubrics related to written assignments. Students continue to use the Writing Center and other available resources. The ECE program grading scale will also be revised when the conversion to semester occurs.

 An additional area under investigation is a process of assessing professional dispositions throughout the curriculum. This has been identified as an area that needs to be incorporated from the first early childhood education class through the end of the program. The logistics of the professional disposition assessment process are to be determined.

**Section IV: Improvement Efforts for the Fiscal Year**

1. **FY 09-10:** What other improvement efforts did the department make in FY 09-10?  How successful were these efforts?  What further efforts need to be made? If your department didn’t make improvement efforts during the fiscal year, discuss the strengths and weaknesses of the department over the last year and how the department plans to address them in the coming year.

1. **FY 10-11:** What improvement efforts does the department have planned for FY 10-11? How will you know whether you have been successful?

Questions regarding completion of the Annual Update? Please contact the Director of Curriculum and Assessment at 512-2789 to schedule a time to review the template and ask any questions.