

End of Year Assessment Report for Programs

Program: Early Childhood Education

Semester/year: spring 2018

Contact Person: Lisa Amundson

Submission date: May 27, 2020

Program Mission Statement

The bachelor of science in early childhood education (ECE) prepares you with licensure to teach children from birth through age eight. Create developmentally appropriate, child-centered, and play-based experiences. Learn to educate the whole child, and become skilled at engaging families in the education of their children. Gain experience in our Kindergarten Readiness Program (KRP). Double major in ECE and elementary education to expand your options and teach through 6th grade.

Program Objectives

At the close of their degree, students should be able to:

Outcome #1: Be able to state the concepts and structure basic to their subject matter specializations articulate instructional outcomes, and use teaching styles, resources, and strategies appropriate for all learners.

Outcome #2: Be able to identify important characteristics of learners stemming from sociological, psychological, and cultural environments at various stages of growth and development, and implement appropriate strategies.

Outcome #3: Be able to create positive learning environments for students from varied cultural milieus.

Outcome #4: Be able to develop and utilize teaching strategies based on tested psychological principles, learning theories, current research, and emerging technology appropriate for various teaching and learning environments.

Outcome #5: Be able to engage students in higher level thinking by using an array of technological and other resources, and a variety of written and communication techniques.

Outcome #6: Be able to use a variety of assessment strategies and techniques to assure positive student development.

Outcome #7: Be able to distinguish among different roles of students, parents, and school officials within diverse social contexts and to create positive learning experiences within school and community environments.

Outcome #8: Be able to state cognitive, affective, and psychomotor goals of education from historical, philosophical, social, cultural, and global perspectives and be able to use these goals in assessing personal attitudes and strategies, learning environments, and the profession.

Outcome #9: Assume responsibility for staying abreast of current professional developments and educational research with regard to theory and best practice.

Outcome #10: Exemplify in planning and demonstrate in practice the dispositions articulated by unit faculty as necessary for all teacher education candidates.

Outcome #11: Be able to communicate effectively in both written and spoken modes with all constituents.

Outcome #12: Be a model of hope -- consistent with the Mission Statement of Greenville University to be a "Christ-centered" university in the liberating arts and sciences.

1.

Assessment Methods and Benchmarks – SPRING SEMESTER

For each program objective, choose one “best representative” assignment at the Introductory, Developmental, and Mastery levels. You will have a total of three assignments/measurements per program objective. Put this information in a chart. Refer back to your [Program Learning Objective Alignment Chart](#) (created during 2017 Assessment Initiative) to determine best representative assignments and benchmarks. In any given semester, you may not have assignments at all three levels for every program objective; simply report all that you can.

Program Objective	Introducing	Developing	Mastering
PO1	EDUC 300-Technology Presentation	EDUC 302-pre reflection paper	EDUC 310 Home School Connections
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
PO2	EDUC 205-Reading Responses	EDUC 302- Discussion posts	EDUC 310 Family Engagement Plan
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
PO3	EDUC 300-ECERS rating scale	EDUC 300- Classroom Design	EDUC 302 Learning center pres
	Benchmark: >=70%	Benchmark: >=70%	Benchmark >=70%
PO9	EDUC 205 philosophy of education	EDUC 300 Professional Dev Plan	
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%

Assessment Findings – SPRING SEMESTER

See attached FCARS for assessment findings

Analysis of Assessment Findings – SPRING SEMESTER

As this semester was different with the quick on line transition, the new courses taught seemed to be successful in meeting the objectives. I would like to better evaluate next Spring when I have more data.

Sharing and Discussion of Assessment Findings – SPRING SEMESTER

Program assessment results are shared in bi-weekly SOE meetings, bi-annual SOE program assessment meetings, and monthly COTE meetings.

Use of Assessment Findings for Program Improvement (Action Plan) – SPRING SEMESTER

Prior feedback has helped me to modify assignments for clarity. With such a new program, I will wait to receive more cycles of data

Full Year Reflection - FALL/INTERTERM/SPRING TERMS

I will need more information for this program as new classes were taught. FCARS for the year of all classes taught are attached.

Supporting Documents

FCARS for fall 2019 and Spring 2020 attached