

End of Year Assessment Report for Programs

Program: Early Childhood Education

Semester/year: Spring 2021

Program Director: Laura Schaub

Submission date: May 26, 2021

Year in Operational Plan: Three

Assessment Methods and Benchmarks

The bachelor of science in early childhood education (ECE) prepares teacher candidates to work with children from birth through age eight. Teacher Candidates will create developmentally appropriate, child-centered, and play-based experiences for young children. Teacher Candidates will learn to educate the whole child while learning to engage families in the education of their children in an inclusive and service oriented environment . Candidates will gain hands on learning experiences while participating in 300 plus field hours in our Kindergarten Readiness Program (KRP) and diverse settings within partnering school districts.

Program Objective	Introducing	Developing	Mastering
PO 1	Course Activity: EDUC 300-Technology Presentation	Course Activity: EDUC 302-pre reflection paper	Course Activity: EDUC 310 Home School Connections
	Benchmark: 70%	Benchmark: 70%	Benchmark: 70%
	Evidence: 100% completion	Evidence: 100% completion	Evidence: 100% completion
PO 2	Course Activity:	Course Activity:	Course Activity:
	Benchmark: 70%	Benchmark: 70%	Benchmark: 70%
	Evidence: 100% completion	Evidence: 93% completion	Evidence: 86% completion
PO 3	Course Activity: EDUC 300-ECERS rating scale	Course Activity: EDUC 300-Classroom Design	Course Activity: EDUC 302 Learning center pres
	Benchmark: 70%	Benchmark: 70%	Benchmark: 70%
	Evidence: 100% completion	Evidence: 100% completion	Evidence: 100% completion
PO 9	Course Activity: EDUC 205 philosophy of education	Course Activity: EDUC 300 Professional Dev Plan	Course Activity:
	Benchmark: 70%	Benchmark: 70%	Benchmark: 70%
	Evidence:	Evidence:	Evidence:
PO 10,11			EDUC 417 Lesson Plan
			Benchmark: >=70%
			Evidence: 100% completion

Analysis of Assessment Findings

What strengths and weaknesses do the findings reveal about the program and/or the assessment process? After a full cycle of course data I am happy with the results of the assessment outcomes. I will continue to tweak courses. I have learned that the greatest impact of learning on students is the experiential piece. Students in the field..working with project parenting, completing community events, working with individual students to understand development etc. with this most recent cycle, I have not been able to offer the same experience to students due to COVID. I am happy to say all students that have entered their senior year and have taken the high stake content test have passed. I will continue to adjust and reevaluate work. Course EDUC 205 will need course redesign to make more user friendly.

Sharing and Discussion of Assessment Findings

SOE faculty meet and review data from high stake tests, ISBE completer data, exit interviews. Plans are then made to make changes to work

Use of Assessment Findings for Program Improvement (Action Plan)

Early childhood program is too new to analyze this data coupled with COVID not allowing for full implementation of plan. Assignments, specifically in EDUC 205, 300, and 310 were noted by students as being beneficial to their ongoing learning. EDUC 302 will use more of a hands on approach to implementing play based learning in the classroom.

All courses have now been taught and assessed at least once. Specific work will focus on EDUC 205 and EDUC 417 assignment rework. Specifically, 205 textbook changes will be considered. I will work with my adjunct for understanding of alignment and assessment work in Fall 2021 for work in Spring 2021 EDUC 417. Student feedback found methods work beneficial (ECERS, ITERS), community service work, child portfolios.

Supporting Documents

FCARS attached for Spring 21