

1. Outcome	2. Criteria or Target	3. Measurement Tool – NAEYC Standards with artifacts from course assignments in ECE Portfolio	4. When/how and by who analysis of assessment will be accomplished
Students exiting the program with an AAS in EEFS will:			
<p>1. Use their understanding of young children’s characteristics and needs, and of the multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.</p>	<p>80% of the students earning C or higher</p>	<p>ECE 260/265 – Practicum Portfolio demonstrates NAEYC Standard 1 – Promoting child development and learning: <u>courses that artifacts may be submitted for portfolio for this section are: ECE 221,224,234,226</u></p>	<p><b>ECE 221</b> 11 (92%) earned an A 1 (8%) earned a B</p> <p><b>ECE 224</b> 14 (63%) earned an A 4 (18%) earned a B 3 (14%) earned a C 1 (5%) earned an F</p> <p><b>ECE 234</b> 13 (72%) earned an A 2 (11%) earned a B 1 (5%) earned a D 1 (5%) earned an F</p> <p><b>HEC 226</b> 23 (92%)earned an A 2 (8%) earned an F</p>
<p>2. Apply recognition of the importance and complex characteristics of children’s families and communities to the creation of respectful reciprocal relationships that support and empower families and involve all families in their children’s development and learning.</p>	<p>80% of the students earning C or higher</p>	<p>ECE 260/265 – Practicum Portfolio demonstrates NAEYC Standard 2 – Building family and community relationships: <u>courses that artifacts may be submitted for portfolio for this section are:ECE200,224,226</u></p>	<p><b>ECE 200</b> 14 (100%) earned an A</p> <p><b>ECE 224</b> 14 (63%) earned an A 4 (18%) earned a B 3 (14%) earned a C 1 (5%) earned an F</p> <p><b>HEC 226</b> 23 (92%)earned an A 2 (8%) earned an F</p>

<p>3. Use systematic observation, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.</p>	<p>80% of the students earning C or higher</p>	<p>ECE 260/265 – Practicum Portfolio demonstrates NAEYC Standard 3 – Observing, documenting and assessing: <u><i>courses that artifacts may be submitted for portfolio for this section are: ECE 221,224,234,236,264</i></u></p>	<p><b>ECE 221</b> 11 (92%) earned an A 1 (8%) earned a B</p> <p><b>ECE 224</b> 14 (63%) earned an A 4 (18%) earned a B 3 (14%) earned a C 1 (5%) earned an F</p> <p><b>ECE 234</b> 13 (72%) earned an A 2 (11%) earned a B 1 (5%) earned a D 1 (5%) earned an F</p>
<p>4. Employ their understanding of and relationships with children and families and their understanding of developmentally and culturally effective approaches to teaching and learning to implement and evaluate experiences that promote positive development and learning for all young children.</p>	<p>80% of the students earning C or higher</p>	<p>ECE 260/265 – Practicum Portfolio demonstrates NAEYC Standard 4 – Using developmental effective approaches to connect with children and families: <u><i>courses that artifacts may be submitted for portfolio for this section are: ECE 224,226,236</i></u></p>	<p><b>ECE 224</b> 14 (63%) earned an A 4 (18%) earned a B 3 (14%) earned a C 1 (5%) earned an F</p> <p><b>ECE 226</b> Not offered 2015-16</p> <p><b>ECE 236</b> 13 (68%) earned an A 4 (16%) earned a B 2 (12%) earned a C</p>
<p>5. Identify and conduct themselves as members of the early childhood profession.</p>	<p>80% of the students earning B or higher, 50% earning C or higher</p>	<p>ECE 260/265 – Practicum Portfolio demonstrates NAEYC Standard 6 – Becoming a Professional: <u><i>courses that artifacts may be submitted for portfolio for this section are: ECE 200,264,265</i></u></p>	<p><b>ECE 200</b> 14 (100%) earned an A</p> <p><b>ECE 264</b> 14 (100%) earned an A</p> <p><b>ECE 265</b></p>

			15 (100%) earned an A
6. Know and use ethical guidelines and other professional standards related to early childhood practice.	80% of the students earning B or higher, 50% earning C or higher	ECE 260/265 – Practicum Portfolio demonstrates NAEYC Standard 6 – Becoming a Professional: <u>courses that artifacts may be submitted for portfolio for this section are: ECE</u>	No courses listed
7. Identify themselves as continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources.	80% of the students earning B or higher, 50% earning C or higher	ECE 260/265 – Practicum Portfolio demonstrates NAEYC Standard 5 – Using content knowledge to build meaningful curriculum: <u>courses that artifacts may be submitted for portfolio for this section are: ECE 200,234,265</u>	<b>ECE 200</b> 14 (100%) earned an A  <b>ECE 234</b> 13 (72%) earned an A 2 (11% earned a B 1 (5%) earned a D 1 (5%) earned an F  <b>ECE 265</b> 15 (100%) earned an A
8. Act as informed advocates for sound educational practices and policies.	80% of the students earning B or higher, 50% earning C or higher	ECE 260/265 – Practicum Portfolio demonstrates NAEYC Standard 7 – Early childhood field experiences: <u>courses that artifacts may be submitted for portfolio for this section are: ECE 200,234</u>	<b>ECE 200</b> 14 (100%) earned an A  <b>ECE 234</b> 13 (72%) earned an A 2 (11% earned a B 1 (5%) earned a D 1 (5%) earned an F

### Analysis:

#### 1. Describe assessment results.

- The EEFS department met its goal of 80% of the students earning B or higher, 50% earning C or higher for all degree outcomes, except Outcome #6. It should be noted, however, that Outcome 6 does not list any courses for artifacts that may be submitted to the portfolio.
- Early Childhood instructors collaborated assignments to meet the NAEYC standards and systemize each course work
- Assignments to complete a portfolio for degree completion.

#### 2. Describe any changes that were implemented from the previous assessment. Include the effect that these changes had on students' attainment of degree, certificate or program outcomes.

- ECE scoring rubric was developed and implemented
- 2 year cycle of courses being offered stayed consistent
- Students are made aware of the showcase of portfolios at the start of their EEFS program

**3. Identify any changes that should, as a result of this assessment, be implemented towards improving students' attainment of degree, certificate, or program outcomes.**

- The EEFS department needs to identify the courses for artifacts that may be submitted to the portfolio to as evidence of meeting Outcome 6
- On line learning is more accessible
- Recruit High School students

**4. Describe your plan for implementation of any changes.**

- The EEFS department will update the 2017-18 degree plan, identifying the courses for artifacts that may be submitted to the portfolio to as evidence of meeting Outcome 6
- Pre Practicum course was developed to support students obtaining required documents in a timely manner to ensure proper practicum placement.

**5. Departmental faculty involvement.**

- Faculty meet throughout the year to review outcomes and portfolio assignments

**6. Evaluate the assessment strategy.**

- The ECE faculty will look at creating a better quarterly system to support course outcome data in addition to portfolio scoring.

**7. Additional comments.**

- ECE faculty could use updated CD's, CD rom's for lectures and resource materials to have current research

Information updated: Ronda Hull

Results Submitted by: Kristen Kane

Assessment Completed by: Ronda Hull

Date: 12.28.16

Date: 3.16.17

Plans to be submitted to Academic Assessment Coordinator (kkane@cgcc.edu) by Nov 15 of academic year being assessed

Assessment and Analysis to be submitted to Academic Assessment Coordinator (kkane@cgcc.edu) by Nov 15 the following academic year being assessed