

CTE Outcome Assessment Results for degrees or certificates 2018-19 Certificate: **Early Education and Family Studies Certificate 2018-19**

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	5. Results of Program Assessment and Recommendations
Students exiting the program with a Certificate in EEFS will:				
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.	80% of the students earning C or higher	ECE 130/134 – 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 120, 122, 123, HE 113, HEC 262</u>	Analysis to be completed as part of 2019-20 ECE Program Review	96% of students earned an “A” and 4% of students earned a “B”. Target of 80% of students earning a “C” or higher was surpassed.
2. Use their understanding of the importance and complex characteristics of children’s families and communities to create respectful reciprocal relationships that support and involve all families in their children’s development and learning.	80% of the students earning C or higher	ECE 130/134 – Practicum Portfolio demonstrates NAEYC Standard 2 – Building family and community relationships: <u>courses that artifacts may be submitted for portfolio for this section are: ECE 121,122, 123</u>	Analysis to be completed as part of 2019-20 ECE Program Review	96% of students earned an “A” and 4% of students earned a “B”. Target of 80% of students earning a “C” or higher was surpassed.
3. Use observation and documentation, in partnership with families and other professionals, to positively influence children’s development and learning.	80% of the students earning C or higher	ECE 130/134 – Practicum Portfolio demonstrates NAEYC Standard 3 – Observing, documenting and assessing: <u>courses that artifacts may be submitted for portfolio for this section are: ECE 121,122, 123</u>	Analysis to be completed as part of 2019-20 ECE Program Review	96% of students earned an “A” and 4% of students earned a “B”. Target of 80% of students earning a “C” or higher was surpassed.
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 the promote positive development and learning for all young children.	80% of the students earning C or higher	ECE 130/134 – Practicum Portfolio demonstrates NAEYC Standard 4 – Using developmental effective approaches to connect with children and families: <u>courses that artifacts may be submitted for portfolio for this section are: ECE 121, 122, 123, 124</u>	Analysis to be completed as part of 2019-20 ECE Program Review	96% of students earned an “A” and 4% of students earned a “B”. Target of 80% of students earning a “C” or higher was surpassed.
5. Know and use professional standards related to early childhood practice.	80% of the students earning C or higher	ECE 130/134 – Practicum Portfolio demonstrates NAEYC Standard 6 – Becoming a Professional: <u>courses that artifacts may be submitted for portfolio for this section are: ECE 120, 122, ECE 200, HEC 201</u>	Analysis to be completed as part of 2019-20 ECE Program Review	96% of students earned an “A” and 4% of students earned a “B”. Target of 80% of students earning a “C” or higher was surpassed.
6. Identify themselves as collaborative learners who demonstrate reflective perspectives on their work, making decisions that integrate knowledge from professional sources.	80% of the students earning C or higher	ECE 130/134 – 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 122, HEC 201</u>	Analysis to be completed as part of 2019-20 ECE Program Review	96% of students earned an “A” and 4% of students earned a “B”. Target of 80% of students earning a “C” or higher was surpassed.

Plan Submitted by: ECE Department

Date: 9.26.18

Assessment Completed by: Eliza Greenway

Date: 6.14.19

Plans to be submitted to Academic Assessment Coordinator ([kkane@cgcc.edu](mailto:kkane@cgcc.edu)) by Nov 15 of academic year being assessed  
Assessment to be submitted to Academic Assessment Coordinator ([kkane@cgcc.edu](mailto:kkane@cgcc.edu)) by July 1 the following academic year being assessed

### **ECEFS Department Analysis:**

Our department is pleased to report we surpassed our target on all outcomes. However, our results are based solely on the students' final course grades for their practicum and seminar courses and we would like to move towards a proficiency-based assessment. Currently, our ECEFS students' portfolios are indicated as our measurement tool for our program assessment, but we need to make some adjustments in order to better utilize their portfolios for this purpose.

### **Recommendations:**

1. Work collaboratively with our department and the assessment team to ensure portfolio requirements fully address Core Learning Outcomes, certificate and degree outcomes, NAEYC Standards (including sub-standards), and increase students' employability.  
Update/modify where necessary. Below are some initial recommendations:
  - a. Increase number of required portfolio artifacts from 14 to 22 (one for each sub-standard).
  - b. Create a shared document for instructors to input course assignments and identify the NAEYC sub-standard(s) with which they align. Then, create a student-friendly version of possible artifacts to be shared with students when they first enter our program.
  - c. Add "Recognizing Child Abuse & Neglect" and "Introduction to Child Care Health & Safety" trainings as requirements (both are free online trainings offered by OCCD and most practicum sites and employers require them).
  - d. Update "CGCC Portfolio Handbook" and "CGCC Practicum Handbook" to reflect any changes made. Incorporate these changes when designing our ECEFS e-Portfolio template.
2. Clearly differentiate between certificate and degree proficiency levels and portfolio requirements.
  - a. Create a rubric for proficiency levels with detailed descriptions for each standard. Provide all instructors with this rubric for use in grading the specified artifact assignments.