

and implement strategies to reach out to parents including culturally and linguistically diverse parents. They design plans for current and on-going leadership activities in the community including supervising and administering an ECE program and advocacy activities for children and families. The program helps candidates gain inquiry skills and knowledge of research methods and understand their critical role as consumers of research-based knowledge and practices. It engages candidates to examine controversies and trends related to the field of early childhood education and justify their own stand on the issue. In addition, the program fosters among candidates an understanding of early childhood education across

children, learn about the role of transnational organizations and realize the need for global child advocacy. The program helps candidates to utilize technology as a

experiences in contextualizing learning is evident in the required learning activities. JETOTBT1 0 04 Tf1 T

Table 1*Program Student Learning Outcomes and Relevant Standards*

	Analyze theoretical perspectives that relate to young children and their families.	Demonstrate competency in building family and community relationships.	Apply principles of teaching and learning to early childhood classrooms.	Analyze current issues, debates, discussions, and research in the field of early childhood education.	Apply understanding of leadership roles that benefit children and families.	Analyze issues and early childhood education around the world.	Apply understanding of cultural diversity to personal philosophy and practices.
	Theorist research paper, multimedia presentation	Parent workshop planning and implementation report	Case study report	Review of research paper, multimedia presentation	Child advocacy plan, implementation	Country project research paper, multimedia presentation	Ethnographic research report
	Theory and Research	Building Family and Community Relationships; Collaboration and Mentoring	Child Development & Learning; Observing, Documenting, Assessing to Support Young Children and Families; Teaching and Learning	Research Methods	Communication Skills; Advocacy Skills; Leadership Skills	Cultural Competence	Cultural Competence; Growing as Professionals
	Scholarship	Evidence-based Practices; Collaboration; Leadership	Effective Pedagogy; Evidence-based practices; Innovation	Scholarship	Collaboration; Leadership; Advocacy	Advocacy	Advocacy
	Integrating liberal education	Collaborative problem solving	Well-prepared	Well-prepared	Collaborative problem solving	Engaged in global and local issues; Knowledge and respect for diversity	Engaged in global and local issues; Knowledge and respect for diversity
	Content Knowledge	Professional Knowledge and Skills	Pedagogical Content Knowledge, Student Learning	Content Knowledge	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Dispositions, Professional Knowledge and Skills

*Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 1
(Admission to Program)*

	26	23	
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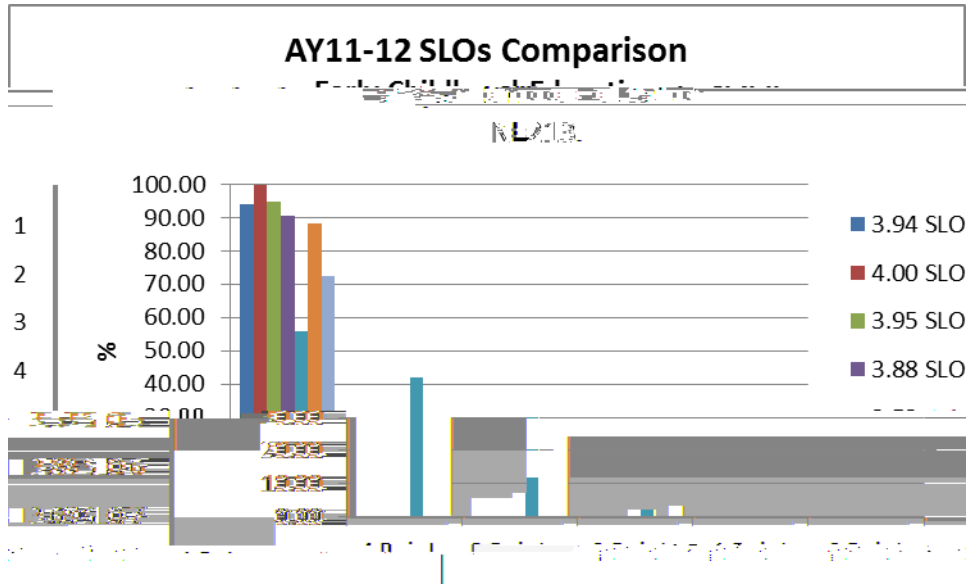
2. How many of the total full- and part-time faculty in the program reviewed and discussed the assessment findings described in this document? Please attach minutes and/or completed worksheets/artifacts to document this meeting.

3. Question 3 is in 2 parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:
 - a. Candidate Performance Data: Provide *direct* evidence for the student learning outcomes assessed this year and describe how they were assessed (the tools, assignments, etc. used). Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, percentage passing as appropriate for each outcome.

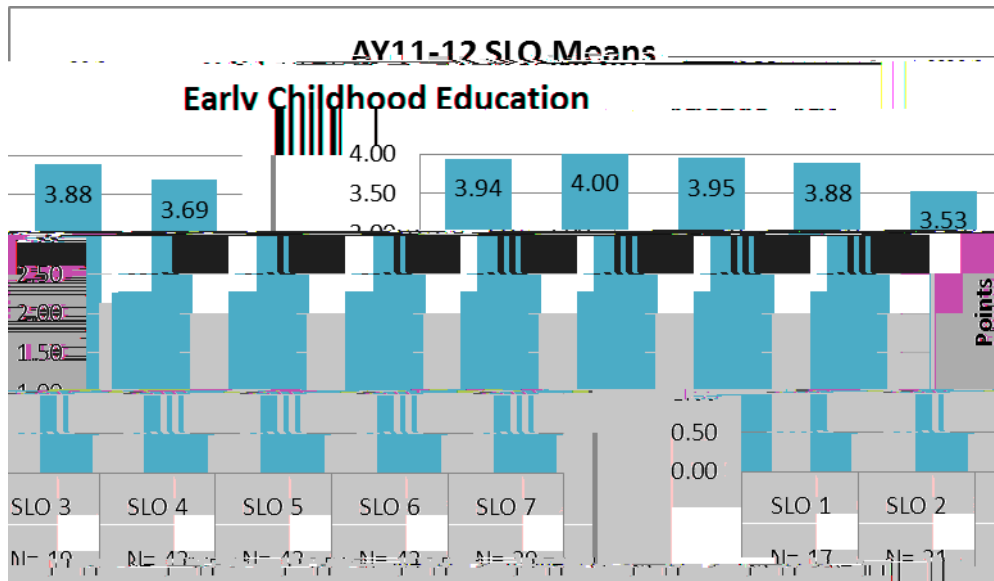
Program Student Learning Outcomes and Signature Assignments

1	Analyze theoretical perspectives that relate to young children and their families.	EDEC 521	Select and write report on theorist whose work has influenced the field of early childhood education
2	Demonstrate competency in building family and community relationships	EDEC 522	In small groups, plan, organize, and implement a parent education program (a.k.a. workshop).
3	Apply principles of teaching and learning to early childhood classrooms	EDEC 520	Identify needs of a child and plan curriculum and assessment strategies based on six hours of field visit
4	Analyze current issues, debates, discussions, and research in the field of early childhood		

AY11-12 SLO Comparison

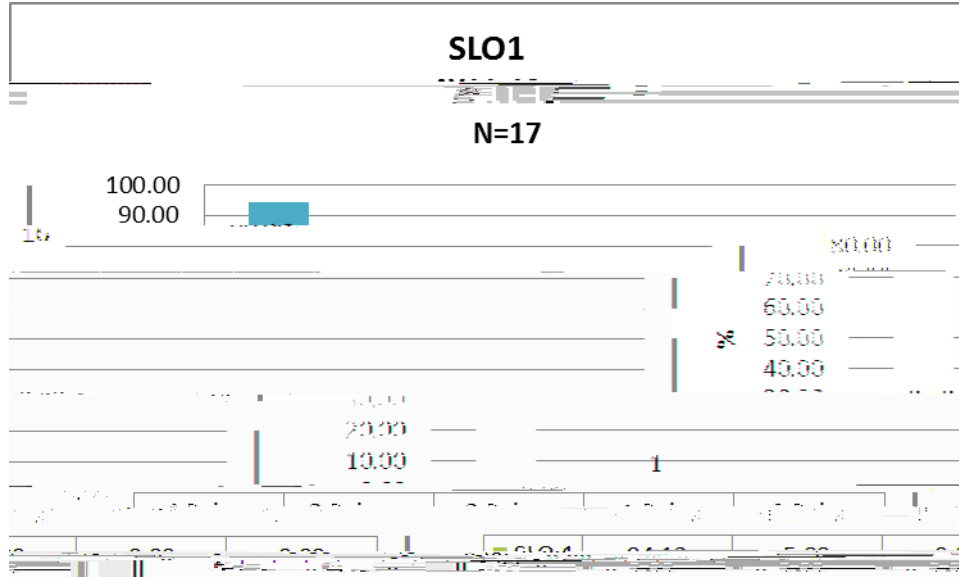


AY11-12 SLO Means

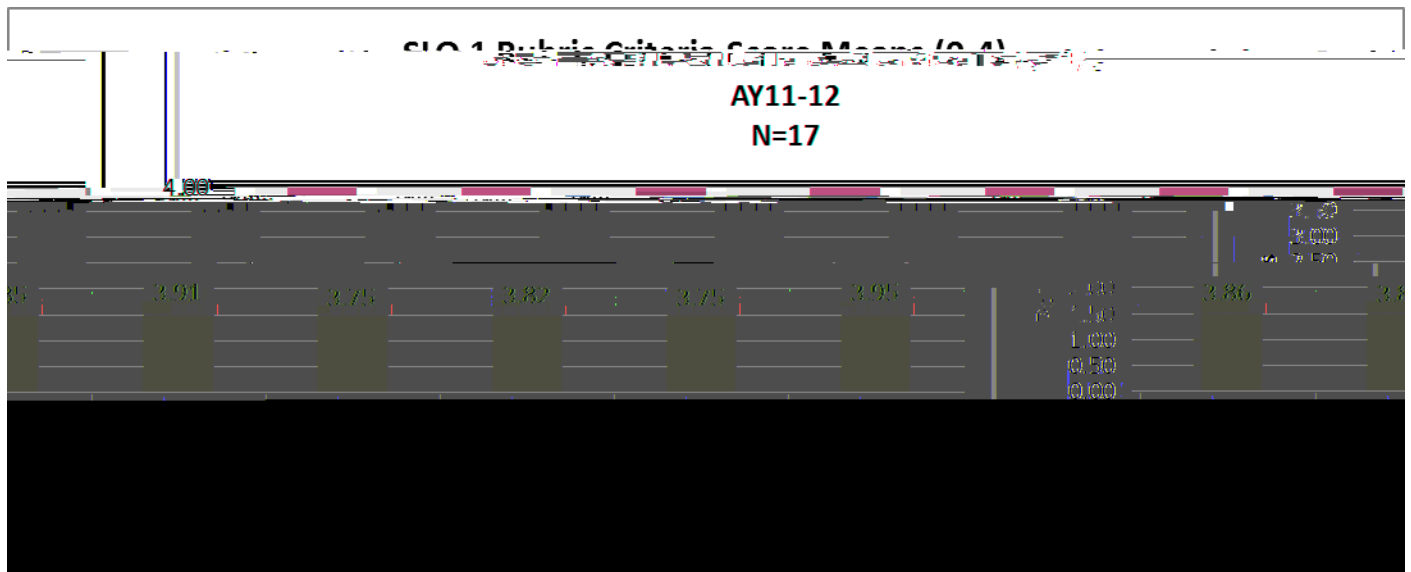


Analyze theoretical perspectives that relate to young children and their families.

AY11-12 Score Distribution-SLO 1

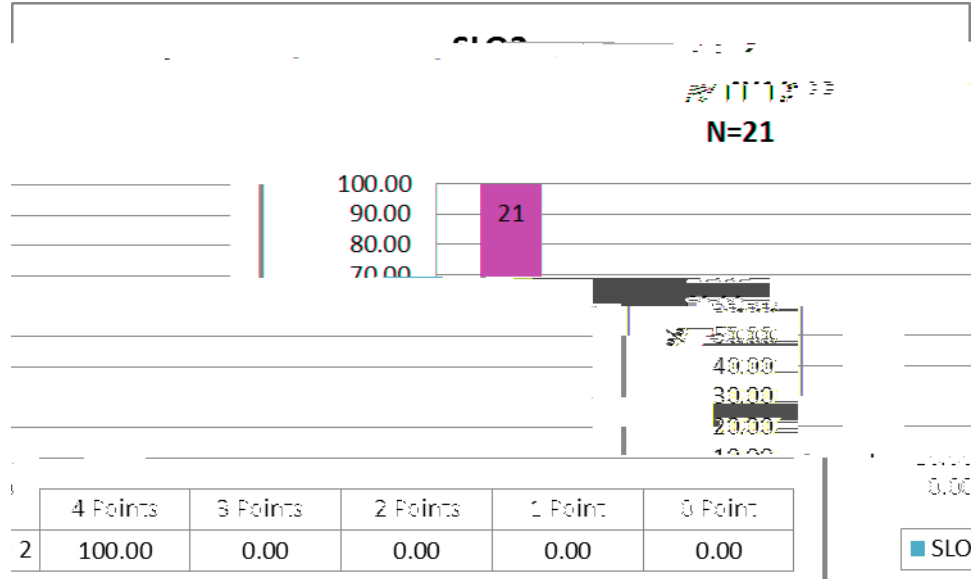


AY11-12 Criteria Score Means-SLO 1

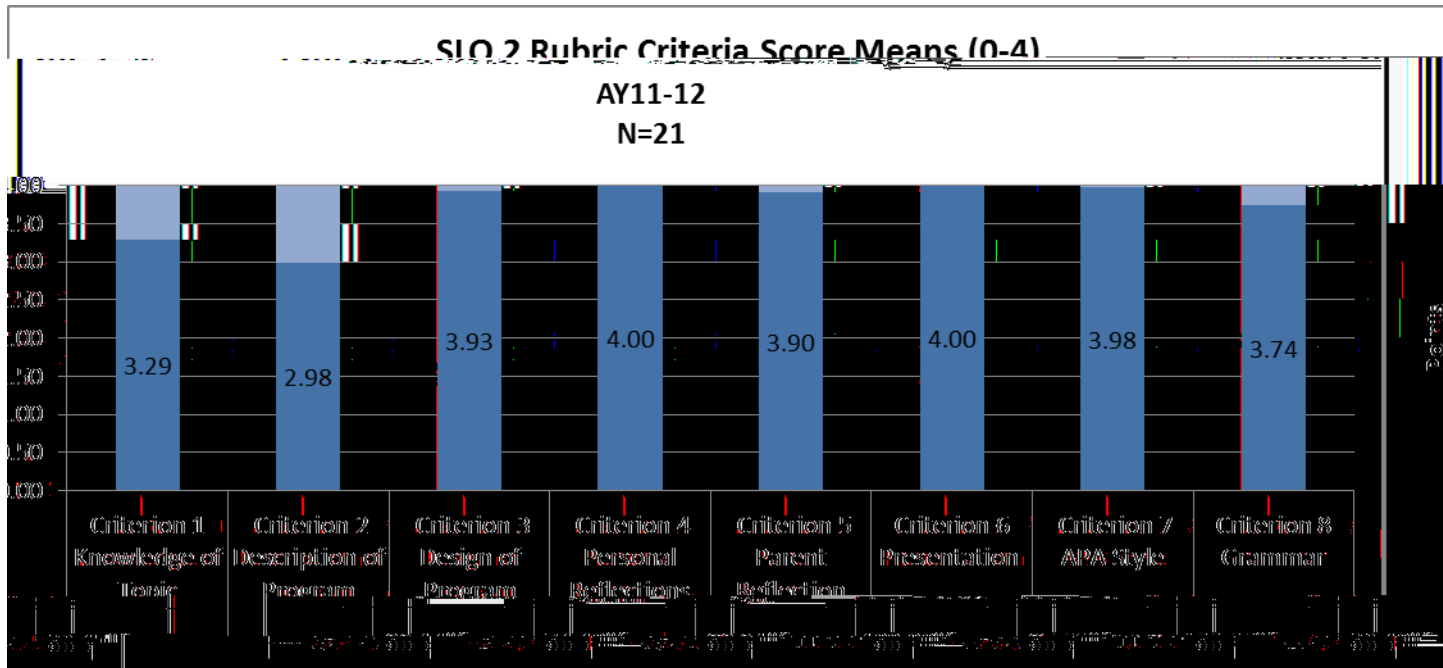


Demonstrate competency in building family and community relationships.

AY11-12 Score Distribution-SLO 2

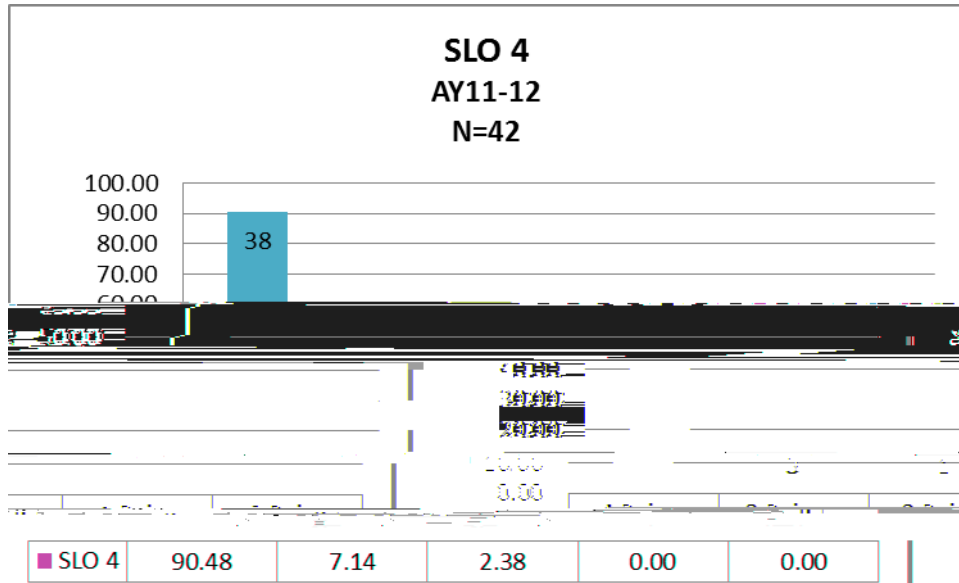


AY11-12 Criteria Score Means-SLO 2

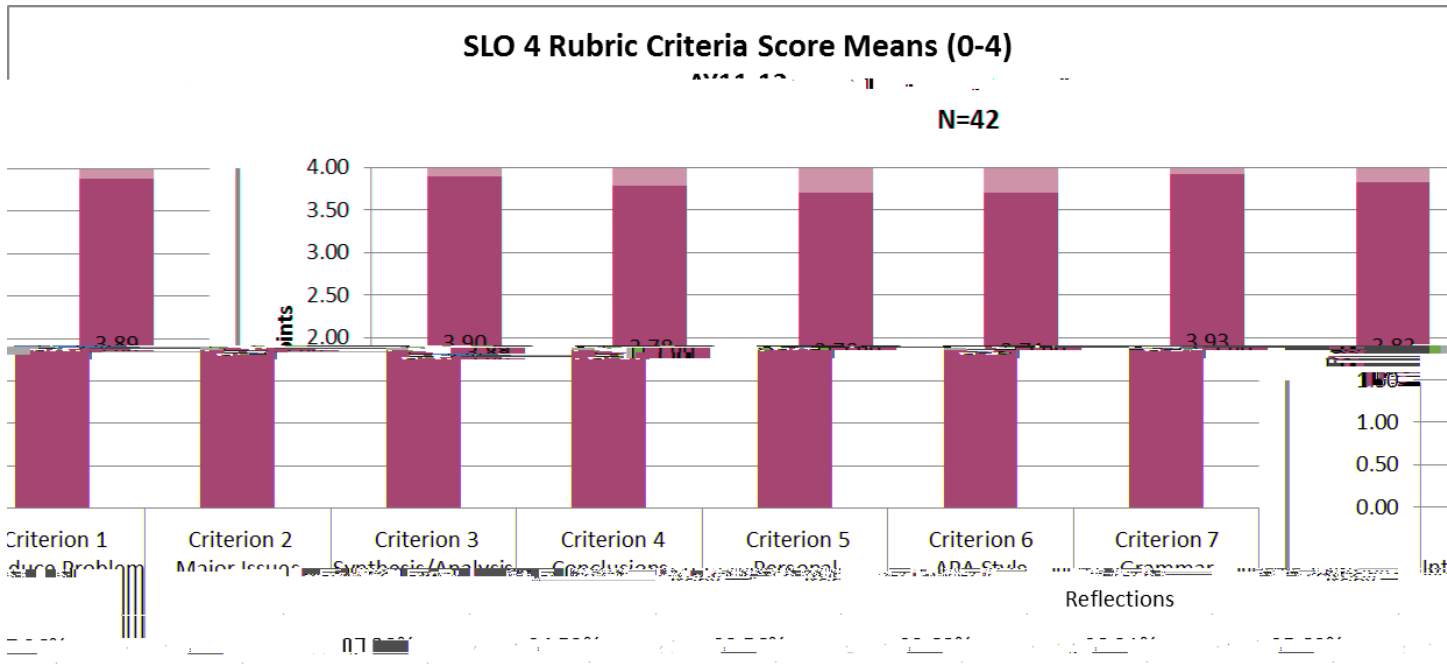


Analyze current issues, debates, discussions, and research in the field of early childhood education.

AY11-12 Score Distribution-SLO 4

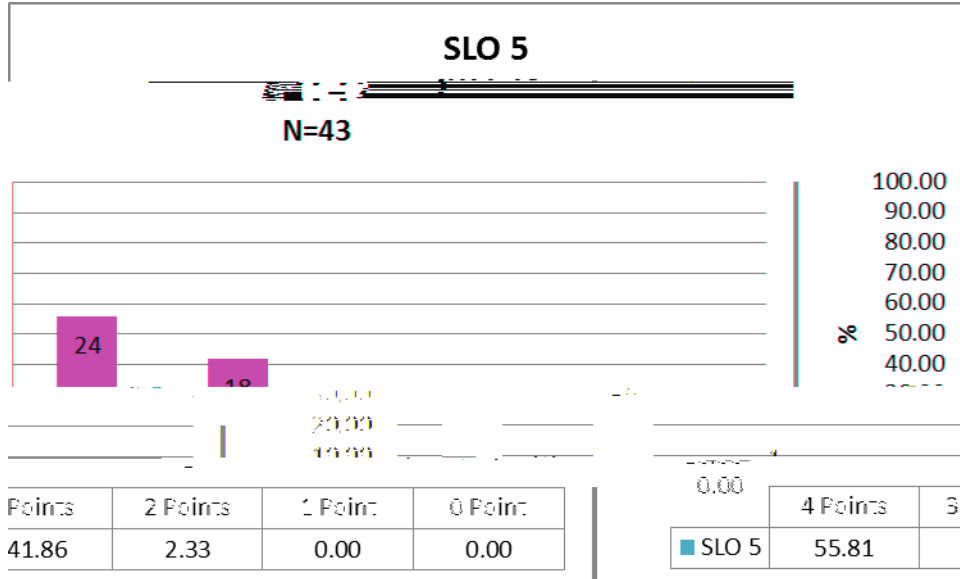


AY11-12 Criteria Score Means-SLO 4

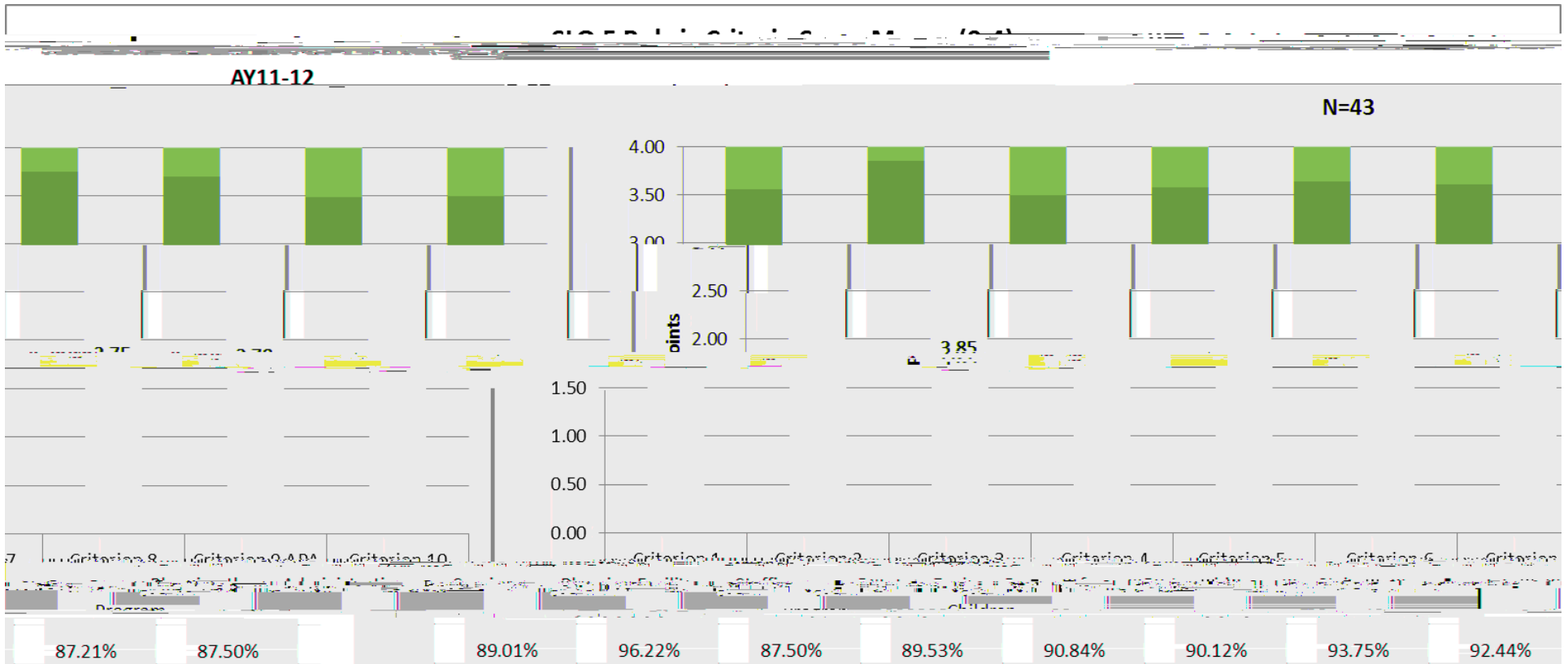


Apply understanding of leadership roles that benefit children and families.

AY11-12 Score Distribution-SLO 5

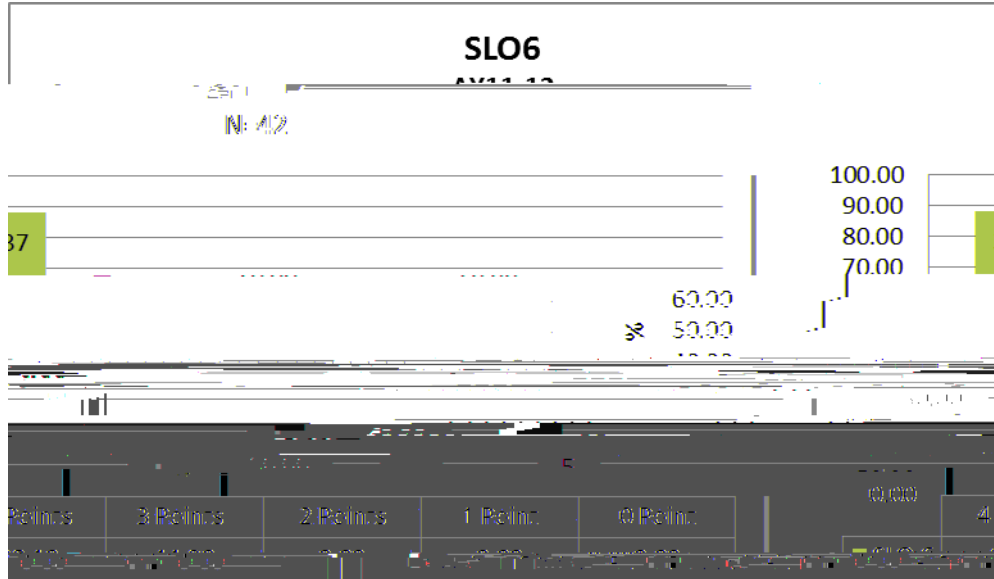


AY11-12 Criteria Score Means-SLO 5

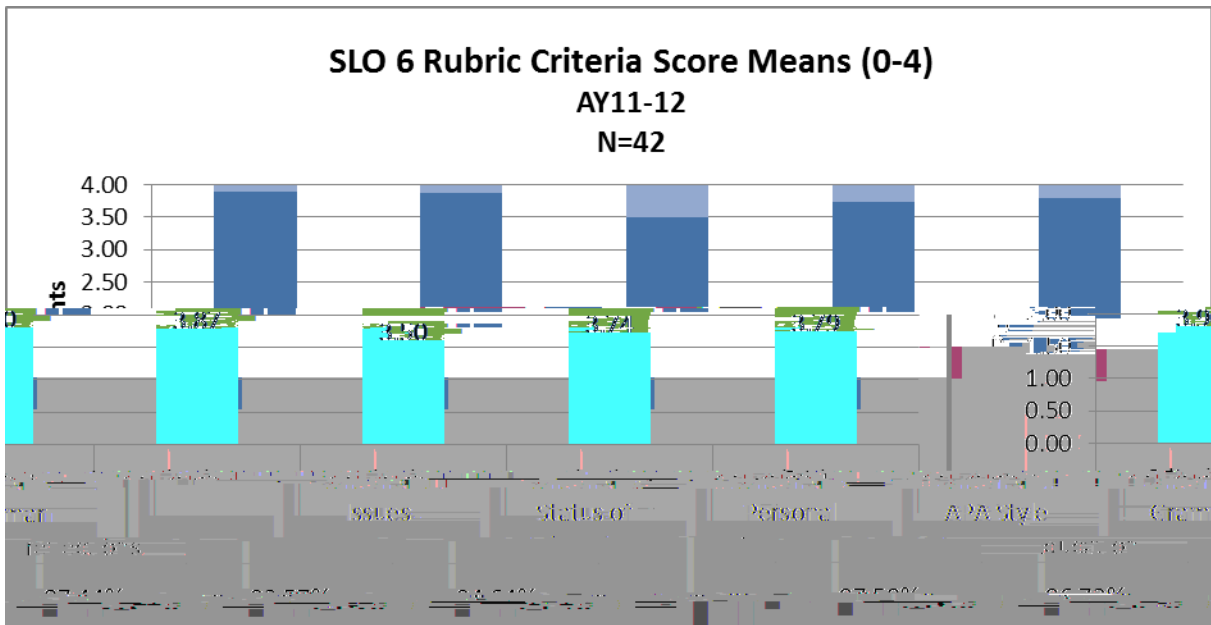


Analyze child

AY11-12 Score Distribution-SLO 6

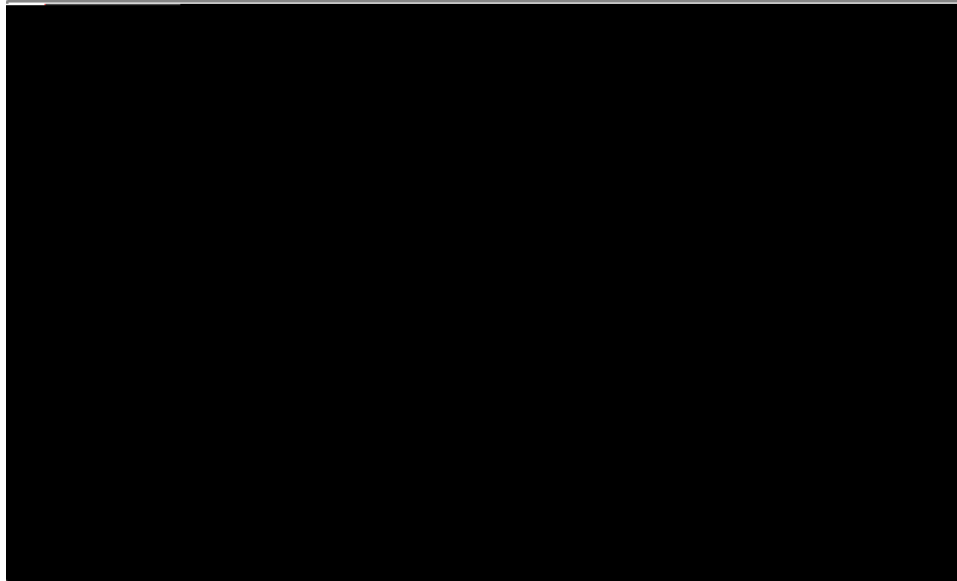


AY11-12 Criteria Score Means-SLO 6

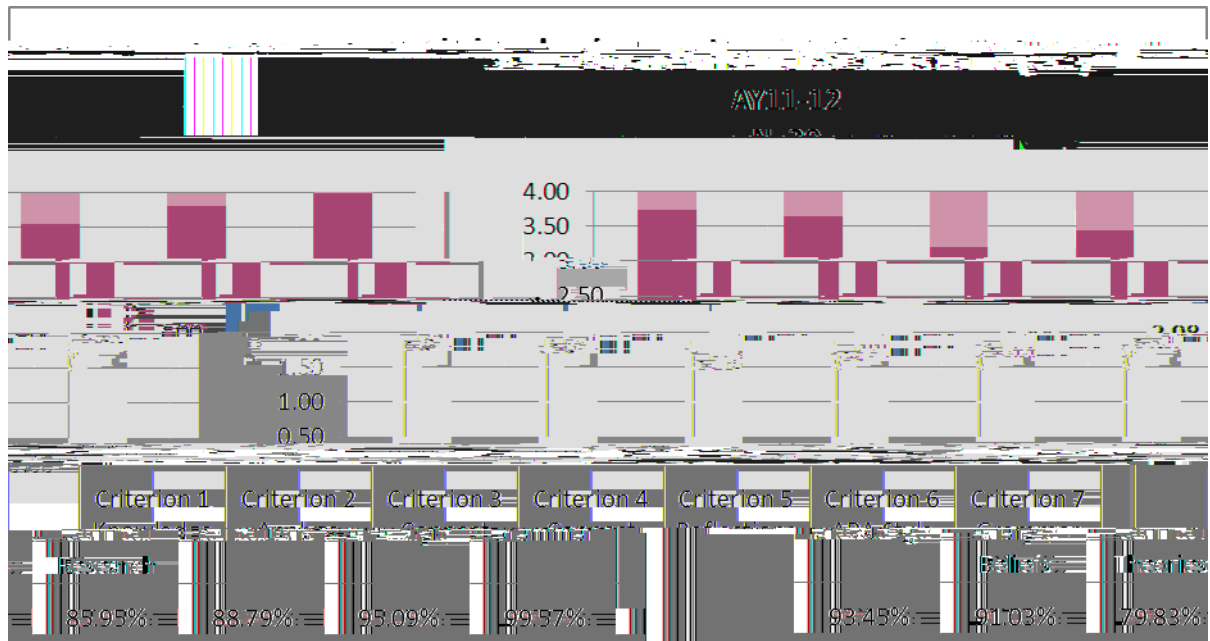


Apply understanding of cultural diversity to personal philosophy and practices.

AY11-12 Score Distribution-SLO 7



AY11-12 Criteria Score Means-SLO 7



Note: All overall SLO score distribution charts reflect AY11-12 data aggregated across semesters as appropriate

b. Program Effectiveness Data: What data were collected to determine program effectiveness

program faculty provides more information on comprehensive examination and thesis after students advance to candidacy and start their second year. Therefore, this issue was not raised by students in the exit survey.

Positive Narrative Comments by Respondents

This is a program that I will recommend to other friends and people in general.

I have found th34 501 27 th34>3(f)1d(tF(h)3(b)3(y)-3(i3(h)3(342(o)le/Pe)9(27 tnd)15(s (to)3m[Tm007uh)31 0 0 0

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Faculty members provided consistent support to enhance student learning in their courses.

Program faculty members feel that they have provided needed support to students in their courses. However, students need vary. Some students need much more support than others. It is up to faculty members to decide how much time they would devote to individual students beyond their usual responsibilities. The program provides information on available on-campus support systems to all students. It is up to students to take extra steps to seek help offered on-campus. However, the program will look at this issue more closely in future.

The program allowed me to interact with a wide range of faculty and professionals in the field.

The program has addressed this issue in the following ways:

The program invites community-college faculty members to discuss community college teaching opportunities.

During their field observations, students do get opportunities to see various classrooms.

Students are required to attend a workshop/conference each semester. These workshops allow them to interact with professionals in the field.

Stude
faculty member in the College of Education

The program feels the need for inviting speakers with various specializations to the program. However, without any budget allocations for this purpose, it has been hard to fulfill this goal. Additionally, the program has only two full-time faculty members. Sometimes the program has used one or two part-time faculty members. However, with decreasing enrollment, it will be hard for the program to recruit more part-

5. What do the data for each outcome say regarding candidate performance and program effectiveness? Please note particular areas of strength or in need of improvement.

Data from Table 2 shows that the program has been successful in recruiting candidates to the program. 26 candidates applied to the program. This number is quite high for a U in early childhood education and reflects local communities. In addition, out of 23 candidates who entered the program in fall 2011, 21 are matriculated. One of them decided to take a reduced load of classes per semester and graduate a year later than her scheduled time for graduation (generally, students in the comprehensive track take two academic years to graduate from the program). Therefore, she is continuing in the program. The other candidate dropped out of the program for personal reasons.

With two exceptions, all the candidates (a total of 23) who took the comprehensive examination in summer 2011/fall 2011 passed the examination either in first or second attempt. One candidate failed twice and did not receive the degree. The other candidate took the exam a year after in summer 2012 and successfully completed the program. Therefore, 21 candidates in the comprehensive track received their degrees in summer/fall 2011. One student in the thesis track also completed her degree in summer 2011. A total of 22 ECE MA degrees were conferred.

The SLO data from various courses reflects that as a whole, candidates are performing above level 3.5 (in a scale of 4.00) in their signature assignments for all 7 SLOs. It is appropriate to mention here that although the SLO data does not reflect the writing problems of students, quite a few candidates in the program have serious academic writing issues. These students are encouraged to take writing help from the writing resource lab and writing workshops offered by the graduate office in addition to the feedback

7. What steps, if any, will be taken with regard to curriculum, programs, practices, assessment processes, etc. based on these findings in Questions 5 and 6? Please link proposed changes to data discussed in Q5.

Action Plan

	<u>Arrange writing help:</u> Requesting strong graduates from the program to provide -group sessions. The program will provide these graduates with letters of appreciation for their mentoring role which may strengthen their case when they apply for community college teaching positions.	coordinator	Spring 2013
	<u>Motivating students toward the thesis study track:</u> Requesting strong graduates from the program (who have either completed a thesis study or have joined the ED. D. chairs to help students in their thesis projects. It might motivate more students to choose the option of writing a thesis.	coordinator	Spring 2013
	<u>Offer a comprehensive examination workshop</u> in the second past graduates to talk about their experiences and preparation for the comprehensive examination	Coordinator	Starting from Spring 2013
	<u>@ toward resources</u> and experts to pursue these goals. Invite experts in various ECE careers identified by students to the program. Seek possible funding opportunities through the Development Office in the College of Education for inviting speakers to the program.	Coordinator / faculty	Starting from Spring 2013

	<p><u>Minor changes in the signature assignments</u> based on SLO 2 and 4.</p> <p>SLO #2: Splitting up the assignment into two. The first submission would be a discussion of the content and importance of the topic for parents, and the second submission would be the details of the workshop.</p> <p>SLO 4: Instructor identifies important topics for the literature review and assigns students (3 or 4) to each topic. Although the written paper will be individually submitted, students will work with group members during the process. This will help students to benefit from readings, perspectives, and critical thinking on the topic.</p>	Course instructors	Spring 2013-Fall - 2013