

College of Education and Affiliated Programs
Annual Assessment Report Template – Spring 2010
Early Childhood Education

Background

1. Describe your program (enrollment, number of faculty, general goals. Have there been any program changes since your last CED Annual Report?)

The Master's in Early Childhood Education (ECE) program at CSULB is designed to provide a diverse student body with updated knowledge and skills (including leadership skills) necessary to fulfill various roles in the field of ECE. The program recruits candidates with classroom teaching experiences and helps them connect their classroom practices with theories, research, policies, and current discourse and debates. The mission of the program is to recruit and educate a diverse student population with the professional competencies necessary for teaching, leadership, management, and advocacy roles in the public sector and in community-based and non-profit organizations such as public schools, federal and state funded preschool programs, community colleges, private preschool/school programs. The curriculum emphasizes knowledge, skills, and dispositions necessary for ethical, developmentally and culturally appropriate teaching practices in diverse and inclusive classrooms (with children from birth through age 8). The program also prepares candidates for management of early childhood organizations (including planning, implementing, and decision-making) that best represent the interest of all children and families and a pursuit for life-long learning. The pedagogical methods used for transaction of the program curriculum primarily focus on inquiry, critical and analytical thinking, professional collaboration (in class and off-campus settings), with the goal of instilling a pursuit for life-long learning among candidates and nurturing a community of learners.

The knowledge-base, skills, and dispositions of Early Childhood Education (ECE).

The MA in ECE program is informed by various theoretical perspectives, research findings, current issues and debates, national policies, and national/ international organizations' positions, publications, and recommendations. The National Association for the Education of Young Children's (NAEYC) advanced program standards, in particular, are used to structure the program's curriculum and assessment measures. The program requires candidates to acquire an in-depth knowledge and understanding of young children's development and apply this understanding to design anti-bias, culturally appropriate, and inclusive curriculum and assessment measures for young children. Candidates read and reflect upon theories (historical and contemporary) and practices that highlight that learning and development are constructed within the context of social and cultural interactions. These theoretical perspectives allow candidates to situate children socially, culturally, as well as individually so as to evaluate the contextual appropriateness of theories and research studies; reflect upon the school's hidden curriculum as well as policies and politics at the local, state, and national levels; and examine the beliefs and expectations of their own as well as that of the larger society that may impact teaching and learning in early childhood classrooms. Candidates read and reflect upon NAEYC's "Code of ethical conduct" for early childhood practitioners and examine current practices in the light of this code. Candidates design 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 the world, helps them examine globalization and its impact (negative and positive) on the world's children, learn

about the role of transnational organizations such as UNICEF to ensure children's rights, and realize the need for global child advocacy. The program helps candidates to utilize technology as a tool to enhance learning and communication. The program's acknowledgement of the role of field experiences in contextualizing learning is evident in the requirement of 10 hours of field experiences for the majority of the program courses, with a total of 60 hours in the field. The ten hours of field experience required for a course is connected to an assignment that allows the instructor to assess candidates' ability to apply their learning from the course.

The ECE Master's program's mission, goals, and knowledge-base/skills/dispositions are aligned with the mission of the College of Education at CSULB. For example, the program aims to prepare socially and culturally responsible practitioners, leaders, and life-long learners who will integrate relevant theories, research, and policies into their own practices so as to ensure education and well-being of all children and families. The program has identified 7 key Student Learning Outcomes (SLOs) (see Table 1). These were adapted from the National Association for Education of young Children's advanced program standards. To integrate SLOs into courses, the mission statement of the program was reviewed along with course outlines and course objectives. Additionally, NAEYC's Advanced Program Standards were studied.

There are two full-time faculty members (see Table 5). The program has used a full-time lecturer and a few part-time faculty members whenever needed. Tables 2 through 4 provide data on student admissions, enrollment and graduation in the academic year, 2008-09.

Table 1*Program Student Learning Outcomes and Relevant Standards*

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7
SLOs	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 children's issues and early childhood education around the world.	Apply understanding of cultural diversity to personal philosophy and practices.
Signature Assignment(s)	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
National Standards	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
Conceptual Framework	Promotes Growth	Values Diversity, Service and Collaboration	Promotes Growth, Values Diversity, Prepares Leaders, School Improvement	Research and Evaluation	Values Diversity, Prepares Leaders	Values Diversity	Values Diversity, Prepares Leaders
NCATE Elements	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

Table 2*Program Specific Candidate Information, 2008-2009 (snapshot taken F09) – Transition Point 1 (Admission to Program)*

	Number Applied	Number Accepted	Number Matriculated
TOTAL	44	42	33

Table 3*Program Specific Candidate Information, 2008-2009 (snapshot taken F09) – Transition Point 2 (Advancement to Culminating Experience)*

Thesis (698)¹	0
Comps²	28
Project (695)³	0

Table 4*Program Specific Candidate Information, 2008-2009 (snapshot taken F09) – Transition Point 3 (Exit)*

Degree	27
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Table 5*Faculty Profile 2008-09*

Status	Number
Full-time TT	2
Full-time Lecturer	1
Part-time Lecturer	1
Total:	4

- 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.

A total of three faculty (2 full-time and 1 part-time) faculty discussed and reviewed the assessment findings. (Minutes attached)

¹ This is data on students who were enrolled in thesis work during Fall 2008 and Spring 2009. This figure may include students who actually “crossed into” this transition point prior to Fall 2008 and were still making progress on their theses at this time.

² This is data on the number of students who *applied* to take the comprehensive examination in Summer 2009, Fall 2009. The data include students who may not have taken or passed the examination(s).

³ This is data on students who were conducting culminating projects during Fall 2008 and Spring 2009. This figure may include students who actually “crossed into” this transition point prior to Fall 2008 and were still making progress on their theses at this time.

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.

Table 6

Program Student Learning Outcomes and Signature Assignments

	Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment	Fall 2009 cohort
SLO 1	Analyze theoretical perspectives that relate to young children and their families.	EDEC 521 (fall 2010)	Select and write report on theorist whose work has influenced the field of early childhood education	Fall 2008 cohort
SLO 2	Demonstrate competency in building family and community relationships	EDEC 522 (sp. 2009)	In small groups, plan, organize, and implement a parent education program (a.k.a. workshop).	Fall 2008 cohort
SLO 3	Apply principles of teaching and learning to early childhood classrooms	EDEC 520 (sp. 2009)	Identify needs of a child and plan curriculum and assessment strategies based on six hours of field visit	Fall 2007 cohort
SLO 4	Analyze current issues, debates, discussions, and research in the field of early childhood education.	EDEC 621 (sp. 2009)	Conduct an in-depth review of existing research on a topic pertaining to an issue or debate or a trend in the field of early childhood education.	Fall 2008 cohort
SLO 5	Apply understanding of leadership roles that benefit children and families.	EDEC 523 (fall 2010)	In small groups, create an early childhood program.	Fall 2007 cohort
SLO 6	Analyze children's issues and early childhood education around the world.	EDEC 622 (sp. 2009)	Report issues facing children in a selected country, status of preprimary and primary education, and personal reflections and recommendations	Fall 2008 cohort
SLO 7	Apply understanding of cultural diversity to personal philosophy and practices	EDEC 526 (winter 2010)	Conduct a cross-cultural analysis project. Include theories and research related to multicultural education, personal reflections, curriculum implications, and recommendations.	Fall 2009 cohort

The program assessed all 7 SLOs between spring 2009, fall 2010 and winter 2010 for three different groups of students (cohort admitted in fall 2007, fall 2008, and fall 2009). Table 6 provides the number of SLOs assessed, when the SLO was assessed, and which groups of students were assessed. The program identifies each group of students who are admitted in fall of each academic year as the cohort for that year. For example, candidates enrolled in fall 2007 are termed as the 2007 cohort. Each signature assignment is assessed using Taskstream's electronic portfolio system. Rubrics have been created for each SLO and are posted on program's Taskstream site. Program students have access to these rubrics and instructors also discuss these rubrics in their courses in detail. Each rubric carries a scale value between 0-4 (0= Failed to submit the paper/ off-topic; 1 = Does not meet expectations; 2 = Meets some expectations; 3 = Meets expectations; 4 = Exceeds expectations). After instructors scored the assignment, the program runs the report during which descriptive statistics for each assignment are produced by Taskstream.

Candidate performance in all the seven SLOs is provided below. The table for each SLO includes average for the group (raw), average for group (percentage), median for group, Standard deviation for the group for each of the criteria in a rubric. It also calculates the average for the total number of criterion averages.

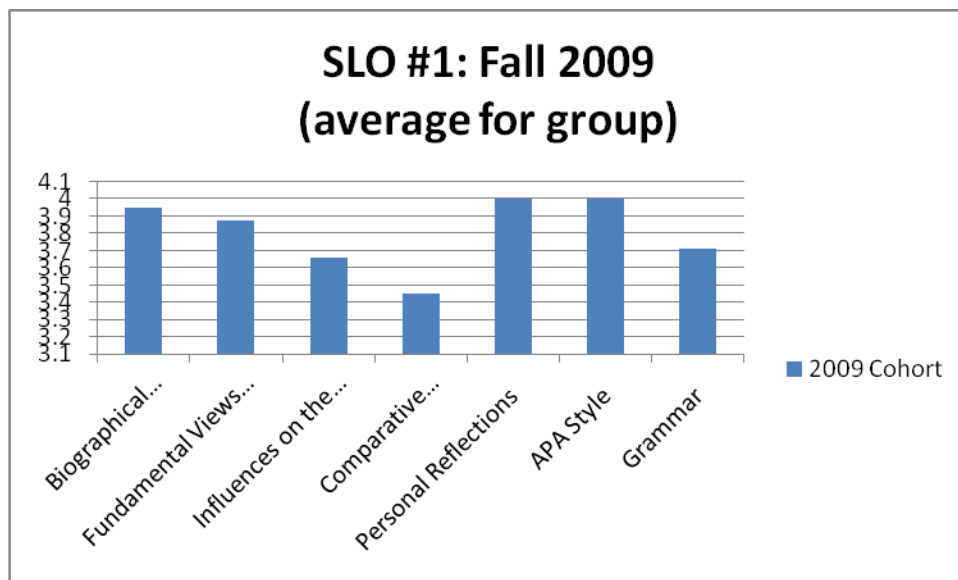
SLO 1: Analyze theoretical perspectives that relate to young children and their families.

TABLE 7

Descriptive Statistics for SLO 1

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	Standard Deviation for Group
Biographical Information of the Self-Selected Theorist	19	3.95/4	98.68	4	0.23
Fundamental Views of the Theorist	19	3.87/4	96.71	4	0.28
Influences on the Field of Early Childhood Education	19	3.66/4	91.45	4	0.58
Comparative Perspectives	19	3.45/4	86.18	4	0.78
Personal Reflections	19	4.00/4	100	4	0
APA Style	19	4.00/4	100	4	0
Grammar	19	3.71/4	92.76	4	0.54
Average of 7 Criterion Averages		3.80/4 (95.11%)	95.11		

Figure 1



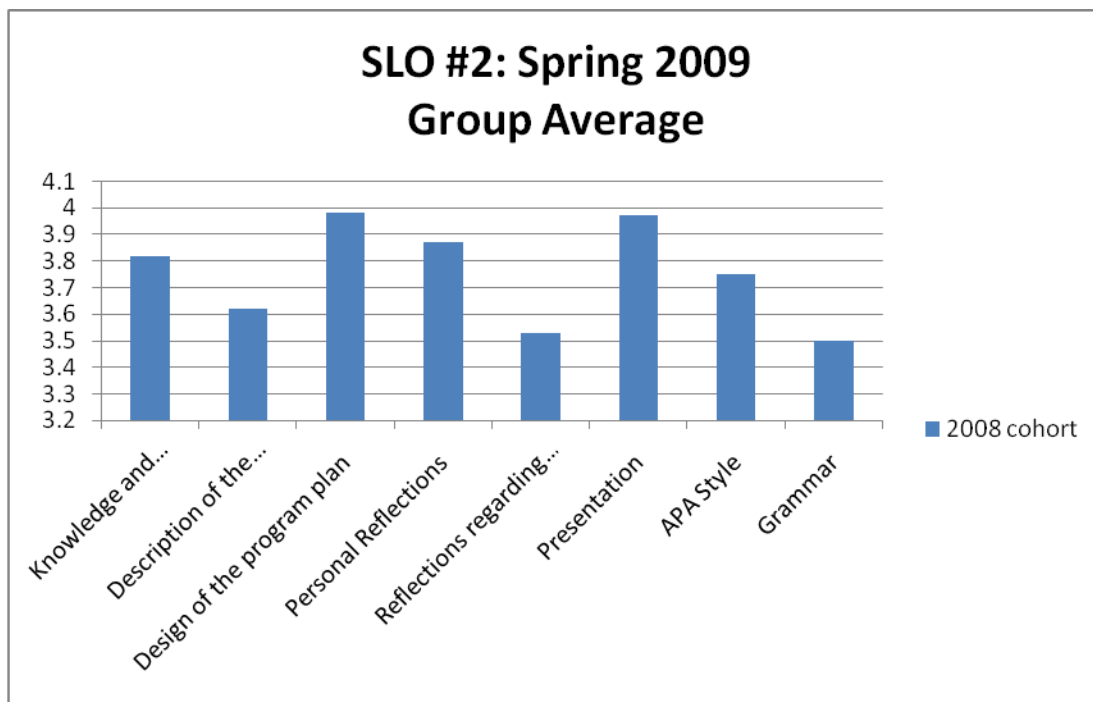
SLO 2: Demonstrate competency in building family and community relationships

Table 8

Descriptive Statistics for SLO 2

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	Standard Deviation for Group
Knowledge and understanding of the topic to be presented at the workshop	30	3.82/4	95.42	4	0.36
Description of the Education Program/Workshop	30	3.62/4	90.42	4	0.47
Design of the program plan	30	3.98/4	99.58	4	0.09
Personal Reflections	30	3.87/4	96.67	4	0.35
Reflections regarding parents' assessment of the program	30	3.53/4	88.33	4	0.78
Presentation	30	3.97/4	99.17	4	0.18
APA Style	30	3.75/4	93.75	4	0.41
Grammar	30	3.50/4	87.5	4	0.78
Average of 8 Criterion Averages		3.75/4 (93.85%)	93.85		

Figure 2



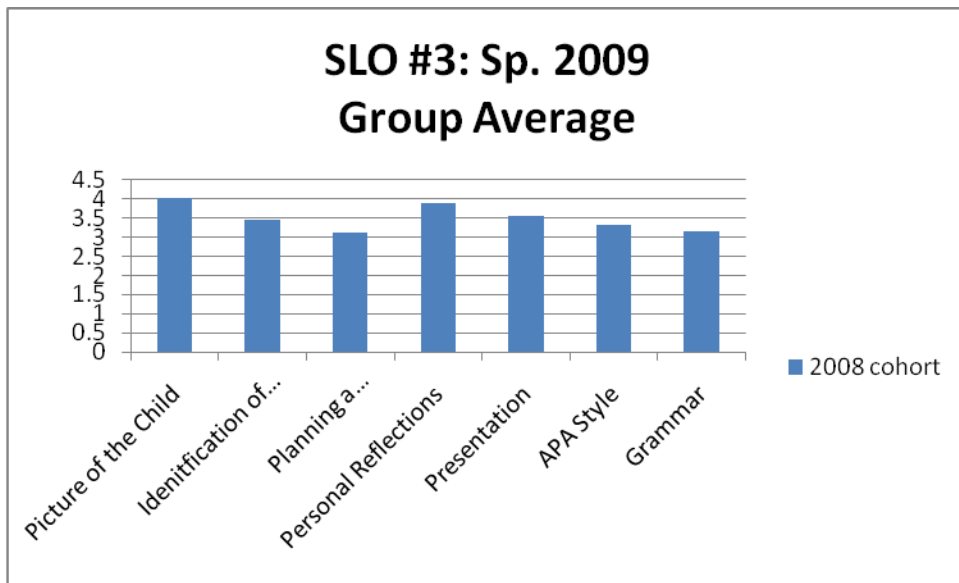
SLO 3: Apply principles of teaching and learning to early childhood classrooms

Table 9

Descriptive Statistics for SLO 3

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	Standard Deviation for Group
Picture of the Child	28	4.00/4	100	4	0
Identification of the child's needs	28	3.45/4	86.16	4	0.76
Planning a Curriculum Strategy	28	3.13/4	78.13	3	0.79
Personal Reflections	28	3.88/4	96.88	4	0.32
Presentation	28	3.55/4	88.84	4	1.07
APA Style	28	3.32/4	83.04	3.5	0.7
Grammar	28	3.14/4	78.57	3.25	0.96
Average of 7 Criterion Averages		3.49/4 (87.37%)	87.37		

Figure 3



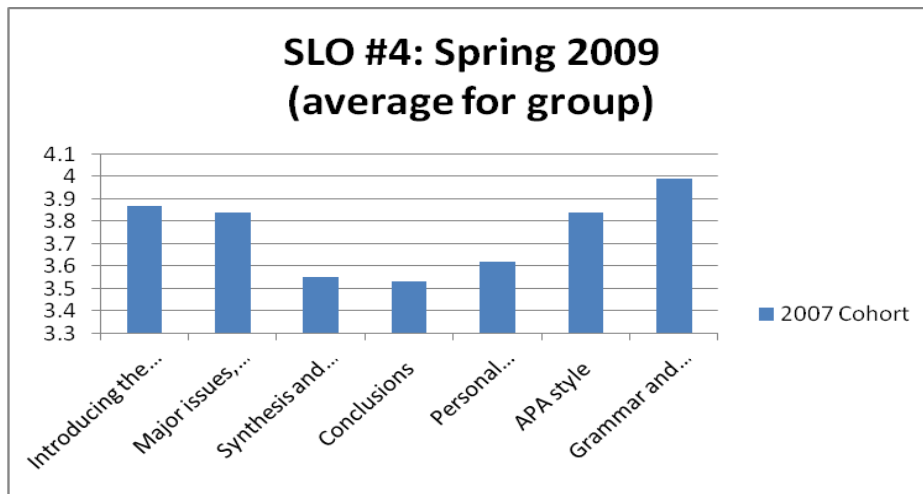
SLO 4 : Analyze current issues, debates, discussions, and research in the field of early childhood education.

TABLE 10

Descriptive Statistics for SLO 4

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	Standard Deviation for Group
Introducing the problem	30	3.87/4	96.75	4	0.31
Major issues, controversies, programs, contributors	30	3.84/4	95.92	4	0.39
Synthesis and Analysis of Research Studies	30	3.55/4	88.75	4	0.62
Conclusions	30	3.53/4	88.33	4	0.63
Personal Reflections and recommendations	30	3.62/4	90.42	3.9	0.52
APA style	30	3.84/4	96	4	0.45
Grammar and organization	30	3.99/4	99.67	4	0.07
Average of 7 Criterion Averages		3.75/4 (93.69%)	93.69		

Figure 4



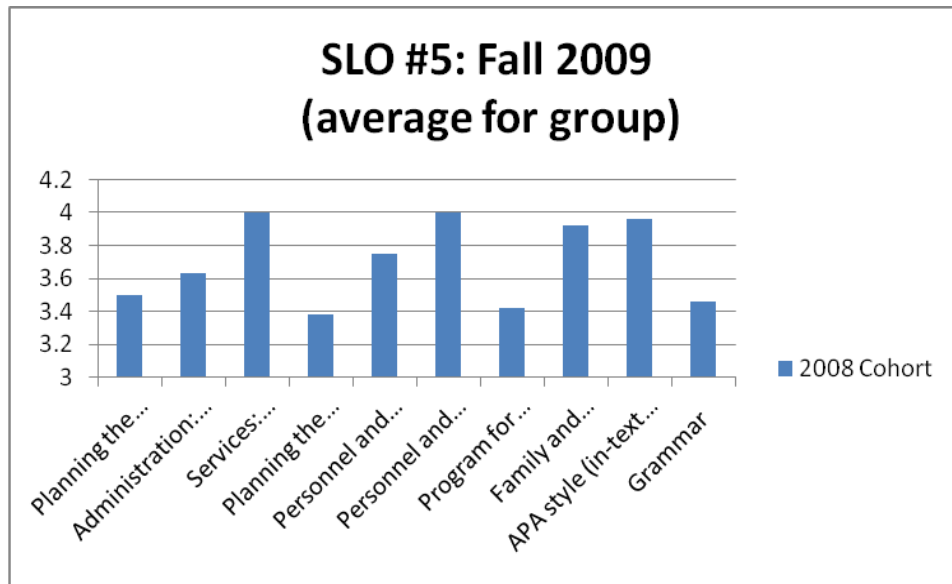
SLO 5: Apply understanding of leadership roles that benefit children and families

Table 11

Descriptive Statistics for SLO 5

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	Standard Deviation for Group
Planning the program: (Components: Justification for selecting a particular program; rationale for program-base; theory leading the design; and mission statement	24	3.50/4	87.5	4	0.74
Administration: (Components: Meeting legal responsibilities, such as discussing NAEYC code of ethics; identification and justification for funding sources; and discussion of program standards.	24	3.63/4	90.63	4	0.76
Services: (Component: provision for nutrition and health services; and hours of operation	24	4.00/4	100	4	0
Planning the physical facility (indoor and outdoor space, entry/exit area), and justification of the space arrangement.	24	3.38/4	84.38	3	0.47
Personnel and Management: Staffing (Components: Identifies roles and qualifications of various levels of staff; plans for staff salary and other benefits;enriching the professional life of the staff; improving the quality of staff; and assessing job performance of the staff)	24	3.75/4	93.75	4	0.57
Personnel and Management: Program evaluation	24	4.00/4	100	4	0
Program for children: (Components: Goals/objectives for children; theory of how children learn; theory of teaching; identify standards; and Assessing, recording and reporting children’s progress)	24	3.42/4	85.42	4	1.06
Family and community partnerships and advocacy	24	3.92/4	97.92	4	0.19
APA style (in-text citations, reference list, running head, appropriate levels of headings)	24	3.96/4	98.96	4	0.14
Grammar	24	3.46/4	86.46	4	0.62
Average of 10 Criterion Averages		3.70/4 (92.50%)	92.5		

Figure 5



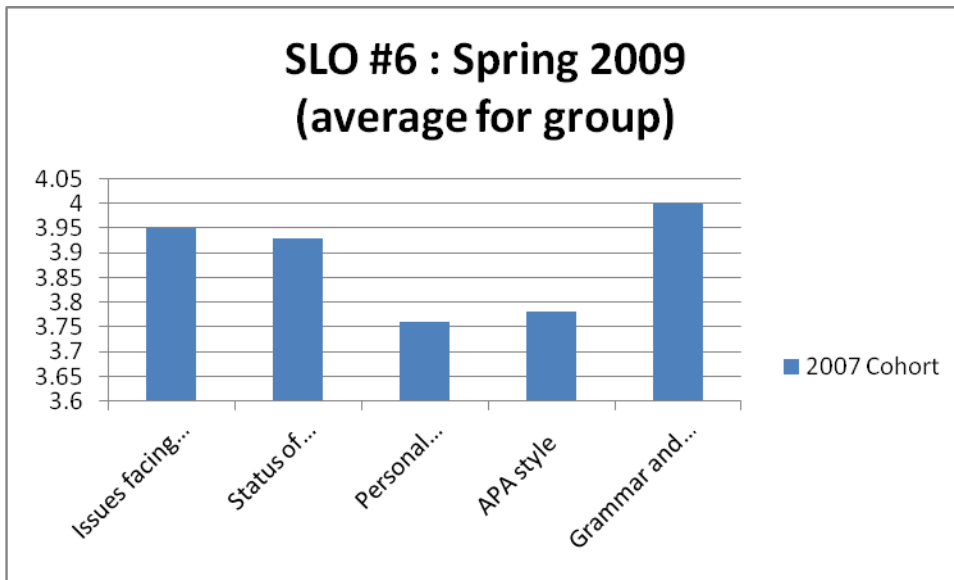
SLO 6: Analyze children’s issues and early childhood education around the world

Table 12

Descriptive Statistics for SLO 6

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	Standard Deviation for Group
Issues facing children in the selected country	32	3.95/4	98.75	4	0.13
Status of preprimary and primary education in the selected country	32	3.93/4	98.13	4	0.17
Personal reflections and recommendations	32	3.76/4	93.98	4	0.45
APA style	32	3.78/4	94.53	4	0.55
Grammar and organization	32	4.00/4	100	4	0
Average of 5 Criterion Averages		3.88/4 (97.08%)	97.08		

Figure 6



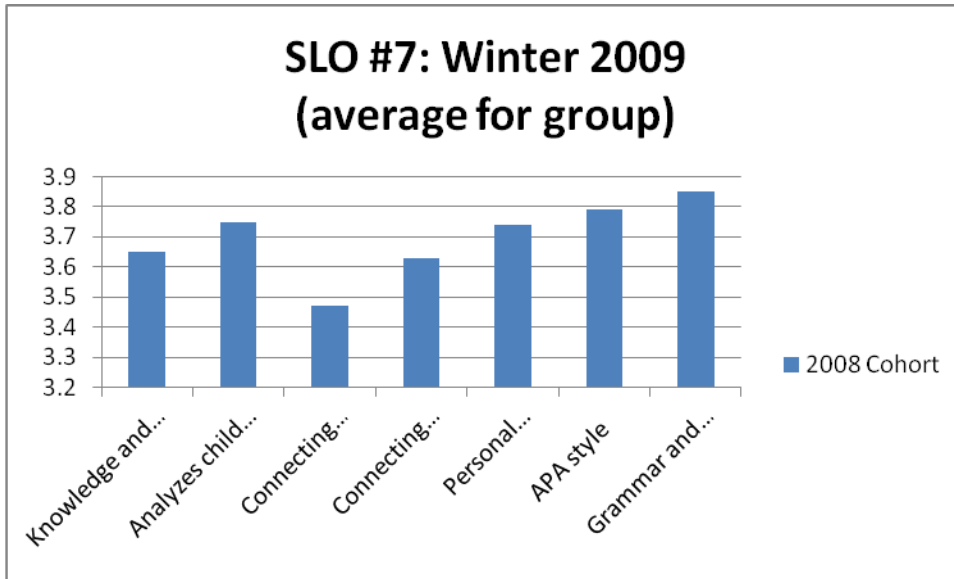
SLO 7: Apply understanding of cultural diversity to personal philosophy and practices

Table 13

Descriptive Statistics for SLO 7

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	Standard Deviation for Group
Knowledge and understanding of the cultural contexts for early childhood education (importance, rationale, demographics etc.).	29	3.65/4	91.21	4	0.51
Analyzes child rearing beliefs/ experiences/ practices of the parent (after interviewing the parent) and compares with one's own child rearing beliefs/practices and classroom practices (that include: feeding, sleeping arrangement, diapering, toilet training, discipline, areas of development such as language, problem-solving, physical development, feelings etc.)	29	3.75/4	93.71	4	0.45
Connecting theories relevant to the issue under discussion	29	3.47/4	86.72	3.7	0.55
Connecting research (at least two) studies relevant to the issue under discussion	29	3.63/4	90.86	4	0.5
Personal Reflections (Personal perspectives and recommendations) on the issue under discussion	29	3.74/4	93.45	4	0.44
APA style	29	3.79/4	94.83	4	0.39
Grammar and organization	29	3.85/4	96.29	4	0.42
Average of 7 Criterion Averages		3.70/4 (92.44%)	92.44		

Figure 7



Data for Competencies Required Across Courses

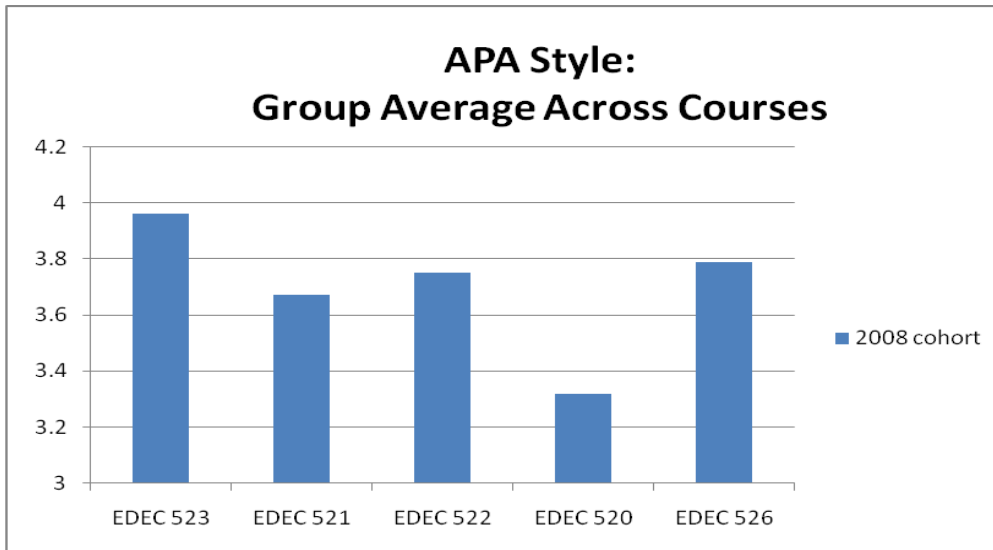
The program has also reviewed candidate performance on some competencies required across courses such as APA style and personal reflections. Such comparisons help establish interater reliability.

A: Candidate Performance on APA style

Table 14

Descriptive Statistics for APA Style Across courses (ECE 2008 cohort)

Folio Area	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	S. D for Group
EDEC 523: Program Plan	24	3.96/4	98.96	4	0.14
EDEC 521: Theorist Paper	30	3.67/4	91.83	4	0.61
EDEC 522: parent workshop project	30	3.75/4	93.75	4	0.41
EDEC 520: Case Study	28	3.32/4	83.04	3.5	0.7
EDEC 526: Cross-cultural case-study	29	3.79/4	94.83	4	0.39
Average of 5 Criterion Averages		3.70/4 (92.48%)	92.48		

Figure 8*Graphical Display of Student Performance on the APA Style Requirement Across Courses*

The group averages from various courses reflect that students are doing well on this criteria and that instructors' assessment of this criteria is consistent.

B: Candidate performance on "Personal Reflections"

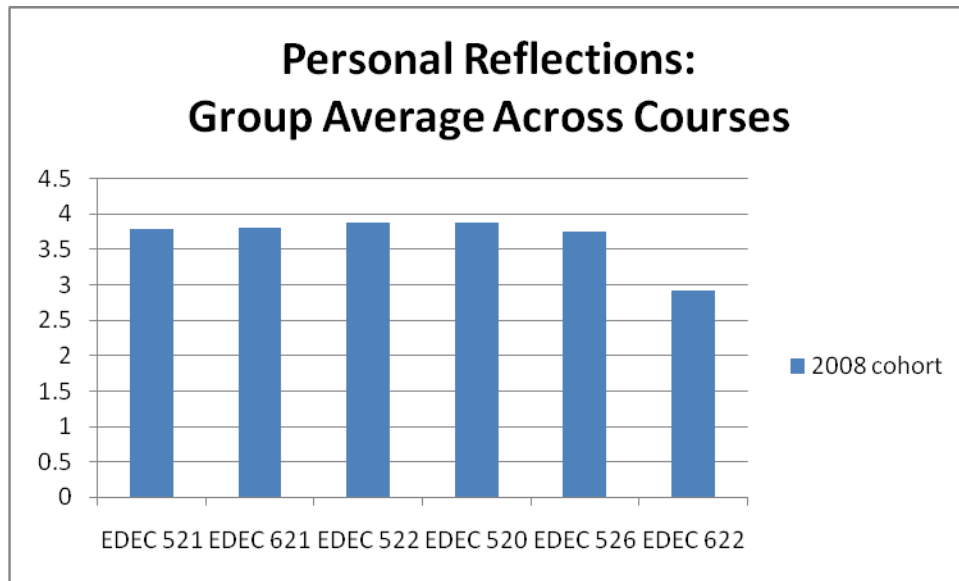
Most of the program assignments require candidates to provide personal reflections on the topic of their study.

Table 15*Descriptive Statistics for Personal Reflections (ECE 2008 cohort)*

Folio Area	Authors evaluated	Average for group (raw)	Average for Group (%)	Median for Group	S.D. for Group
EDEC 521: Theorist Paper	30	3.79/4	94.67	4	0.47
EDEC 621: Literature Review	22	3.80/4	94.89	4	0.34
EDEC 522: parent workshop project	30	3.87/4	96.67	4	0.35
EDEC 520: Case Study	28	3.88/4	96.88	4	0.32
EDEC 526: Cross-cultural case-study	29	3.74/4	93.45	4	0.44
EDEC 622: Country Report	24	2.92/4	72.92	3	0.88
		3.66/4 (91.58%)	91.58		

Figure 9

Graphical Display of Student Performance on "Personal reflections" Requirement Across Courses



The data shows that the students performed at the mastery level on this requirement in all the courses presented above except EDEC 622 (with a mean 2.92). This course requires students to reflect on international perspectives. Most of our students do not have international experiences and have been struggling to bring personal perspectives on the issue facing children around the world. Both the instructors who teach the two sections of the course have sustained international experiences and expertise and therefore have high expectations which students seemed to pose challenge for students without such background. Instructors will keep this in mind in future offering of the course and will take action such as inviting international faculty and students to the course.

4. OPTIONAL: You may provide *additional* information (e.g., other data, copies of letters of support from granting agencies or school staff, etc.) about candidate performance, the student experience or program effectiveness used to inform programmatic decision making. This may include quantitative and qualitative data sources.

In the academic year 2008-2009, the program gathered its effectiveness by (a) measuring its strengths at various levels (entry, benchmark and exit); (b) gathering candidates' evaluation of the program's effectiveness; (c) gathering candidates' perceptions on their own performance on program SLOs.

A: Measuring Strengths at Various Levels

Entry Level Strengths:

applicants from minority communities: The program continues to attract a strong applicant pool especially from minority communities.

Attracting

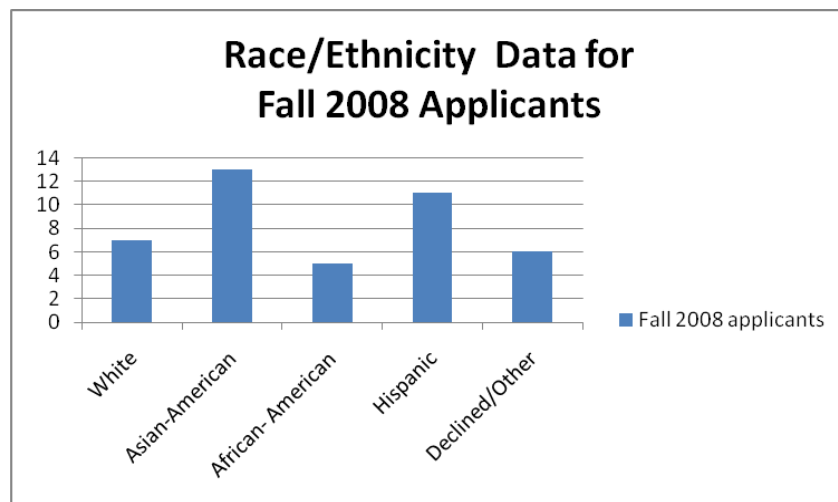
Table 16

Race/Ethnicity Status of 2008 applicants

ECE 2008 Applicants	#
White	7
Asian-American	13
African- American	5
Hispanic	11
Declined/Other	6
Total	41

Figure 10

Graphical Display of program applicants' Race/Ethnicity Status



According to the data displayed above, the program has been successful in attracting candidates from minority communities, although the number of African-American candidates who apply to the program is lower than that of Asian American and Hispanic American candidates.

Benchmark Level: Strengths:

Candidate Retention: The program has been successful in retaining candidates. For example, out of 33 candidates who enrolled in the program in fall 2008, one withdrew in the very first week of the semester. Two students left the program: one moved out of the state for family relocation and the other dropped out for academic reasons.

Advancement to Candidacy: After a year of enrollment, with the exception of one who was under probation because of a low GPA, all 29 candidates for the fall 2008 cohort successfully advanced to candidacy.

Exit: Level Strengths:

Successful Completion of the Program. A total of 28 students took their comprehensive examination in summer/fall 2009. With one exception, all others have successfully completed their capstone experiences. This particular student is scheduled to take her comprehensive examination in fall 2010. The Table 17 highlights that candidates from minority groups were successful in passing the examination.

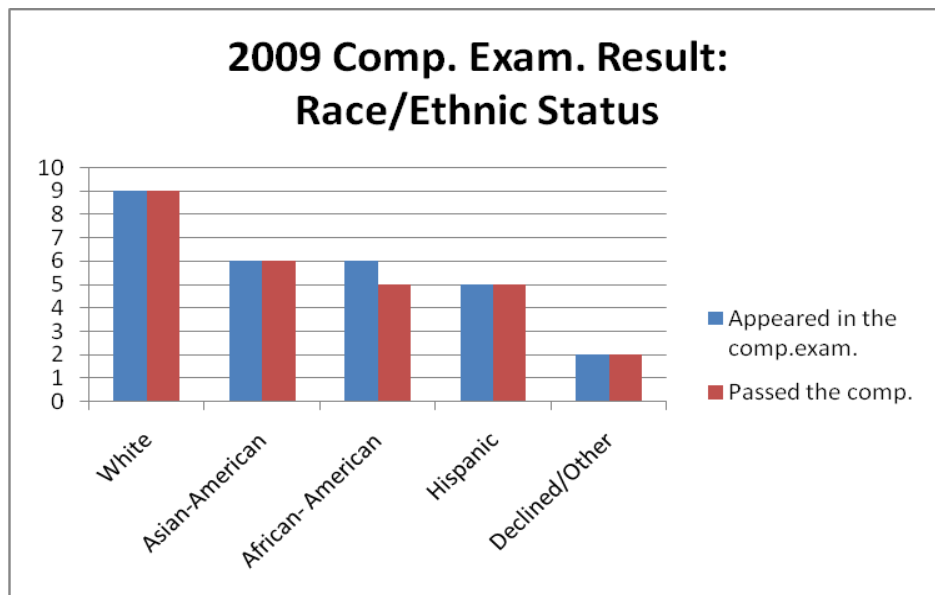
Table 17

2009 Comprehensive Examination Results by Race/Ethnicity status

ECE 2009 comprehensive examination	Candidates who appeared in the exam.	Passed the exam.
White	9	9
Asian-American	6	6
African- American	6	5
Hispanic	5	5
Declined/Other	2	2

Figure 11

Graphical Display of 2009 Comp. Exam. Result by Race/Ethnicity Status



B: Candidates' Evaluation of Program Effectiveness

Candidates evaluate program effectiveness in the following two points in their program; at the end of their first year (spring) via the benchmark survey and the end of their second year (summer) in their program.

Benchmark Survey: The 49-item benchmark survey includes the following categories: Faculty, students, advising/support, quality of the academic program, program goals, impact of the program, leadership roles, career goals, and overall reaction. The survey includes both forced-choice and open-ended items. The survey is administered to students at the end of their first year. The 2009 survey results reveal that the majority of survey items have received a mean value of 3.00 and above (on a 4 point scale).

Table 18*Program Evaluation Survey Results*

#	Items	Average for exit survey (2007 cohort)	Average for Benchmark survey (2008 cohort)
6	Faculty members were well qualified to teach their courses.	3.62	3,74
7	Faculty members provided up-to-date information related to ECE courses.	3.45	3.70
8	Faculty members demonstrated command over the course content.	3.29	3.61
9	A variety of pedagogical strategies was utilized by faculty members.	3.07	3.57
10	Faculty members demonstrated knowledge and skill in using technology for variety of purposes in their courses.	3.34	3.52
11	Interactions among students and faculty are characterized by mutual respect.	3.14	3.74
12	The courses I took were well taught.	3.28	3.65
13	There is a good communication between faculty and students regarding student needs, concerns, and suggestions.	3.28	3.61
14	There are opportunities outside the classroom for interaction between students and faculty.	3.55	3.13
15	Faculty in my department are interested in the welfare and professional development of graduate students.	3.28	3.61
16	My program faculty supported my efforts for professional enhancement (beyond course activities).	3.52	3.36
17	Student in the program demonstrated motivation to learn.	3.72	3.61
18	The program provided opportunities to facilitate collaborative relationships among students.	3.48	3.61
19	My peers demonstrated professionalism during group projects.	3.48	3.48
20	I have learned a great deal from my peers in the program.	3.55	3.57
21	My peers provided emotional and intellectual support to me.	3.71	3.61
22	I would like to continue my friendships with some peers even after graduating from the program.	3.03	3.70
23	The orientation session was very informative.	3.48	3.61
24	I received timely advising on academic matters.	3.38	3.68
25	The advising sessions helped me understand the program goals and expectations.	3.43	3.70
26	The advising sessions helped me in program planning, completing appropriate paperwork, and meeting deadlines.	3.28	3.70
27	Staff in the graduate office provided useful support.	2.93	3.62
28	I received necessary advising toward my future career goals.	3.45	3.91
29	I obtained adequate guidance regarding expectations for comprehensive examination.	3.14	3.81
30	The ECE Master's program is intellectually challenging and stimulating.	3.59	3.64
31	The courses I took are valuable for me.	3.62	3.65
32	I feel that I am a part of a graduate university learning community.	3.59	3.50

#	Items	Average for exit survey (2007 cohort)	Average for Benchmark survey (2008 cohort)
33	I believe that my program is providing me with a good preparation for my future/existing career.	3.48	3.61
34	I feel that my graduate school experiences (courses, projects) are very relevant to my career goals and direction.	3.45	3.74
35	Field projects have engaged me in meaningful interaction with children, teachers, and parents.	3.43	3.65
36	If I were starting over, I would enroll in this program again.	3.38	3.68
37	I would recommend my graduate program to prospective students.	3.41	3.74
38	The program has prepared me to design appropriate curriculum and assessment strategies for diverse learners.	3.32	3.91
39	The program strengthened my understanding and application of educational theories to classroom contexts.	3.54	3.71
40	The program allowed me opportunities to learn about important research related to development and learning of young children.	3.70	3.75
41	I feel confident in understanding and evaluating research studies related to the field of early childhood education.	3.50	3.70
42	The program helped me understand and apply appropriate strategies to involve parents in children's education.	3.64	3.81
43	The program helped me gain a holistic perspective on assessment of young children.	3.25	3.65
44	The program engaged me in critical reflection on issues facing the field of early childhood education.	3.64	3.78
45	I feel confident in evaluating and adopting a variety of curriculum models that are appropriate for young children.	3.34	3.61
46	The program has offered me adequate opportunities to learn and apply technology during my courses.	3.25	3.70
47	The program has helped me gain an international perspective in early childhood education.	3.46	3.47
48	The program has exposed me to a variety of early childhood programs in the area.	3.24	3.95
49	The program provided me adequate understanding of the administration and supervision of early childhood programs.	3.17	3.47

As the above table shows, except for the item 27, all other items received an average score above 3.00 on a 4.0 scale. Item 27 (Staff in the graduate office provided useful support) received an average score of 2.93 by the 2007 cohort (exit survey). However, the average for the same item improved for the 2008 cohort (benchmark survey) signifying the fact that students' perceptions of the support from graduate office have steadily improved.

(Note: 2008 cohort group refers to the group of students who entered the program in fall 2008 and 2007 cohort refers to students who entered the program in fall 2007)

Analysis and Actions

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.

Both the candidate performance data and the program effectiveness data suggest that the ECE MA program has been successful in its goal of attracting minority candidates to the program, ensuring their success in the program, and supporting candidate learning and performance. In addition, program candidates' perceptions of the program have been very positive. Candidates' perception of the program is very important from the point of view of attracting qualified candidates to the program and securing a positive reputation among early childhood professionals in local areas and early childhood programs in local colleges and universities.

Areas to Improve:

Although student performance on program SLOs shows improvement, program faculty members feel that there are areas that could be improved. Some ideas (discussed during the faculty workshop on program evaluation) are provided here:

- Instructors need to model with examples on how to write a good introduction
- Instructors identify students with academic problems early on.
- Instructors use writing resource lab/the linguistic department to help students who have writing problems.
- Instructors use samples to show good/bad writing
- Instructors use assignments such as "Reader response" for students to practice how to write reflections and require outside-text book reading such as articles
- Instructors use quick writes (in the beginning of the course) to identify students with writing problems
- Program adds a quick writing component to the candidate interview for admission to the program
- Program keeps students in probation to grow
- Instructors and the program coordinator meet with students early on to let them know about their performance
- Program add a portfolio requirement to facilitate student interaction and participation in the local community and the field of early childhood profession
- Program makes efforts to enhance student participation in the annual ECE mixer event and strengthening the learning component of the event. Program faculty members need to discuss how to add more structure to the ECE mixer such as requiring students to showcase their portfolios.

6. How do these findings compare to past assessment findings?

The program has made great strides on some areas that were perceived as a little weaker by program candidates in the program evaluation surveys collected in 2008 spring/summer. The survey analyses reveal that candidates perceive the program as highly effective in all different aspects of program quality as measured by the two surveys.

The ECE MA program's "advisement" category in the survey shows improvement for all items included in this category. If we compare candidate perceptions between 2007 cohort and 2008 cohort groups, the average for each of the items in the category of advisement (items 23-29) is higher for 2008 cohorts than that of the 2007 cohort who entered the program a year earlier. Item 29 (*I obtained adequate guidance regarding expectations for comprehensive examination*), which always received lower average score compared to other items in the survey, jumped from 3.14 (for 2007 cohort) to 3.81 (for 2008 cohorts).

It is important to point out that except for a couple of items, the average score for all items in the survey has increased between the 2007 and 2008 cohorts indicating the program's success in addressing students' needs, concerns, and feedback on program improvement that they had provided earlier.

Candidates' performance on program SLOs and their success in passing the comprehensive examination reflects the program's success in supporting student learning. The strategy of allowing students to revise their papers based on faculty feedback has proven to be successful in enhancing student performance. For the most part, faculty members witness great improvement in students' revised papers. In some courses, faculty use 'peer workshop' and 'peer evaluation' strategies on course assignments which has supported students' performance. Faculty members have also

provided individualized instruction to students on week-ends or after students' regular work hours to help them in their assignments and for the purpose of career advisement, if necessary. The program also instituted a mixer of faculty and students in the program in summer 2009 to help students exchange ideas/expectations/preparations toward comprehensive examination, career options/opportunities, and to enhance communication between faculty and students and among students at various levels including recent graduates. Although we do not have any direct evidence of the impact of the mixer on student learning or perceptions, faculty members strongly feel that it has added to the program's strength.

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.

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
1	-Quick writes in the beginning of the courses -Meeting individually with students who struggle in classes	-Instructors -Program coordinator	-During the course -Spring semester for first year students) and the end of the fall semester for second year students
2	Add a portfolio requirement	instructors	Fall 2010
3	Change the ECE mixer time to spring semester for better attendance and involve students as part of the planning for the mixer	Program/instructors	Spring 2011

ECE Faculty Workshop: May 25, 2010

MINUTES

ED 1, Room #1, 10.00am-12.00pm

Members present: Ruth Piker, Jyotsna Pattnaik, Linda James

Data Analysis and Interpretation Discussion

Student Learning

- How satisfied are you with the overall performance of students on the signature assignment?
Except a few students, most of the students have done very well in all the signature assignments.
- On what criteria or sub-skills do students seem to be doing *particularly well*?
 - Literature reviews
 - Designing parent workshops
 - Designing curriculum
- On what criteria or sub-skills do students seem to be *struggling*?
 - Personal reflections (sometimes students only summarize)
 - Academic writing/bringing coherence to the writing
- How do findings on this outcome compare to past results on the outcome?
The overall student performance on individual SLOs has been consistent, with the group average above 3.00 on a scale of 4.00.
- What are the areas of particular concern where you would like to see student performance improve?
 - Discussing theoretical perspectives and connecting theoretical perspectives to the topics of their research
 - Personal reflections (sometimes students only summarize)
 - Writing a good introduction to major assignments

Instrument Utility

- Did the signature assignment and/or rubric you used give you the information you were seeking?
 - Yes. The signature assignments and rubrics provide adequate information on the assignment.
- Do you want to make any revisions to the signature assignment and/or rubric, or the assessment process?
 - No.

Programs, Courses, and Practices

- What do other data (such as program indicators) say related to your results? (For instance, how do they confirm, contradict, or add to what the direct evidence of student learning suggests?)
Program evaluation survey (benchmark and exit) data analyses reflect candidate satisfaction with the quality of program courses, their own learning from the courses, and support received from program faculty.
- What actions (e.g., policy or curricular changes, faculty development, additional courses or extracurricular opportunities, changes in processes) might you take to improve student learning?
 - Need to model with examples on how to write a good introduction
 - Instructors identify students with academic problems early on.
 - Instructors use writing resource lab/the linguistic department to help students who have writing problems.

- Instructors use samples to show good/bad writing
- Instructors use assignments such as “Reader response” for students to practice how to write reflections and require outside-text book reading such as articles
- Instructors use quick writes (in the beginning of the course) to identify students with writing problems
- Program may add a quick writing component to the candidate interview for admission to the program
- Program keeps students in probation to grow
- Instructors and the program coordinator meet with students early on to let them know about their performance
- Program add a portfolio requirement to facilitate student interaction and participation in the local community and the field of early childhood profession
- Program makes efforts to enhance student participation in the annual ECE mixer event and strengthening the learning component of the event. Program faculty need to discuss how to add more structure to the ECE mixer such as requiring student to showcase their portfolios.

• **Closing the Loop and Moving Ahead**

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
1	Quick writes in the beginning of the courses Meeting individually with students who struggle in classes	-Instructors -Program coordinator	-During the course -Spring semester for first year students) and end of the fall semester for second year students
2	Add a portfolio requirement	instructors	Fall 2010
3	Change the ECE mixer time to spring semester for better attendance and involve students as part of the planning for the mixer	Program/instructors	Spring 2011