

Student Learning Outcomes Assessment Summary

Early Childhood Education AAS degree

CRCD

2013-14

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Outcome #1 From Assessment Plan: Students will demonstrate competence in early care and education, including core requirements

Assessment: Capstone class: Practicum with specific assignments linked to national standards

Implementation: observation feedback by on site supervisor or faculty

Data from faculty: All AAS graduates are doing practicum and being observed by faculty or a qualified supervisor. Faculty are not comfortable that all on site observers are qualified and accurate in their assessments.

Related Conclusion: Need to make Practicum II more consistent between Rural and Urban delivery. Faculty will discuss options, including getting observations by faculty through video cameras. We are working across the state to implement the CLASS observation tool for consistency with training in Fairbanks in the fall.

More Data from faculty: Assignments are being linked to national standards and faculty are uniformly using the identified "common assignment" in each class, but some adjuncts may not be fully aware. Common assignments do not include common instructions nor common grading rubrics.

Related Conclusions: Adjunct faculty should be more informed about the purpose of the common assignments. Common assignments should also have common instructions and grading rubrics.

Curricular changes: Faculty have agreed to develop common instructions and rubrics for the common assignments over the next year. Faculty have already shared and reviewed sample rubrics.

Outcome #2 from Assessment Plan: Graduates will find employment in the early childhood field

Assessment: follow up with each graduate

Implementation: A spreadsheet is maintained tracking graduates

Data: 12 AAS grads from August 2013 through May 2014; 10 (83%) were employed in EC immediately after graduation or before. 1 is not working in EC and 1 working in an elementary school as a cook. The student who is not in EC had established a different career and then, with the changes to the degree program, realized she could qualify without having to take the dreaded science course. Although she graduated, she did not want to leave her current satisfactory employment. The “cook” is using some of her ECE skills in the elementary school, including the nutrition and sanitation classes, although it is not a typical placement.

Related Conclusion: Including the “cook” there would be 11/12 or 92% positive results.

Curricular changes: We need to collect the data during the final courses, not wait until the end of the year, as it becomes time consuming to “find” them after they disperse. Perhaps practicum II faculty could report this information to the administrative assistant Kelly Peissner at the end of each semester. It would be helpful if students had to identify their future plans on their graduation application.

Outcome #3 from Assessment Plan: Graduates will continue on for further education in ECE or related field.

Assessment: follow up with each graduate

Implementation: A spreadsheet is maintained tracking graduates

Data: 12 AAS grads from August 2013 through May 2014; 3/12 (25%) are continuing to a related BA program

Data: of the 11 BA CDEV students who graduated in 2013-14, 45% did not have an AAS in ECE

Data: With the changes to the BA some AAS student have complained they are being told they will need to take up to 21 more credits than they would have if they went straight for the BA. With nearly a full year additional year, at the cost of \$4-5K more to get the AAS degree, some students are choosing to go directly for the BA instead. Others who have the AAS are choosing an interdisciplinary major instead of the BA in CDEV.

Data: Recent changes to the way course can be used in the Humanities and School Science section of the BA may allow for more of the ECE AAS courses to be included in the BA CDEV without raising the number of credits or eliminating any of the BA current courses.

Related Conclusion: It may be that fewer students who want the BA are coming through the AAS program. Some faculty believe this to be the case. Others are not sure this is true.

Curricular changes: May need to review other curriculum possibilities to include more AAS courses in the BA CDEV or consider interdisciplinary study options as a way for the AAS grads to use most of their courses towards their BA. May need to adjust the required courses in the AAS.

Outcome #4 Assessment Plan: Each graduate will have completed requirements consistent with national standards for AAS ECE degrees

Assessment: Portfolios are totally linked to national standards beginning this year. We will not see those finished portfolios until these students graduate.

Implementation: Portfolios are being reviewed by faculty at all locations. Electronic versions that are archived may not match the hard copies that are graded.

Data: Portfolios of CTC graduates have been collected and archived. Rural student portfolios have been problematic due to the difficulties mailing hardcopies and/or accepting electronic versions; not all have been archived

Conclusion: Portfolios need to be consistent between urban and rural delivery. Electronic portfolios must match the "hard copy" to be complete.

Curriculum changes: Faculty need to explore options for good electronic submissions. Perhaps only grade from the electronic versions, since that is what will ultimately be archived. Students may find it is just as relevant these days to save the portfolio on the "cloud" or to a flash drive and show employers an electronic copy.

Outcomes Assessment Plan #5 Graduates will demonstrate competence in the core requirement of computation and speech.

Assessment: assignment competencies in these areas are included in ECE coursework and have been selected as required assignments for the portfolio

Implementation: There will be communication between the CTC general ed program coordinator and faculty to be sure all outcomes are being met. This year we spoke directly with the instructor for ECE 117 (computation course)

Data: ECE faculty have noticed students are having difficulty calculating their grades when given raw scores. BA faculty have found students are unfamiliar with APA writing standards.

Conclusion: Selected assignments for English and technical skills are evident in the portfolio. There should be more selected assignments to demonstrate the math skills. Improvements can be made in this area

Curriculum changes: Math instructor for ECE 117 has agreed to include grade calculations in the part of the course dealing with percentages. ECE AAS faculty have identified and agreed to include APA basic format and writing standards for the common assignments. An assignment from ECE 229 including the math skills for calculating nutrition could be added to the portfolio.

The following fulltime AAS faculty discussed these topics:

Jacque Tagaban, AnneMarie Mattacchione, Patty Meritt

However, AnneMarie Mattacchione was off contract and traveling at the time of this report and I was unable to verify her agreement with the conclusions or possible curricular changes. We will review these as a complete faculty team in the fall.