

Major Field Assessment Report

Program: Early Childhood Education (B.S.Ed.)

Academic Year: 2004-2005

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
<p>University Strategic Planning Goals for 2000 – 2005 that are impacted by the Early Childhood Education Program include:</p> <p>1. To organize all activities, including program design and delivery, evaluation and reward systems upon the principle of genuine concern for the education of students, their social and intellectual growth, and a demonstrated willingness of all personnel to become involved in that growth.</p> <p>2. To implement plans aggressively that will ensure a comprehensive enrollment model appropriate to our mission.</p> <p>3. To support select mission areas that will strengthen Columbus State University as a distinguished academic institution.</p>	<p>The teacher of the young child demonstrates:</p> <p>1. a commitment to the teaching profession and the teaching field of early childhood,</p> <p>2. competence in the establishment of effective communication with students, teachers, administrators, parents, and members of the helping professions,</p> <p>3. competence implementing developmentally appropriate practice in the teaching field of early childhood,</p> <p>4. the ability to organize and implement a variety of instructional plans,</p> <p>5. skills that will encourage students to perform commensurate with their abilities,</p> <p>6. competence in the</p>	<p>1. Performance in field-based and academic courses, and Praxis II.</p> <p>2. Performance in field-based and academic courses, and MAP & Dispositions Assessments.</p> <p>3. Performance in field-based and academic courses and MAP Assessments.</p> <p>4. Performance in field-based and academic courses and MAP Assessments.</p> <p>5. Performance in field-based and academic courses, and MAP Assessments.</p> <p>6. Performance in field-based and academic courses, and MAP Assessments.</p> <p>7. Performance in field-based and academic courses, and MAP Assessments.</p> <p>8. Performance in field-</p>	<p>For AY 2004-2005, there were <u>524 undergraduate ECE majors</u>.</p> <p>The average GPA was 3.45.</p> <p>Praxis II scores for AY 2003-2004 included: 97.2% passed the Content Exam (72 students) 90.6% passed the Curr., Instr., & Assess. Exam (86 students)</p> <p>Praxis II scores for AY 2004-2005 are incomplete, but as of this date include: 100% passed the Content Exam (37 students) 87.5% passed the Curr, Instr., & Assess. Exam (40 students)</p> <p>For AY 2004-2005, candidates' performance in field-based and academic courses resulted in the following: 81% earned a grade of A 16% earned a grade of B 3% earned a grade of C</p>	<p>Data from Summary Reports were presented to the Program Advisory Council and used to make recommendations for program improvements.</p> <p>Disaggregated and aggregated data from Summary Reports are being used as the ECE program is being examined and revised during FY 2005-2006.</p> <p>Program completers continue to be employed in the area. Employer surveys and follow-up surveys of graduates show a high level of satisfaction with the teacher preparation program.</p> <p>Results of the assessments confirm the appropriateness of the ECE Program.</p> <p>When the final results of FY 2004-2005 Praxis II exams are received, the data will be analyzed to determine any positive and/or weak areas and</p>

<p>4. To increase the visibility of the university in the community, region, state, nation and other countries.</p> <p>5. To adopt new strategies to increase and strengthen the diversity of the university community – faculty, staff, and students.</p>	<p>selection, use, application, and implementation of instructional media,</p> <p>7. competence in the evaluation of student progress and instructional effectiveness,</p> <p>8. competence in the use of evaluative data,</p> <p>9. willingness to consider for implementation a variety of theories, methodologies, and instructional materials,</p>	<p>based and academic courses, and MAP Assessments.</p> <p>9. Performance in field-based and academic courses, and MAP and Dispositions Assessments.</p>	<p>Candidates’ average GPA in field-based and academic courses in Early Childhood was 3.78.</p> <p>All completing candidates earned a grade of C or above in all field-based and academic courses.</p> <p>Candidates’ average MAP rating was 3.91.</p> <p>Candidates’ average Dispositions rating was 4.25.</p>	<p>addressed in any needed curriculum revision.</p>
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Major Field Assessment Report

Program: Early Childhood Education (M.Ed.)

Academic Year: 2004-2005

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
<p>University Strategic Planning Goals for 2000 – 2005 that are impacted by the Early Childhood Education Program include:</p> <p>1. To organize all activities, including program design and delivery, evaluation and reward systems upon the principle of genuine concern for the education of students, their social and intellectual growth, and a demonstrated willingness of all personnel to become involved in that growth.</p> <p>2. To implement plans aggressively that will ensure a comprehensive enrollment model appropriate to our mission.</p> <p>3. To support select mission areas that will strengthen Columbus State University as a distinguished academic institution.</p>	<p>Upon completion of the program of study, students completing the M.Ed. program in Early Childhood Education will be able to:</p> <p>1. Identify elements of developmentally appropriate practice</p> <p>2. Describe the rationale for the use of developmentally appropriate practice</p> <p>3. Plan, implement, and evaluate developmentally appropriate activities within the early childhood classroom</p> <p>4. Identify significant developments in a human organism from conception throughout the period of early childhood</p> <p>5. Identify significant events in history of early childhood education and discuss their relationship to the current state of early childhood education</p>	<p>Completion of all coursework with a grade of C or better</p> <p>Program completers earn no more than 2 grades of C in all coursework attempted.</p> <p>Candidates meet or exceed expectations (overall scores of 3 or better) in all domains of the Graduate MAP</p> <p>Candidates meet or exceed expectations (overall scores of 3 or better) on all dispositions rated in the Graduate Dispositions Assessment</p> <p>Successful completion of the Exit Examination</p> <p>Positive ratings on the follow-up survey of graduates</p> <p>Positive ratings on the employer survey</p> <p>Passing scores on the Praxis II (initial certificate M.Ed.</p>	<p>For AY 2004-2005, there were <u>23 Master's of Education ECE majors</u>.</p> <p>The average overall GPA was 3.85.</p> <p>The average GPA on ECE and Reading courses was 3.75.</p> <p>For AY 2004-2005, candidates' performance in ECE courses resulted in the following: 87% earned a grade of A 13% earned a grade of B</p> <p>All completing candidates earned a grade of C or above in all courses.</p> <p>Candidates' average Dispositions rating was 4.96 (includes M.Ed. & Ed.S. candidates).</p> <p>Employer surveys and follow-up surveys of graduates show a high level of satisfaction with the teacher preparation program.</p>	<p>Data from Summary Reports were presented to the Program Advisory Council and used to make recommendations for program improvements.</p> <p>Disaggregated and aggregated data from Summary Reports are being used as the ECE program is being examined and revised as needed during FY 2005-2006.</p> <p>The ECE Graduate Assessment Plan was developed during 2004-2005 and is continuing to be implemented and refined as needed during 2005-2006.</p> <p>Program completers continue to be employed in the area. Employer surveys and follow-up surveys of graduates show a high level of satisfaction with the teacher preparation program.</p>

<p>4. To increase the visibility of the university in the community, region, state, nation and other countries.</p> <p>5. To adopt new strategies to increase and strengthen the diversity of the university community – faculty, staff, and students.</p>	<p>6. Explain how influential educational psychologists have impacted the field of early childhood education and classroom instruction</p> <p>7. Use current research in early childhood education to refine classroom practices</p> <p>8. Identify current trends and issues in contemporary curriculum theory</p> <p>9. Use a variety of teaching strategies to enhance learning opportunities for children in the following curriculum areas: language arts, math, science, social studies, art, music, and movement education</p> <p>10. Assess, create, and employ a variety of authentic assessment strategies within the early childhood classroom</p> <p>11. Serve as advocates for young children and professionalism in the field of Early Childhood Education</p>	<p>candidates only)</p>	<p>Praxis II scores for AY 2004-2005 are incomplete, but as of this date include: 100% passed the Content Exam (7 candidates) 100% passed the Curr, Instr., & Assess. Exam (7 candidates)</p>	<p>Revision of the Exit Exam is underway with a pilot test of a revised exit exam (a new portfolio-based exam) being administered during Summer 2005. The results of this pilot will be analyzed to make any needed revisions to the Exit Exam during Fall 2005.</p>
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Major Field Assessment Report

Program: Early Childhood Education (Ed.S.)

Academic Year: 2004-2005

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<p>University Strategic Planning Goals for 2000 – 2005 that are impacted by the Early Childhood Education Program include:</p> <p>1. To organize all activities, including program design and delivery, evaluation and reward systems upon the principle of genuine concern for the education of students, their social and intellectual growth, and a demonstrated willingness of all personnel to become involved in that growth.</p> <p>2. To implement plans aggressively that will ensure a comprehensive enrollment model appropriate to our mission.</p> <p>3. To support select mission areas that will strengthen Columbus State University as a distinguished academic institution.</p>	<p>Upon completion of the program of study, students completing the Ed.S. program in Early Childhood Education will be demonstrate advanced knowledge, skills, and dispositions of:</p> <p>1. curriculum theory, models, and design appropriate for implementation in settings for young children</p> <p>2. developmentally appropriate instructional strategies appropriate for diverse young learners, their learning styles, and their environments</p> <p>3. a self-selected area of professional interest conducive to assuming leadership roles within a school setting</p> <p>4. methods, techniques, and instruments appropriate for assessment of young children and their</p>	<p>Completion of all coursework with a grade of C or better</p> <p>Program completers earn no more than 1 grade of C in all coursework attempted.</p> <p>Candidates meet or exceed expectations (overall scores of 3 or better) in all domains of the Graduate MAP</p> <p>Candidates meet or exceed expectations (overall scores of 3 or better) on all dispositions rated in the Graduate Dispositions Assessment</p> <p>Successful completion of the Specialist Project</p> <p>Positive ratings on the follow-up survey of graduates</p> <p>Positive ratings on the employer survey</p>	<p>For AY 2004-2005, there was 1 <u>ECE Education Specialist major</u>. There were no graduates during this academic year.</p> <p>As of Summer 2005, there are 3 Ed.S. majors.</p> <p>The average GPA on 7000-level ECE courses was 3.8.</p> <p>For AY 2004-2005, candidates' performance in all ECE courses resulted in the following: 87% earned a grade of A 13% earned a grade of B</p> <p>All completing candidates earned a grade of C or above in all courses.</p> <p>Candidates' average Dispositions rating was 4.96 (includes M.Ed. & Ed.S. candidates).</p> <p>Employer surveys and follow-up surveys of graduates show a high level of satisfaction with the teacher preparation program.</p>	<p>Data from Summary Reports were presented to the Program Advisory Council and used to make recommendations for program improvements.</p> <p>Disaggregated and aggregated data from Summary Reports are being used as the ECE program is being examined and revised as needed during FY 2005-2006.</p> <p>The ECE Graduate Assessment Plan was developed during 2004-2005 and is continuing to be implemented and refined as needed during 2005-2006.</p> <p>Program completers continue to be employed in the area. Employer surveys and follow-up surveys of graduates show a high level of satisfaction with the teacher preparation program.</p>

<p>4. To increase the visibility of the university in the community, region, state, nation and other countries.</p> <p>5. To adopt new strategies to increase and strengthen the diversity of the university community – faculty, staff, and students.</p>	<p>programs, facilitators, and environments</p> <p>5. problem solving resources, skills, and techniques necessary for sound decision making in early childhood environments</p> <p>6. contemporary theory and research in cognition, social-emotional development, and physical growth as applied to diverse young children in multicultural societies</p> <p>7. technological resources for instruction, management, media development, and problem solving</p>			
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