

## Major Field Assessment Report

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

**Academic Year: 2005-2006**

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 &amp; 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 2005-2006, there were <u>514 undergraduate ECE majors</u>. 45 students completed the program.</p> <p>The average GPA of program completers was 3.42.</p> <p>Praxis II scores for AY 2005-2006 include:            100% passed the Content Exam (19 candidates)            95% passed the Curr., Inst. &amp; Assess. Exam* (22 candidates)            *Note: 3 candidates passed on the second attempt, and 1 candidate passed on the third attempt</p> <p>For AY 2005-2006, candidates' performance in field-based and academic courses resulted in the following:            76% earned a grade of A            20% earned a grade of B            3% earned a grade of C</p> <p>Candidates' average GPA in field-based and academic courses in Early Childhood was 3.71.</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 2006-2007 to meet new PSC requirements.</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>FY 2005-2006 Praxis II 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>All completing candidates earned a grade of C or above in all field-based and academic courses.</p> <p>All MAP and Disposition Rating forms were placed online for faculty use during Spring 2006. Candidates' average MAP ratings were (90 students):  1(Below)=0%  2=3%  3(Meets)=48%  4= 29%  5(Exceeds)= 1%</p> <p>The highest ratings were in the area of professional, particularly related to students reflecting on their teaching. The lowest ratings were in the area of instruction, particularly related to communication and use of questioning and discussion in teaching.</p> <p>Candidates' average Dispositions rating were 73 students):  1(Below)=0%  1=3%  3(Meets)=61%  36= 29%  5(Exceeds)= 2%</p> <p>The highest ratings were found in treating others</p>	<p>addressed in any needed curriculum revision.</p> <p>Related to students' needs in the use of standard English (MAP rating results), all ECE faculty have dedicated to having a strong focus on the use of standard oral and written English. All faculty have included writing assignments and a general policy on all course syllabi focusing on the use of standard oral and written English.</p>
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## Major Field Assessment Report

**Program: Early Childhood Education (M.Ed.)**

**Academic Year: 2005-2006**

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 2005-2006, there were <u>17 Master's of Education ECE majors</u>.</p> <p>The average overall GPA was 3.90.</p> <p>The average GPA on ECE and Reading courses was 3.87.</p> <p>For AY 2005-2006, candidates' performance in ECE courses resulted in the following:              89.7% earned a grade of A              8.2% earned a grade of B              2.1% earned a grade of C  <small>(Includes M.Ed. &amp; Ed.S. candidates)</small></p> <p>All completing candidates earned a grade of C or above in all courses.</p> <p>100% of program completers passed the Portfolio Exit Exam.              87.5% passed the portfolio exam on the first attempt.</p> <p>Employer surveys and follow-up surveys of graduates show a high level of satisfaction with the</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 2006-2007.</p> <p>The ECE Graduate Assessment Plan, developed during 2004-2005, is being implemented. The assessment plan will be examined during 2006-2007 and refined as needed.</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>teacher preparation program.</p> <p>Praxis II scores for AY 2005-2006 include:  100% passed the Content Exam (19 candidates)  95% passed the Curr., Inst. &amp; Assess. Exam* (22 candidates)  *Note: 3 candidates passed on the second attempt, and 1 candidate passed on the third attempt</p>	<p>The revised Exit Exam (a new portfolio-based exam) was administered during 2005-2006. The results will be examined and any needed changes made during the next academic year.</p> <p>Uploading of the online Dispositions and GMAP forms for graduate students was begun during the end of Spring 2006. The use of the form will begin during Fall 2006 and be revised as needed.</p>
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## Major Field Assessment Report

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

**Academic Year: 2005-2006**

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 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 2005-2006, there were 5 <u>ECE Education Specialist majors</u>. There were no graduates during this academic year.</p> <p>The average GPA was 3.80.</p> <p>The average GPA on 7000-level required courses was 3.5.</p> <p>For AY 2005-2006, candidates' performance in ECE courses resulted in the following:              89.7% earned a grade of A              8.2% earned a grade of B              2.1% earned a grade of C  <small>(Includes M.Ed. &amp; Ed.S. candidates)</small></p> <p>All completing candidates earned a grade of C or above in all courses.</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 during FY 2006-2007 for consolidation with other Ed.S. programs.</p> <p>The ECE Graduate Assessment Plan, developed during 2004-2005, is being implemented. The Plan will be examined during 2006-2007 and refined as needed.</p> <p>Program completers and candidates continue to be employed in the area. Employer surveys and follow-up surveys of graduates show a high level of satisfaction with the</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>			<p>teacher preparation program.</p> <p>Uploading of the online Dispositions and GMAP forms for graduate students was begun during the end of Spring 2006. The use of the form will begin during Fall 2006 and be revised as needed.</p>
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