

College of Education and Affiliated Programs
Annual Assessment Report Template – Spring 2009
MA in Early Childhood Education

Note: this report presents and analyzes data from the 2007-08 academic year and Fall 2008. During 2007-08, the College of Education and Affiliated Programs engaged in extensive efforts to refine and extend their assessment system. In many cases, data collected starting in Fall 2008 and beyond will look substantially different from the data collected before that time.

Background

1. Describe your program (enrollment, number of faculty, general goals, how these connect to the college conceptual framework). 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 2007-08.

Table 1
Program Student Learning Outcomes and Relevant Standards

SLOs	Outcome 1: Analyze theoretical perspectives that relate to young children and their families.	Outcome 2: Demonstrate competency in building family and community relationships.	Outcome 3: Apply principles of teaching and learning to early childhood classrooms.	Outcome 4: Analyze current issues, debates, discussions, and research in the field of early childhood education.	Outcome 5: Apply understanding of leadership roles that benefit children and families.	Outcome 6: Analyze children’s issues and early childhood education around the world.	Outcome 7: 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, 2007-2008 (snapshot taken F08)

	Transition Point 1		
	Admission to Program		
	Applied	Accepted	Matriculated
	#	#	#
TOTAL	42	42	33

Table 3
Program Specific Candidate Information, 2007-2008 (snapshot taken F08)

	Transition Point 2
	Advancement to Culminating Experience
	#
Thesis (698) ¹	1
Comps ²	26

Table 4
Program Specific Candidate Information, 2007-2008 (snapshot taken F08)

	Transition Point 3
	Exit
	#
Degree	23

¹ This is data on students who were enrolled in thesis work during Fall 2007 and Spring 2008. This figure may include students who actually “crossed into” this transition point prior to Fall 2007 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 Fall 2007, Spring 2008, or Summer 2008. The data include students who may not have taken or passed the examination(s).

Table 5
Faculty Profile 2007-08

Status	Number
Full-time TT	2
Full-time Lecturer	
Part-time Lecturer	1 (Spring 2008)
Total:	3

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.

The ECE program faculty met on April 24, 2009 for two hours to review data. Both of the full-time faculty in the program and one part-time faculty participated in the discussion. The program used only one part-time faculty for teaching a core course (with an SLO attached to that course) during the review period. Minutes of the meeting can be found in the appendix at the end of the document (appendix A).

Data

3. Question 3 is in 2 main parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:
- 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.

The data presented in this section are collected over three semesters, fall 2007, spring 2008 and fall 2008.

SLO #1: ECE Theorist Paper

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

This SLO was assessed in fall 2007 and fall 2008.

Description of the Signature Assignment

Candidates select a theorist whose work has influenced the field of early childhood education and write a written report that will include a biographical sketch of the theorist, fundamental views of the theorist, major discussions/debates and recent developments surrounding the theorist's ideas, influences on the field, comparison with other theorists in the field, and personal reflections and recommendations.

The assignment allowed candidates to make revisions (at least one) based on feedback received from the instructor. In fall 2007, the project was graded based on a rubric with a scale that ranged between 1-4. In fall 2008, the program added a 0 point to maintain consistency with a 0-4 scale adopted by Teacher Education.

Data Collection Process:

The signature assignment was completed in EDEC 521. Candidates drafted a preliminary literature review and identified a theorist to study. Following approval of this choice, candidates participated in class and online discussions. Paper drafts received both peer and instructor feedback, and candidates had the option of having an individual meeting with the faculty member (70% of candidates took this option).

TABLE 6: Descriptive Statistics for SLO #1 (Fall 2008)

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	30	3.71/4	92.67	4	0.5
Fundamental Views of the Theorist	30	3.55/4	88.83	3.9	0.57
Influences on the Field of Early Childhood Education	30	3.74/4	93.5	4	0.57
Comparative Perspectives	30	3.66/4	91.58	4	0.59
Personal Reflections	30	3.79/4	94.67	4	0.47
APA Style	30	3.67/4	91.83	4	0.61
Grammar	30	3.95/4	98.75	4	0.27

(Avg.=93%) ECE 2008

Figure 1: Graphical Display of Data: SLO#1 (fall 2008)

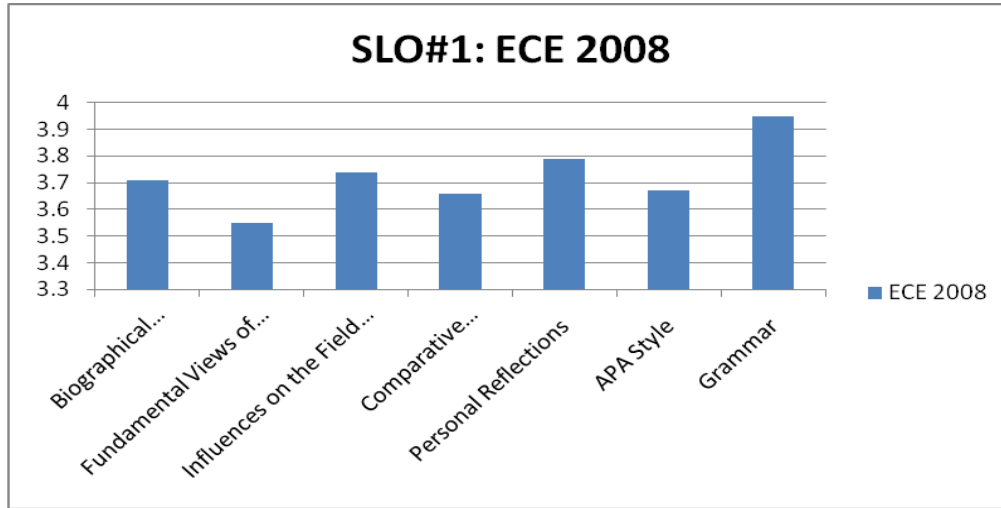


TABLE 7: Descriptive Statistics for SLO #1 (Fall 2007)

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	32	3.73/4	93.28	4	0.49
Fundamental Views of the Theorist	32	3.85/4	96.33	4	0.31
Influences on the Field of Early Childhood Education	32	3.72/4	93.05	4	0.44
Comparative Perspectives	32	3.73/4	93.2	4	0.44
Personal Reflections	32	3.61/4	90.16	3.75	0.42
APA Style	32	3.88/4	96.88	4	0.31
Grammar	32	3.99/4	99.69	4	0.06
Average of 7 Criterion Averages		3.79/4	94.71		

FIGURE 2: Graphical Display of Data: SLO#1 (fall 2007)

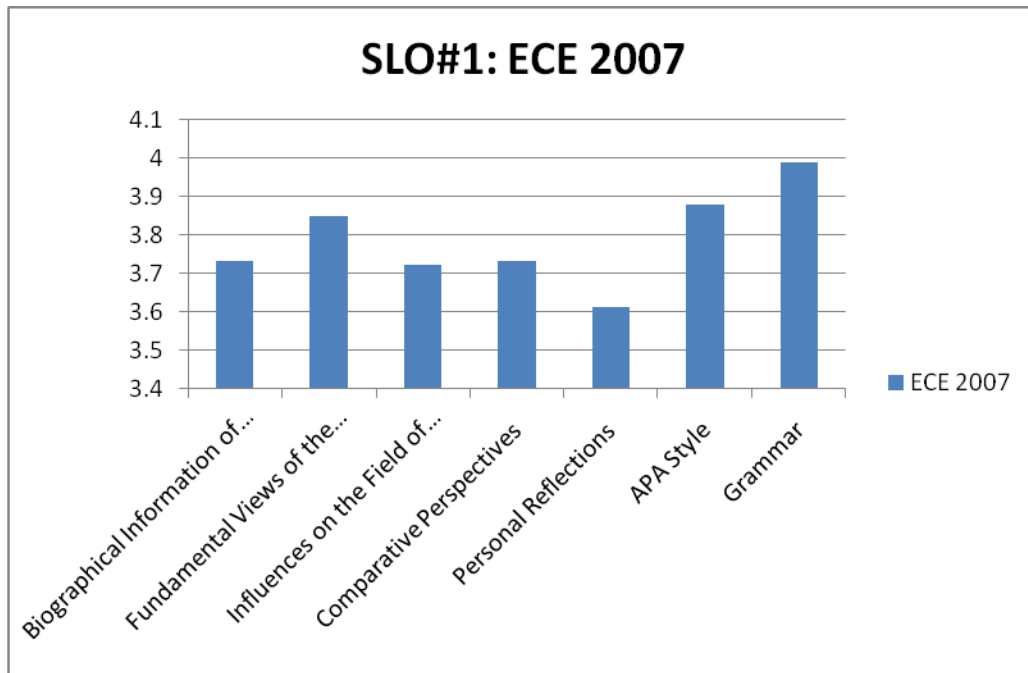
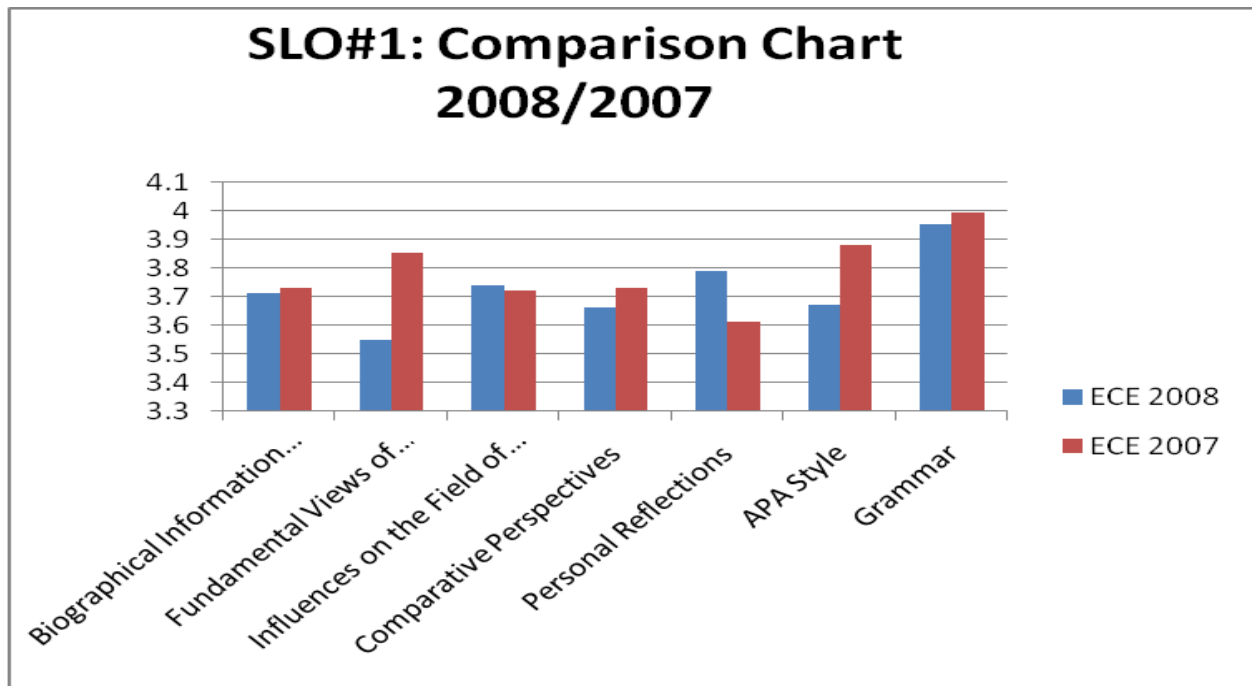


TABLE 8: Descriptive Statistics for SLO #1 (Fall 2008 vs. Fall 2007)

Rubric Criteria	Fall 2007	Fall 2008
Biographical Information of the Self-Selected Theorist	3.73/4	3.71/4
Fundamental Views of the Theorist	3.85/4	3.55/4
Influences on the Field of Early Childhood Education	3.72/4	3.74/4
Comparative Perspectives	3.73/4	3.66/4
Personal Reflections	3.61/4	3.79/4
APA Style	3.88/4	3.67/4
Grammar	3.99/4	3.95/4

FIGURE 3: Graphical Display of the comparative data: SLO#1 (fall 2008 vs. fall 2007)



Analysis and Action

The data shows that the majority of candidates have performed above the adequate level for all the items in the rubric (93% in fall 2007 and 95% in 2008). However, it is important to mention here that the program adopts a mastery level and the end results displayed in the table are results of at least one revision (and sometimes two). The means for items #2 and #4 are slightly lower in fall 2008 in comparison to the data from fall 2007. However, the difference is not alarming and these two items are interrelated. The lack of sufficient knowledge on theories makes it difficult to draw a solid comparison. Since the course is taught by the same instructor and the same rubric is used, we may look at some other related variables that may have contributed to the issue. Students' prior knowledge on child development theories/philosophies in ECE adds to their higher performance in the course. Candidates who have a BA in child development are able to move to an advanced level in a short time. The program enrolls candidates from many different fields (with only one year of teaching experience); therefore, it is possible that more candidates in the 2007 cohort had such a background than their counterparts in 2008 cohort. It will be interesting to explore the co-relation between students' educational backgrounds with their achievement in this particular course. A second issue may be related to the use of Beachboard during the course. The instructor requires students to conduct asynchronous discussions on theories on the course Beachboard. In 2008, the number of forums that candidates were required to participate were reduced (as compared to forums in fall 2007) because of the work load issues for faculty (reading/grading these forums and communicating with students) and for candidates as well. Some other alternatives such as creating heterogeneous discussion groups in the course that include candidates with and without a degree in child development (or related fields) and with extensive and limited experiences in the field may be helpful.

SLO#2: Parent Workshop

SLO Description: Demonstrate competency in building family and community relationships.

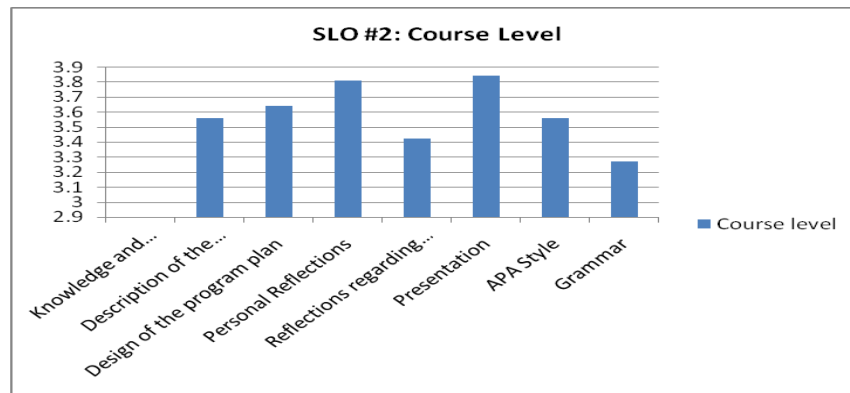
Description of the Signature Assignment: In small groups, candidates plan, organize, and implement a parent education program (a.k.a. workshop). Candidates identify one area of need for the parents at their local work site, and then research the topic. They use the researched information as the content for their workshop.

Data Collection: Candidates form interest groups (in a group of three) according to specific parent education program topics that they later implement at their own work sites (or in their local areas). They later distribute an evaluative survey to assess changes in behavior. This assignment was completed as part of EDEC 522. Two sections were offered in Spring 2008. Data displayed for this SLO include a course level data (combining both sections) and individual section level data.

TABLE 9: Descriptive Statistics for SLO #2 (Sp. 2008, both sections)

	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	32	3.81/4	95.31	4	0.4
Description of the Education Program/Workshop	32	3.56/4	89.06	4	0.49
Design of the program plan	32	3.64/4	91.02	4	0.59
Personal Reflections	32	3.81/4	95.31	4	0.74
Reflections regarding parents' assessment of the program	32	3.42/4	85.55	4	0.98
Presentation	32	3.84/4	96.09	4	0.37
APA Style	32	3.56/4	89.06	4	0.66
Grammar	32	3.27/4	81.64	3.25	0.7
AVERAGE for EDEC 522.sp.08			90.38		

FIGURE 4: Graphical display of course -level data: SLO#2 (Sp. 2008)

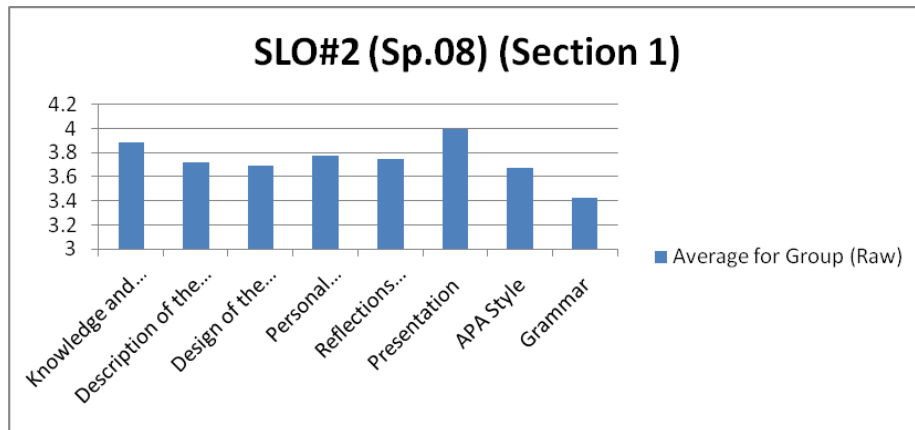


Section-level data: Section # 1: DATA

TABLE 10: Descriptive Statistics for Section #1 (SLO#2: Sp. 2008)

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	18	3.89/4	97.22	4	0.32
Description of the Education Program/Workshop	18	3.72/4	93.06	4	0.43
Design of the program plan	18	3.69/4	92.36	4	0.64
Personal Reflections	18	3.78/4	94.44	4	0.94
Reflections regarding parents' assessment of the program	18	3.75/4	93.75	4	0.94
Presentation	18	4.00/4	100	4	0
APA Style	18	3.67/4	91.67	4	0.66
Grammar	18	3.42/4	85.42	3.5	0.73
AVERAGE for Parent involvement.sp.2008			93.49		

FIGURE 5: Graphical data display for section #1 (SLO#2: Sp. 2008)



Section # 2: DATA

TABLE 11: Descriptive Statistics for Section 2 (SLO #2: Sp. 2008)

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	14	3.71/4	92.86	4	0.47
Description of the Education Program/Workshop	14	3.36/4	83.93	3	0.5
Design of the program plan	14	3.57/4	89.29	4	0.51
Personal Reflections	14	3.86/4	96.43	4	0.36
Reflections regarding parents' assessment of the program	14	3.00/4	75	3	0.88
Presentation	14	3.64/4	91.07	4	0.5
APA Style	14	3.43/4	85.71	3.5	0.65
Grammar	14	3.07/4	76.79	3	0.62
AVERAGE for Parent involvement.sp.08.			86.38		

FIGURE 6: Graphical data display for Section 2 data: SLO#2: Sp. 2008)

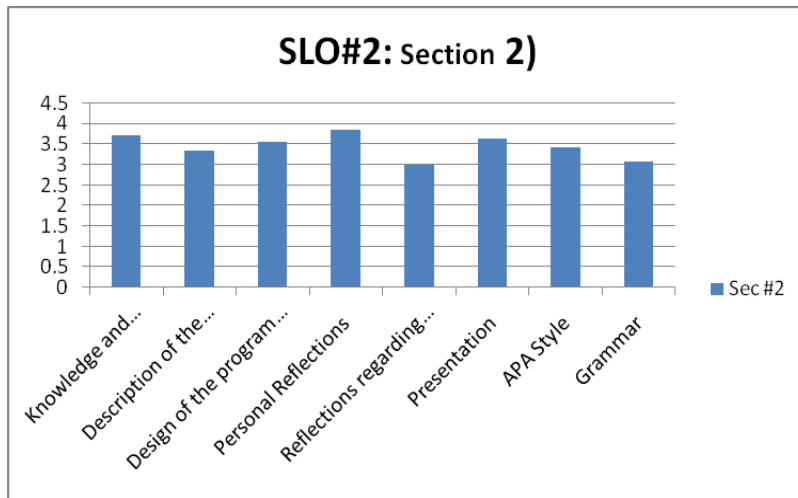
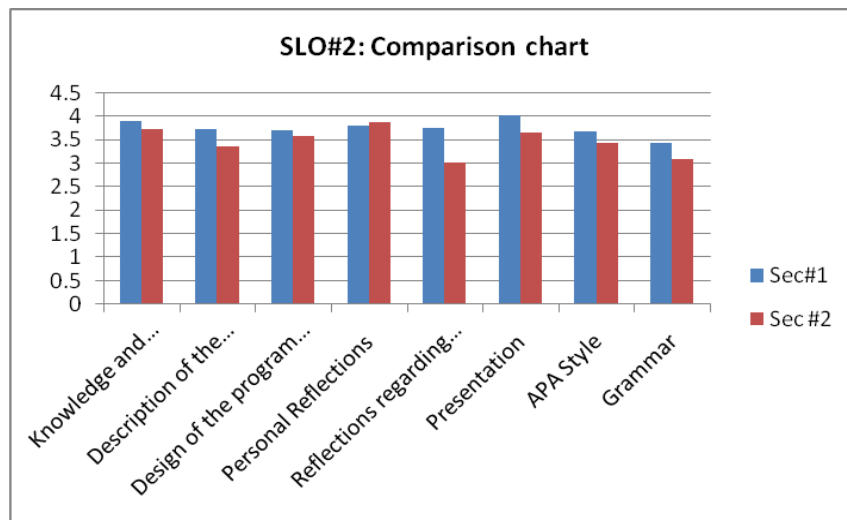


TABLE 12: Comparison table for Section 1 and 2 (SLO#2: Sp.08):

Rubric Criteria	Section 1	Section 2
Knowledge and understanding of the topic to be presented at the workshop	3.89	3.71
Description of the Education Program/Workshop	3.72	3.36
Design of the program plan	3.69	3.57
Personal Reflections	3.78	3.86
Reflections regarding parents' assessment of the program	3.75	3.00
Presentation	4.00	3.64
APA Style	3.67	3.43

FIGURE 7: Graphical display of comparison data for Section 1 and 2 (SLO#2: Sp. 08)



Analysis and Action: (Instructor 1)

The data indicates that the candidates performed well. One area of strength is the program's implementation of a mastery *system*. Groups with grades below a B revised their assignment for a higher grade. This cohort of candidates had more difficulty with the assignment. They required additional assistance with applying what they learned from empirical literature to identifying the content for the parent education project.

Steps for future include reading and explaining the significance of empirical research, and identifying methods for apply and translating this knowledge to the parent education project that increases parent understanding of the topic. Finally, both instructors who teach this course will meet to re-evaluate and develop strategies for how better to prepare candidates for the assignment, either through additional readings, changing the due date, or more in-class modeling.

Analysis and Action (Instructor 2)

In designing and implementing the signature assignment, candidates are encouraged to rely on a knowledge-base acquired through a previous assignment. Specifically, candidates are required to design and implement a parent education project (workshop/training). It is highly recommended that the impetus for the workshop be the topic of their researched critical issue – an issue related to parent involvement. The processes leading to the signature assignment included small group collaborations and direct instructor support. Furthermore, submission of the various signature assignment components occurred over the span of the semester.

Data gathered, both observational/informal and written, reveal that candidates are, at times, challenged with paralleling a researched critical issue with the design of a relevant education program for parents. In essence, candidates demonstrated a weakness in identifying the central need revealed in the research and producing a program that addresses the identified need while strengthening the role that parents play in supporting their child's education.

Conversely, data indicate that students: 1) demonstrated a solid knowledge and understanding of the critical issue selected - candidates were able to satisfactorily research the selected issue and report on their findings; 2) were able to adequately design and describe an education program; 3) were able to assess the effectiveness education program implemented; and 4) were able to orally present the outcomes of the education program. This ability was shown through oral and written presentation of research, yielding in a median score of 4 for noted criteria (items 1 through 4 previously cited). The rubric criterion that resulted in the lowest median for the group was the use of grammar; the average for the group was 3.5. Students' writing, in general, is not free of basic grammatical errors. It is emphasized that in isolation – when not connecting the critical issue to the actual parent education project – candidates were capable of fulfilling the requirements of the signature assignment.

SLO#3

In spring 2008, the course EDEC 520 (Curriculum and assessment) included two SLOs. For the sake of convenience, these two SLOs from the same course are referred here as 3A and 3B. It is appropriate to mention here that SLO# 3B has been taken out of the program starting from the 2008-2009 academic year. SLO 3B was merged into 3A in an effort to consolidate SLOs and because 3A was considered a more critical SLO since it includes a field component and allows candidates to work with children in the classroom.

SLO#3 A: Case Study of a child

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

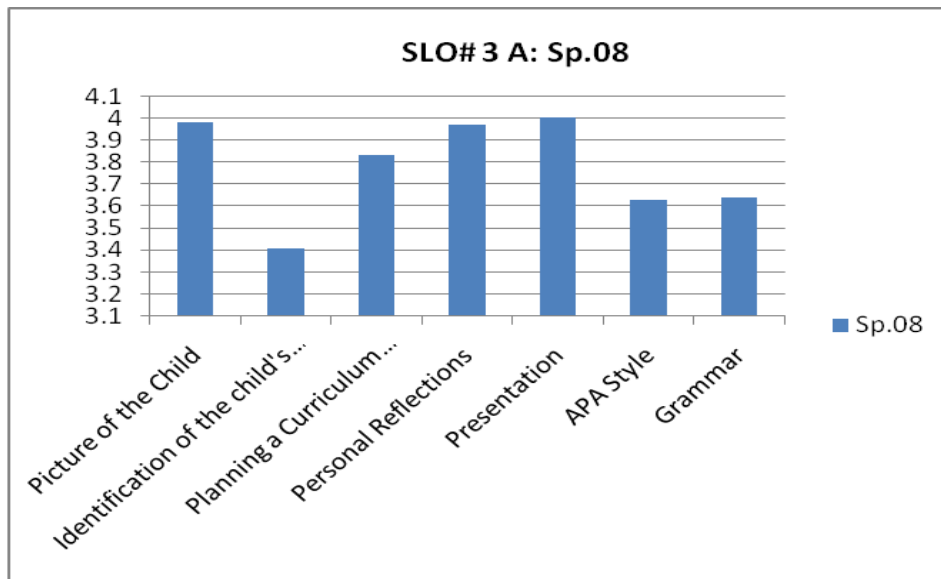
Description of the Signature Assignment: Candidates identify the needs of a child and plan curriculum and assessment strategies based on six hours of field visit. The child must be from a low-income minority family background. In their written paper, candidates are required to provide references to theory and research related to curriculum and assessment for children from diverse backgrounds including children with special needs.

Data Collection: Candidates submit their written papers on the Taskstream. The instructor provides feedback on students’ papers. Candidates are allowed to revise their paper in order to raise their grade. The final paper is posted on the Taskstream by May 2nd. Candidates also make a multimedia presentation on their project to the class. The paper is graded on the Taskstream using a 5-point scale (0-4) rubric.

TABLE 13: Descriptive Statistics for SLO #3A (Sp.08):

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	Standard Deviation for Group
Picture of the Child	32	3.98/4	99.61	4	0.09
Identification of the child's needs	32	3.41/4	85.16	3.5	0.47
Planning a Curriculum Strategy	32	3.83/4	95.7	4	0.33
Personal Reflections	32	3.97/4	99.22	4	0.18
Presentation	32	4.00/4	100	4	0
APA Style	32	3.63/4	90.63	3.5	0.36
Grammar	32	3.64/4	91.02	4	0.51
AVERAGE for Spring 2008			94.48		

FIGURE 8: Graphical display of data for Section 2(SLO#3A: Sp. 2008)



Analysis and Action

The data indicate all candidates performed well. One area of strength is the program's implementation of a mastery system; as a result, several candidates revised their assignment for a higher grade. Similar results appeared in previous classes, mostly as a result of candidates revising their assignments for a higher grade. One difference is that fewer candidates revised their papers this term.

In past, this course had two signature assignments (SA) and two SLOs. However, due to the high expectations regarding the students' ability to apply theories of learning and teaching, after spring 2008 one SA was cancelled. The two SLOs combined into one SLO (#3) and one SA. For spring 2009, the instructor spent more time on theories of learning and teaching, and candidates were required to apply their understanding of these theories to all course assignments. Another step to increase students' performance was requiring candidates submit a draft for peer feedback and a draft for instructor feedback.

SLO #3B (Curriculum Models)

SLO Description: Apply one's understanding of various aspects of teaching and learning (curriculum, pedagogy, physical and social environment, classroom management) to early childhood classrooms.

Description of the Signature Assignment

Candidates compare two curriculum models based on a thorough literature review and field visits. They are expected to observe each curriculum in action for an hour. Candidates may select from the following list: Froebel's kindergarten curriculum, Montessori curriculum, Creative curriculum, Developmental Interaction approach (Bank Street College), Emergent curriculum, Integrated curriculum, Multi-age/multi-grade curriculum, Multicultural and anti-bias curriculum, Inclusive curriculum, and Cooperative-learning approach in curriculum. Candidates also provide personal stand with justifications including the curriculum models' relevance to cultural and linguistic minority children and children with special needs. A reference list of scholarly work (theory and research) is submitted. Candidates are required to give an oral presentation to the class.

Data Collection

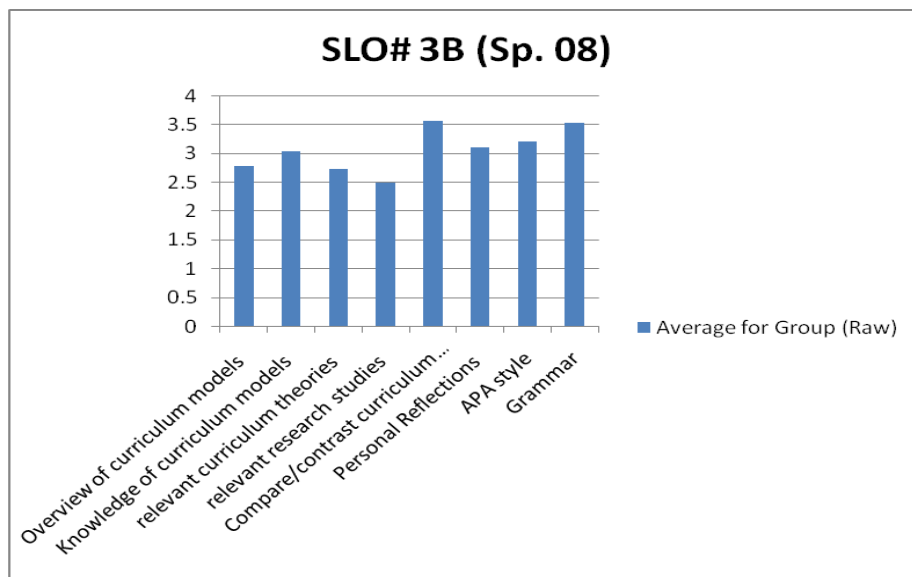
Candidates submitted a written paper on the Taskstream. The instructor provided feedback on candidates' papers. Candidates were allowed to revise their paper (by a due date) in order to raise their grade. Candidates also made a multimedia presentation on their project in class. The paper was graded on the Taskstream on a 5-point scale (0-4) rubric.

TABLE 14: Descriptive Statistics for SLO #3B (Sp.08)

Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	Standard Deviation for Group
Current Overview of each curriculum models under discussion	28	2.79/4	69.64	3	1.4
Knowledge and understanding of curriculum models under discussion	28	3.05/4	76.34	3	0.72
Connecting curriculum theories relevant to the curriculum models under discussion	28	2.73/4	68.3	3	1.17
Comparing and connecting research studies relevant to the curriculum models under discussion	28	2.50/4	62.5	2.75	1.49
Compare and contrast the two curriculum models	28	3.57/4	89.29	4	0.7
Personal Reflections on the curriculum models under discussion.	28	3.11/4	77.68	3.5	1.26
APA style	28	3.21/4	80.36	3	0.53
Grammar	28	3.54/4	88.39	4	0.82

Average for all criteria groups=77

FIGURE 8: Graphical display of data for SLO#3B (Sp. 2008)



Analysis and Action:

For this semester, two signature assignments were due for in the same course. To properly distribute the workload for students, this signature assignment was due after the first month into the semester. Most of the information had not been reviewed in class, therefore the scores for criteria 1, 3, and 4 resulted lower than we would like. Although this assignment is no longer a signature assignment, students continue to analyze curricula through a smaller and more focused assignment. Additionally, students continue to struggle with understanding theories of learning and teaching, and ways of applying them to their own practice. As a result, more class time is devoted to clarifying students' understandings of theories and applying them to real classroom interactions.

SLO# 4

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

Description of the Signature Assignment

Candidates 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. Their written review includes a rationale for selecting the topic, statement of the problem, defining terms, identification of programs and contributors, analysis and synthesis of available research studies, conclusion drawn from the review, and personal reflections/ recommendations. The final version of the paper is submitted and evaluated on Task Stream's e-portfolio system for the program.

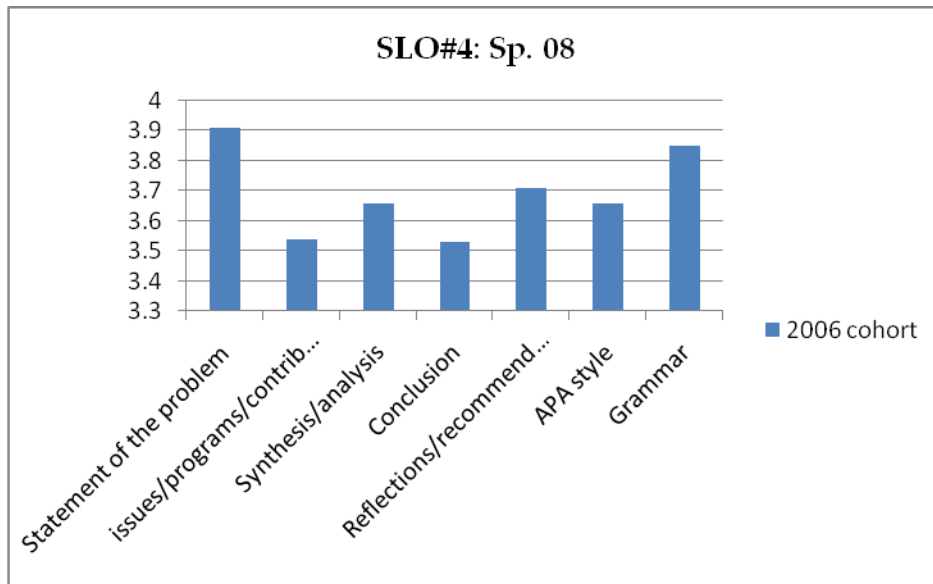
Data Collection

Candidates worked with the instructor in EDEC 621 to select a topic and identify relevant literature. They then outlined their literature review and received peer feedback on their first draft. Following optional meetings with the instructor (about 70 percent of candidates participated), they submitted their final draft.

TABLE 15 Descriptive Statistics for SLO #4 (Sp.08)

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	Standard Deviation for Group
Introducing the topic, stating the problem, and defining concepts	20	3.91/4	97.63	4	0.22
Major issues, controversies, programs, and contributors	20	3.54/4	88.5	3.8	0.89
Synthesis and analysis of research studies	20	3.66/4	91.5	4	0.47
Conclusion	20	3.53/4	88.25	4	0.98
Personal reflections and recommendations	20	3.71/4	92.63	3.95	0.45
APA style	20	3.66/4	91.5	3.8	0.46
Grammar	20	3.85/4	96.25	4	0.28
Average of 7 Criterion Averages		3.69/4	92.29%		

FIGURE 9: Graphical Display of Data for SLO 4 (Sp. 2008)



Analysis and Action

The group average for the SLO#4 is 3.69 (out of a maximum point of 4). This reflects that candidates in the program achieved the SLO very well. Allowing students to revise their papers and providing individualized support has contributed significantly to the end result. There are some items in the rubric that received lower means compared to other items. The instructor made efforts to address these issues in the next offering of the course in spring 2009. For example, the instructor provided many important literature resources in addition to students' own selection of resources related to their topic. In addition, students were required to come prepared with their readings to hold explicit discussions during the individual conference sessions with the instructor (discussed above) on each aspect required for the assignment. The peer evaluation process used for the assignment was strengthened by making candidates accountable for quality of their participation in this process. They received partial points for this requirement and were required to respond to their peer's feedback in their paper (if desirable). The instructor has also used explicit modeling and meta-cognition strategies in the class to share how to write a good research review paper. Research review articles from academic journals were provided to candidates.

SLO#5

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

Description of the Signature Assignment.

In small groups, candidates create an early childhood program. As directors of the new program, they must integrate services that meet quality standards, including curriculum approaches, teacher qualifications, community outreach, professional development, and assessment. Each group presents their program electronically to the class.

Data Collection

Candidates in EDEC 523 submitted a written paper on TaskStream. The instructor provided feedback on students' papers. Candidates were allowed to revise their paper in order to raise their grade. Candidates were required to post their final paper on the TaskStream. Candidates also made a multimedia presentation on their project to the class. The paper was graded on the TaskStream using a 5-point scale (0-4) rubric.

TABLE 16: Descriptive Statistics for SLO 5 (Fall 08)

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	S. D. for the Group
Planning the program:	29	3.84/4	96.12	4	0.27
Administration:	29	3.97/4	99.14	4	0.19
Services:	29	3.69/4	92.24	3.5	0.25
Planning the physical facility	29	3.74/4	93.53	3.5	0.25
Personnel and Management:	29	3.88/4	96.98	4	0.32
Personnel and Management: Program evaluation	29	3.97/4	99.14	4	0.19
Program for children:	29	3.29/4	82.33	3	0.7
Family and community partnerships and advocacy	29	3.88/4	96.98	4	0.22
APA style	29	4.00/4	100	4	0
Grammar	29	3.78/4	94.4	4	0.41
AVERAGE for all criteria groups		3.80/4	95.10%		

FIGURE 10: Graphical Display of Data for SLO 5 (Fall 08)

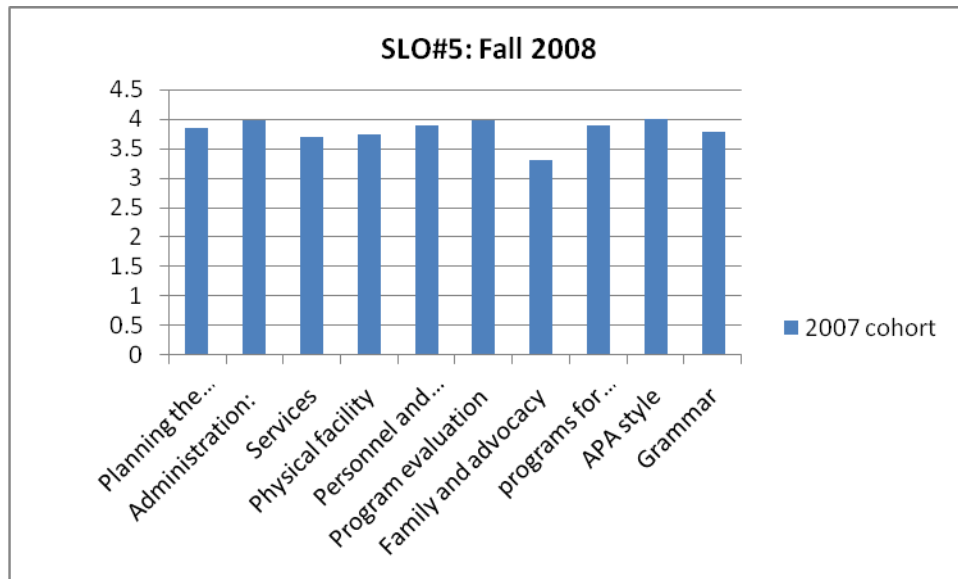


FIGURE 11: Graphical Display of Data for SLO 5 (Fall 07)

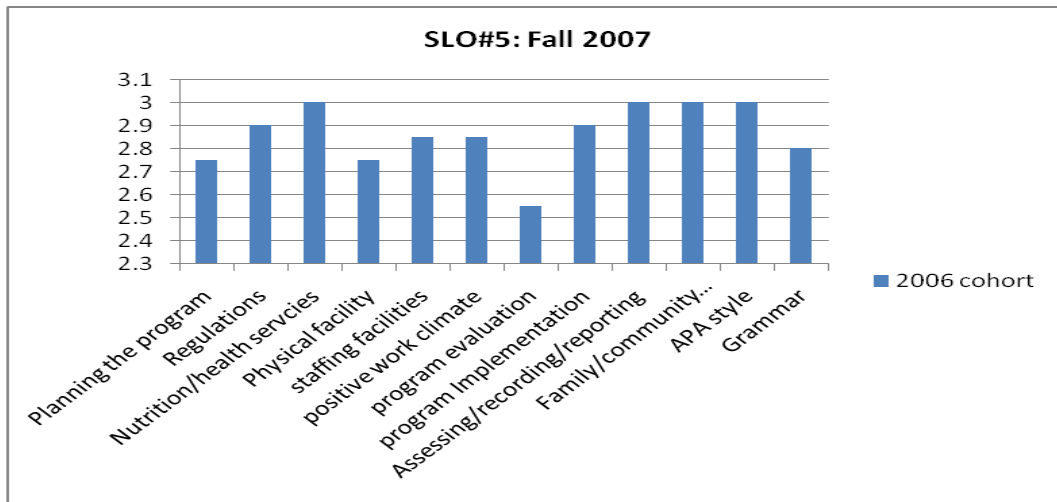


TABLE 17: Descriptive Statistics for SLO 5 (Fall 07)

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	S. D. for the Group
Planning the program: (Components: Justification for selecting a particular program; rationale for program-base; theory leading the design; and mission statement)	20	2.75/3	91.67	3	0.44
Regulations: (Components: Meeting legal requirements through regulations, such as groupings and ratios; discussing NAEYC code of ethics and addressing these ethical codes in the program; and identification and justification for funding sources.	20	2.90/3	96.67	3	0.31
Provision for nutrition and health services	20	3.00/3	100	3	0
Planning the physical facility (indoor and outdoor space, entry/exit area), and justification of the space arrangement.	20	2.75/3	91.67	3	0.44
Staffing Policies: (Components: Identifies roles and qualifications of various levels of staff; obtaining documentation of needed credentials; plans for recruiting a talented and diverse group of staff; and plans for staff salary and other benefits)	20	2.85/3	95	3	0.46
Building positive and productive work climate for the staff :(Components: Encouraging staff collaboration; enriching the professional life of the staff; improving the quality of staff; and assessing job performance of the staff).	20	2.85/3	95	3	0.37
Evaluating the program	20	2.55/3	85	3	0.94
Program Implementation: (Components: Goals/objectives for children; theory of how children learn; theory of teaching; and identify standards)	20	2.90/3	96.67	3	0.31
Assessing, recording and reporting children’s progress	20	3.00/3	100	3	0
Family and community partnerships and advocacy	20	3.00/3	100	3	0
APA style	20	3.00/3	100	3	0
Grammar	20	2.80/3	93.33	3	0.25
Average of 12 Criterion Averages		2.86/3	95.42%		

Analysis and Action

Because different rubrics were used and the highest value was 3 (for each item in the rubric) in fall 2007 and 4 in fall 2008, a direct comparison is not possible. However, the average percentage for scores received by students in both groups group was above 95%. Therefore, the data indicates that candidates in the course performed well. All candidates received full credit in fall 2008. One area of strength is the program's implementation of a mastery system; as a result, one group revised their assignment for a higher grade. This is a small group assignment. For candidates completing the assignment in fall 2007, one common student concern was time for meeting in groups. For fall 2008, candidates were given time at the end of every class to meet with their groups. The assumption is that being give time in class provides opportunities for candidates to meet in their groups, ask instructor questions and receive answers regarding their inquiries. Only one group in fall 2008 revised their assignment for a higher grade. In the future, the instructor will continue leaving time at the end of class for groups to meet and for the instructor to be available during this time for questions.

SLO# 6

SLO Description: Analyze children's issues and early childhood education around the world.

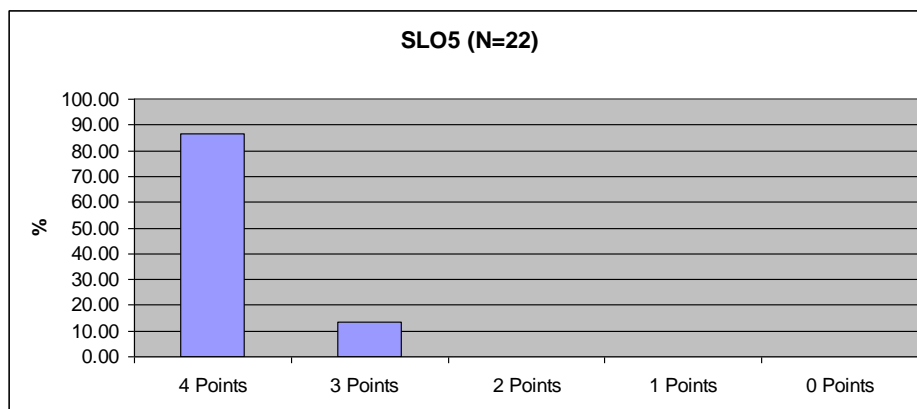
Description of the Signature Assignment

Candidates (in groups of three) select a country of their choice to write a report. Their report focuses on three aspects: issues facing children in the country; status of preprimary and primary education; and personal reflections and recommendations. To complete the project, candidates collect information from various sources: readings, interviews with people from that country residing in the U.S., and communications via email with people, including university students and teachers in that country. Although, the project is a group-project, individual members are required to put their names on the sections that they have contributed. Candidates' grade reflects group points (based on their group's overall performance) and individual points based on their own performance.

Data Collection

Candidates in EDEC 622 conducted a preliminary literature review, then worked in groups on the project itself. After feedback from the instructor, candidates submitted their final product.

FIGURE 12: Graphical Display of Data for SLO 6 (Sp.08)



Analysis and Action

The data shows that about 87% of candidates have received a value of 4.00 and the rest (13%) have received a value of 3.00. The group that scored lower in this assignment changed its topic toward the middle of the semester and did not have enough time to devote to the project. The group also had issues of non-participation, tardiness etc. among its members. In the next offering of the course in spring 2009 the instructor required that once the name of the country is submitted to the instructor, groups could not switch to another country. They were also required to share their periodic progress during the course. Because each individual member was required to share her work in the class, issues surrounding member contributions and tardiness were addressed effectively and on-time. The periodic progress of individual members on the group assignment was also counted toward the class participation points.

SLO#7

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

Description of the Signature Assignment

Candidates submit a cross-cultural analysis report. The report includes : (a) Autobiography: one's own child rearing beliefs, experiences and practices; Biography: The culturally different parent's child rearing beliefs, experiences, and practices; (b) Cultural Analysis: Comparison of one's own child rearing beliefs, experiences, and practices with that of the interviewee; (c) Theories and research studies that relate; (e) Personal reflections and recommendations such as identifying challenges in meeting the needs of diverse families in infant/toddler programs, providing comprehensive ideas on adopting anti-bias and culturally appropriate infant/toddler curriculum, pedagogical, and assessment practices, and offering appropriate and feasible recommendations for parents, care providers, administrators, and policy makers. The data for the report is collected through face-to-face semi-structured interview(s).

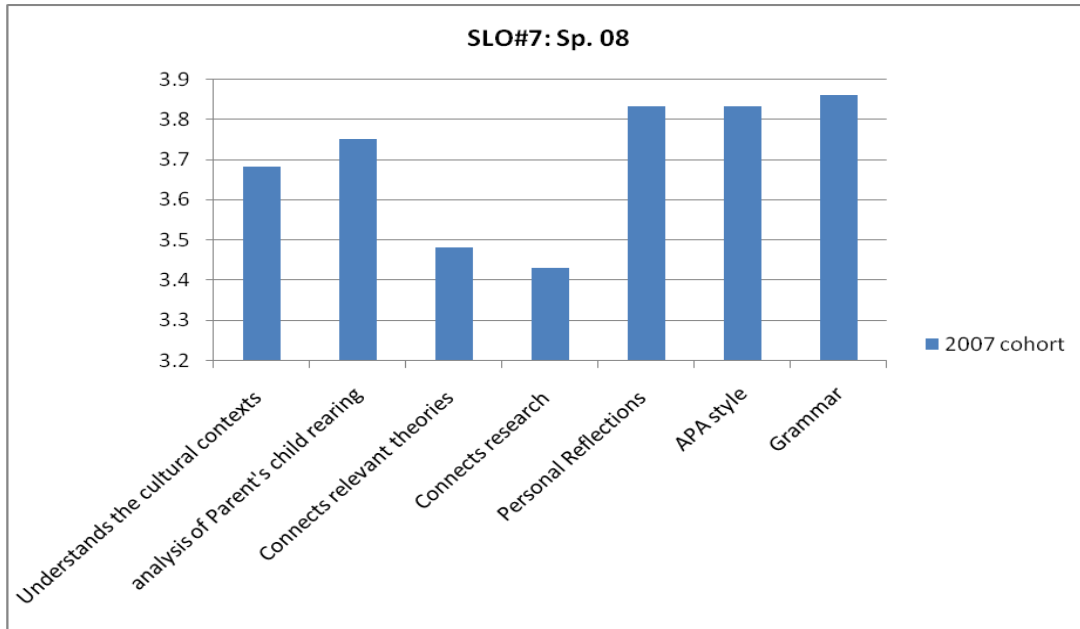
Data Collection

Currently, the course is offered in winter. Because winter sessions are of short duration, candidates were provided the syllabus through Beachboard a week before the winter session commenced. They were required to identify a culturally different parent for the project and complete the interview(s) by the end of the first week of the course. However, the content of the interview was specified in the syllabus. Candidates made up their interview questions in class (in small groups) on the first day of the course. The instructor revised (if needed, especially for grammar/tone etc.) the questions created by the groups, added some more questions, and posted the questions on the Beachboard after the class session. This question bank was available to all students. The papers were returned to them in the middle of the week. Candidates submitted the final draft of their paper on the Taskstream within five days. The instructor evaluated the papers on the Taskstream using a 5 point rubric (0-4). Summary of students' performance (group mean and graphical representations) were shared in the annual data discussion meetings.

TABLE 18: Descriptive Statistics for SLO 7 (Winter 09)

Rubric Criteria	Authors evaluated	Aver. for Group (Raw)	Aver. for Group (%)	Median for Group	S. D. for the group
Knowledge and understanding of the cultural contexts for early childhood education (importance, rationale, demographics etc.).	32	3.68/4	92.03	3.8	0.36
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.)	32	3.75/4	93.75	4	0.43
Connecting theories relevant to the issue under discussion	32	3.48/4	86.95	3.5	0.38
Connecting research (at least two) studies relevant to the issue under discussion	32	3.43/4	85.86	3.5	0.41
Personal Reflections (Personal perspectives and recommendations) on the issue under discussion	32	3.83/4	95.86	4	0.29
APA style	32	3.83/4	95.78	4	0.3
Grammar and organization	32	3.86/4	96.56	4	0.29
Average of 7 Criterion Averages			92.43		

FIGURE 13: Graphical Display of Data for SLO 7 (winter 09)



Reflections: The group average for the SLO is 3.86 (out of a maximum rubric score of 4). The items in the rubric that received low mean scores focus on relevant research and theories. In past, the course was offered in summer. However, because of the budget situation, the course is now offered in the winter session. This 3-week intensive course in the winter session demands a lot of time from candidates who are also full-time teachers in preschools/public schools. To raise candidates' understanding of

multicultural theories and research, explicit teaching of multicultural theories and research has been included in the spring 2009 courses taken by the same candidates. This focus will be emphasized in future offering of the course.

Data for Competencies Required Across Courses

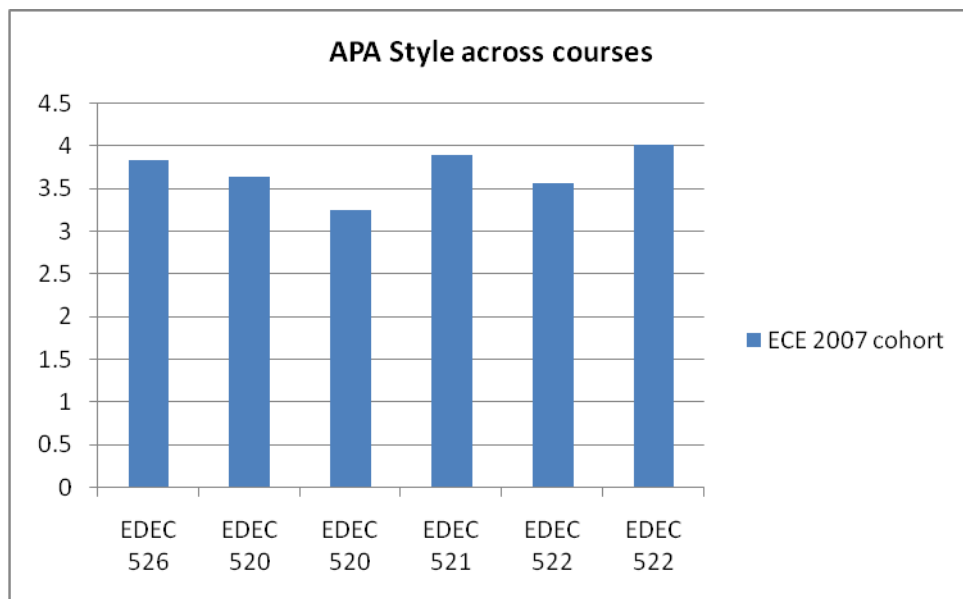
The program has also reviewed candidate performance on some competencies required across courses such as APA style and personal reflections.

Candidate Performance on APA style

TABLE 19: Descriptive Statistics for APA Style Across courses (ECE 2007 cohort)

Folio Area	Authors evaluated	Average for Group (Raw)	Median for Group	Average for Group (%)
EDEC 526: Cross-cultural case-study	32	3.83/4	4	95.78
EDEC 520: Case Study	32	3.63/4	3.5	90.63
EDEC 520: Curriculum models	29	3.24/4	3	81.03
EDEC 521: Theorist Paper	32	3.88/4	4	96.88
EDEC 522: parent workshop project	32	3.56/4	4	89.06
EDEC 523: Program Plan	29	4.00/4	4	100

FIGURE 14: Graphical Display of Personal Reflections across Courses



Analysis and Action

The data analysis shows that candidates have performed well in this requirement across courses.

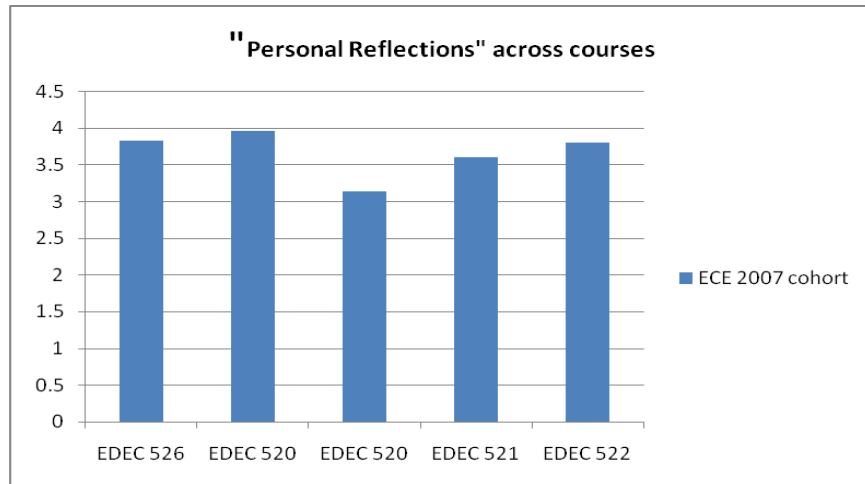
Candidate performance on “Personal Reflections”

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

TABLE 20: Descriptive Statistics for Personal Reflections (ECE 2007 cohort)

Folio Area	Authors evaluated	Average for Group (Raw)	Average for Group (Raw)	Median for Group	Standard Deviation for Group
EDEC 526: Cross-cultural case-study	32	3.83/4	3.83/4	4	0.29
EDEC 520: Case Study	32	3.97/4	3.97/4	4	0.18
EDEC 520: Curriculum models	29	3.14/4	3.14/4	4	1.25
EDEC 521: Theorist Paper	32	3.61/4	3.61/4	3.75	0.42
EDEC 522: parent workshop project	32	3.81/4	3.81/4	4	0.74

FIGURE 15: Graphical Display of data for Personal Reflections across Courses



Analysis and Action

The data shows that the students performed at the mastery level on this requirement in all the courses presented above except EDEC 520. EDEC 520 had two SLOs in fall 2007. One of the assignments was due

after the first month into the semester. Most of the information had not been reviewed in class and that could be the reason for students' lack of mastery in this aspect.

Program Effectiveness

Program Effectiveness Data: What data were collected to determine program effectiveness and how (e.g., post-program surveys, employer feedback, focus groups, retention data)? This may be indirect evidence of student learning, satisfaction data, or other indicators or program effectiveness. Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, or summarized qualitative data, for each outcome. (Maps to CTC Biennial Report Q2a)

The program gathers 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, (d): Program impact on clients.

A: Measuring strengths at various levels

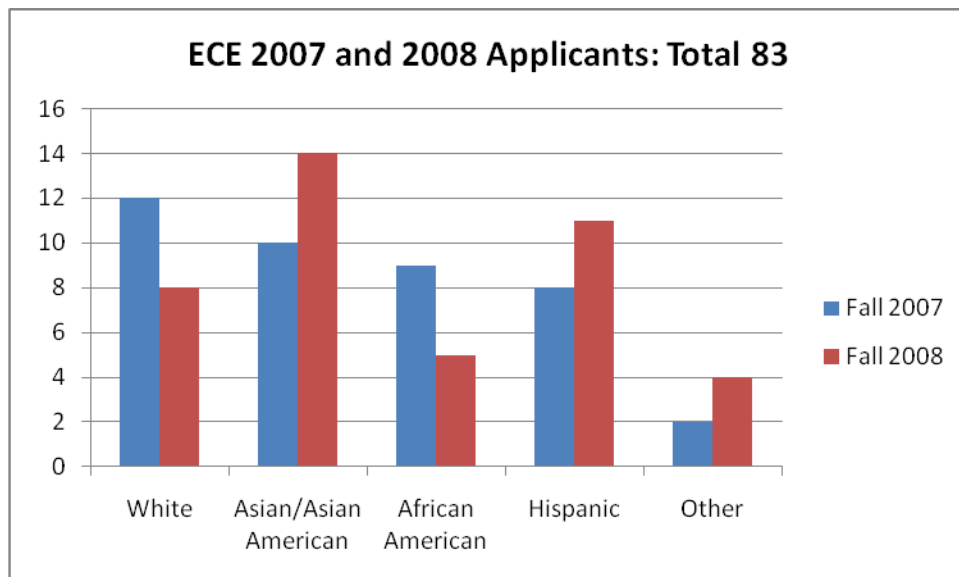
Entry Level Strengths:

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

Fall 2007 Applicants: 41 candidates applied to the program in fall 2007. Out of them 9 (were African-Americans), 8 Hispanics, 10 Asian/Asian-Americans, 12 whites, and 2 other.

Fall 2008: *Applicants:* 42 candidates applied to the program in fall 2008. Out of them 11 were Hispanics, 14 Asians/Asian Americans, 5 African-Americans, and 8 whites, and 4 others

FIGURE 16: Graphical Display of Data for ECE 2007 and 2008 Program Applicants



Benchmark Level: Strengths:

Candidate Retention: The program has been successful in retaining candidates. For example, out of the 33 candidates who enrolled in the program in fall 2007, only one dropped out of the program. The others continued in the program. Out of 32 candidates who enrolled in the program in fall 2008, 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, all the 33 candidates for the fall 2007 cohort successfully advanced to candidacy.

Exit: Level Strengths:

Successful Completion of the Program. All candidates, except two, who took their comprehensive examination in summer 2008 completed their capstone experiences successfully. The two candidates who failed their comprehensive examination will retake the examination in summer 2009.

B: Candidates' Evaluation of Program Effectiveness

Candidates evaluate program effectiveness in the following two points 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 2008 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 21: ECE Program Evaluation Benchmark Survey: Analysis (forced-choice items)

		N	Minimum	Maximum	Mean	Std. Deviation
	Age	31	1	5	2.23	1.606
	Gender	29	2	2	2.00	.000
	Race/Ethnicity	28	2	9	5.71	2.447
	Completed EDP 400	5	1	1	1.00	.000
	Completed EDEL 420	32	1	1	1.00	.000
	Completed EDEC 520	28	1	1	1.00	.000
	Completed EDEC 521	29	1	1	1.00	.000
	Completed EDP 520	3	1	1	1.00	.000
	Completed EDEC 522	27	1	1	1.00	.000
	Completed EDEC 523	1	1	1	1.00	.
	Completed EDEC 526	0				
	Completed EDEC 621	0				
	Completed EDEC 622	0				
	When did you enroll in the Master's in Early Childhood Education degree program?	32	2	2	2.00	.000
1	Faculty members were well qualified to teach their courses.	32	2	4	3.31	.535

		N	Minimum	Maximum	Mean	Std. Deviation
2	Faculty members provided up-to-date information related to ECE courses.	32	2	4	3.41	.560
3	Faculty members demonstrated command over the course content.	31	2	4	3.26	.682
4	A variety of pedagogical strategies was utilized by faculty members.	31	2	4	3.10	.651
5	Faculty members demonstrated knowledge and skill in using technology for variety of purposes in their courses.	32	2	4	3.19	.471
6	Interactions among students and faculty are characterized by mutual respect.	32	2	4	3.31	.693
7	The courses I took were well taught.	32	2	4	3.06	.564
8	There is a good communication between faculty and students regarding student needs, concerns, and suggestions.	30	1	4	2.83	.747
9	There are opportunities outside the classroom for interaction between students and faculty.	31	2	4	3.19	.477
10	Faculty in my department are interested in the welfare and professional development of graduate students.	30	2	4	3.20	.664
11	My program faculty supported my efforts for professional enhancement (beyond course activities).	28	1	4	3.07	.663
12	Student in the program demonstrated motivation to learn.	32	3	4	3.50	.508
13	The program provided opportunities to facilitate collaborative relationships among students.	32	3	4	3.59	.499
14	My peers demonstrated professionalism during group projects.	32	2	4	3.44	.669
15	I have learned a great deal from my peers in the program.	32	1	4	3.31	.821
16	My peers provided emotional and intellectual support to me.	32	1	4	3.31	.780
17	I would like to continue my friendships with some peers even after graduating from the program.	32	1	4	3.41	.756
18	The orientation session was very informative.	29	2	4	3.03	.626
19	I received timely advising on academic matters.	29	2	4	3.17	.658
20	The advising sessions helped me understand the program goals and expectations.	29	1	4	2.97	.823
21	The advising sessions helped me in program planning, completing appropriate paperwork, and meeting deadlines.	30	2	4	3.10	.548
22	Staff in the graduate office provided useful support.	19	1	4	2.95	.780
23	I received necessary advising toward my future career goals.	23	1	4	2.74	.619
24	I obtained adequate guidance regarding expectations for comprehensive examination or thesis study.	22	1	4	2.64	.727
25	The ECE Master's program is intellectually challenging and stimulating.	32	2	4	3.44	.669
26	The courses I took are valuable for me.	31	1	4	3.48	.677
27	I feel that I am a part of a graduate university learning community.	31	2	4	3.45	.568
28	I believe that my program is providing me with a good preparation for my future/existing career.	31	2	4	3.42	.620
29	I feel that my graduate school experiences (courses, projects) are very relevant to my career goals and direction.	31	2	4	3.42	.564
30	Field projects have engaged me in meaningful interaction with children, teachers, and parents.	30	2	4	3.33	.661
31	If I were starting over, I would enroll in this program again.	31	1	4	3.13	.806
32	I would recommend my graduate program to prospective students.	31	1	4	3.13	.806

		N	Minimum	Maximum	Mean	Std. Deviation
33	The program has prepared me to design appropriate curriculum and assessment strategies for diverse learners.	27	2	4	3.00	.555
34	The program strengthened my understanding and application of educational theories to classroom contexts.	30	2	4	3.37	.615
35	The program allowed me opportunities to learn about important research related to development and learning of young children.	31	3	4	3.45	.506
36	I feel confident in understanding and evaluating research studies related to the field of early childhood education.	30	2	4	3.03	.556
37	The program helped me understand and apply appropriate strategies to involve parents in children's education.	30	2	4	3.30	.596
38	The program helped me gain a holistic perspective on assessment of young children.	27	2	4	3.15	.602
39	The program engaged me in critical reflection on issues facing the field of early childhood education.	29	2	4	3.24	.636
40	I feel confident in evaluating and adopting a variety of curriculum models that are appropriate for young children.	28	2	4	3.07	.539
41	The program has offered me adequate opportunities to learn and apply technology during my courses.	30	2	4	3.33	.606
42	The program has helped me gain an international perspective in early childhood education.	18	2	4	2.89	.676
43	The program has exposed me to a variety of early childhood programs in the area.	31	2	4	3.16	.583
44	The program provided me adequate understanding of the administration and supervision of early childhood programs.	19	2	4	2.79	.631

TABLE 22: Benchmark Survey Items that Received a Mean Score of less Than 3.00

	Items	N	Mean
20	The advising sessions helped me understand the program goals and expectations.	29	2.97
22	Staff in the graduate office provided useful support.	19	2.95
23	I received necessary advising toward my future career goals.	23	2.74
24	I obtained adequate guidance regarding expectations for comprehensive examination or thesis study.	22	2.64
42	The program has helped me gain an international perspective in early childhood education.	18	2.89
44	The program provided me adequate understanding of the administration and supervision of early childhood programs.	19	2.79

Analysis:

There were six items that received a mean value of less than 3.00. Three of them relate to advisement by the program and by the graduate office. The narrative comments were also consistent with these findings. The program administers three kinds of advisement: Individual (optional), group sessions (mandatory) and advisement over email/phone. By the end of the program, students must have participated in three advisement sessions (orientation session at the entering phase, during the first

year/ benchmark, and in the second year/exit level). Students are provided a mandatory advisement session form that needs to be signed by the adviser after each advisement session. Candidates submit a copy of this form to the ECE program coordinator (for filing) just before taking comprehensive examination in summer and for candidates in the “thesis track” after successfully completing the oral defense of their thesis study). The form includes space for bringing questions/concerns etc. to the advisement session. However, we have noticed that majority of the candidates have not requested individual advisement sessions or contacted the adviser except those who need alternate program plan to complete the program in more than the required two years.

A low mean score for the last two items was expected as candidates in their first year of the program do not take courses related to international perspectives and program administration and supervision.

Table 23: Program Evaluation Exit Survey Analysis: Summer 2008 (forced choice-items)

	N	Minimum	Maximum	Mean	Std. Deviation
Age	14	1	5	2.21	1.626
Gender	12	2	2	2.00	.000
Race/Ethnicity	13	2	8	4.31	1.932
When did you enroll in the Master's in Early Childhood Education degree program?	13	2	3	2.69	.480
Faculty members were well qualified to teach their courses.	14	3	4	3.57	.514
Faculty members provided up-to-date information related to ECE courses.	14	3	4	3.57	.514
Faculty members demonstrated command over the course content.	14	3	4	3.43	.514
A variety of pedagogical strategies was utilized by faculty members.	14	2	4	3.50	.650
Faculty members demonstrated knowledge and skill in using technology for variety of purposes in their courses.	14	2	4	3.50	.650
Interactions among students and faculty are characterized by mutual respect.	14	3	4	3.64	.497
The courses I took were well taught.	14	2	4	3.21	.699
There is a good communication between faculty and students regarding student needs, concerns, and suggestions.	14	2	4	3.29	.611
There are opportunities outside the classroom for interaction between students and faculty.	14	2	4	3.07	.616
Faculty in my department are interested in the welfare and professional development of graduate students.	14	2	4	3.43	.646
My program faculty supported my efforts for professional enhancement (beyond course activities).	14	2	4	3.36	.633
Students in the program demonstrated motivation to learn.	14	3	4	3.50	.519
The program provided opportunities to facilitate collaborative relationships among students.	14	3	4	3.50	.519
My peers demonstrated professionalism during group projects.	14	2	4	3.21	.699
I have learned a great deal from my peers in the program.	14	2	4	3.29	.611
My peers provided emotional and intellectual support to me.	14	2	4	3.43	.646
I would like to continue my friendships with some peers even after graduating from the program.	14	3	4	3.64	.497
The orientation session was very informative.	11	2	4	3.00	.632
I received timely advising on academic matters.	14	2	4	3.00	.679

	N	Minimum	Maximum	Mean	Std. Deviation
The advising session helped me understand the program goals and expectations.	13	2	4	3.15	.555
The advising sessions helped me in program planning, completing appropriate paperwork, and meeting deadlines.	13	2	4	3.08	.760
Staff in the graduate office provided useful support.	14	2	4	3.14	.535
I received necessary advising toward my future career goals.	13	2	4	3.15	.801
I obtained adequate guidance regarding expectations for comprehensive examination or thesis study.	13	2	4	3.23	.725
The ECE Master's program is intellectually challenging and stimulating.	14	3	4	3.50	.519
The courses I took are valuable for me.	14	3	4	3.50	.519
I feel that I am a part of a graduate university learning community.	14	3	4	3.50	.519
I feel prepared for my comprehensive examination.	11	2	4	3.09	.831
I feel confident that I will be able to complete my thesis study in a timely fashion.	14	3	5	4.79	.579
I believe that my program provided me with a good preparation for my future/existing career.	14	2	4	3.36	.633
My graduate school experiences (courses, projects) were very relevant to my career goals and direction.	14	3	4	3.43	.514
Field projects engaged me in meaningful interaction with children, teachers, and parents.	13	2	4	3.46	.660
If I were starting over, I would enroll in this program again.	14	1	4	3.29	.825
I would recommend my graduate program to prospective students.	13	1	4	3.31	.855
The program has prepared me to design appropriate curriculum and assessment strategies for diverse learners.	14	3	4	3.43	.514
The program strengthened my understanding and application of educational theories to classroom contexts.	14	3	4	3.29	.469
The program allowed me opportunities to learn about important research related to development and learning of young children.	14	3	4	3.50	.519
I feel confident in understanding and evaluating research studies related to the field of early childhood education.	14	3	4	3.36	.497
The program helped me understand and apply appropriate strategies to involve parents in children's education.	14	3	4	3.50	.519
The program helped me gain a holistic perspective on assessment of young children.	14	3	4	3.43	.514
The program engaged me in critical reflection on issues facing the field of early childhood education.	14	3	4	3.50	.519
I feel confident in evaluating and adopting a variety of curriculum models that are appropriate for young children.	14	3	4	3.21	.426
The program has offered me adequate opportunities to learn and apply teaching during my courses.	13	3	4	3.23	.439
The program has helped me gain an international perspective in early childhood education.	13	3	4	3.38	.506
The program has exposed me to a variety of early childhood programs in the area.	13	2	4	3.00	.577
The program provided me adequate understanding of the administration and supervision of early childhood programs.	14	2	4	3.29	.726

Program Evaluation: Exit Survey.

The survey includes 50 items under the following categories: Faculty, students, advising/support, academic program, program goals, impact of the program, leadership roles, career goals, overall reaction. The survey includes both forced-choice (5-point Likert-type) and open-ended items. The survey is administered to candidates in the end of their first year. The 2008 exit survey results reveal that majority of the items have received a mean value of 3.00 and above (on a 4 point scale). Faculty also discussed possibilities of addressing a candidate's suggestion to arrange field visits to different early childhood facilities (such as Head Start, Montessori, Special education program for young children, Family-based programs, etc.). There was a suggestion for organizing study abroad tours for candidates in the program. In fact, in spring 09, three candidates in the course EDEC 622 (International Perspectives in ECE) visited Kursch, Russia with their instructor. They visited preschool programs and made presentations about early childhood programs in the US. They also shared their experiences and photos with their peers after their return.

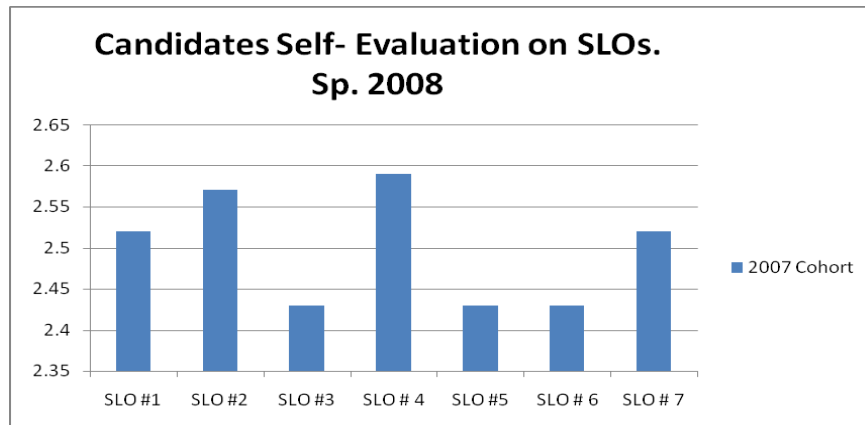
C. Candidates' Self- Evaluation of their Competence on Program SLOs

Exiting candidates evaluate themselves on their competence on program SLOs on a 7-item survey. The survey includes a scale value of 1-3 (basic, adequate, advanced) and allows narrative comments on each item.

TABLE 24: Descriptive Statistics for Candidates' Self-Evaluation on SLOs (Sp. 2009)

SLOs	N	Minimum	Maximum	Mean	Std. Deviation
SLO 1: Analyze theoretical perspectives that relate to young children and their families.	23	1	3	2.52	.665
SLO 2: Demonstrate competency in building family and community relationships.	23	1	3	2.57	.590
SLO 3: Apply principles of teaching and learning to early childhood classrooms.	23	1	3	2.43	.662
SLO 4: Analyze current issues, debates, discussions, and research in the field of early childhood education.	22	1	3	2.59	.590
SLO 5: Apply understanding of leadership roles that benefit children and families.	21	1	3	2.43	.676
SLO 6: Analyze children's issues and early childhood education around the world.	23	1	3	2.43	.662
SLO 7: Apply understanding of cultural diversity to personal philosophy and practices.	23	2	3	2.52	.511
Valid N (listwise)	20				

FIGURE 17: Graphical Display of Data for Candidates' Self-Evaluation on SLOs (Sp. 2009)



Analysis:

The mean score for candidates' self evaluations on items in the survey ranged between 2.43-2.59 on a 3-point scale (basic, adequate, and advanced). Three SLOs (SLO #3, 5, and 6) received somewhat lower mean scores than other SLOs. Candidates are taking SLO#6 (international perspectives) in spring 2009. It is important to mention here that for almost all SLOs, candidates evaluated themselves lower than evaluations that they received from their instructors. More candidates have evaluated themselves at the adequate and basis level.

Action:

The program will explore this discrepancy in future.

E: Program Impact on Clients

The field of early childhood recognizes that parents are the first teachers of their young children and empowering parents with successful strategies will contribute significantly to the desired level of development and learning of their children. Keeping this perspective in mind, the ECE program at CSULB has designed a course assignment for EDEC 522 (Parent Education and Involvement in Educational Environments) that requires candidates to plan a parent workshop in small groups on a topic relevant to young children's development and learning and provide the workshop to parents in their local communities. Candidates also administer a workshop evaluation survey (designed by the program) after about a month of the workshop to parents who attended their workshop.

The survey includes both forced choice and open-ended items and has both Spanish and English versions. The survey intends to explore the impact of the workshop on parents and gather future workshop topics suggested by parents. Therefore, the survey includes items that explore: relevancy of the information/skills provided in the workshop; whether the workshop helped them improve their parenting skills in any particular area(s) of their children's development and learning; whether materials provided in the workshop were helpful; whether they are using information/skills learned in these workshop with their children; whether they will use the information/skills learned in the workshop in the next 6 months; and their level of satisfaction. They are also requested to provide suggestions for improvement. Data analysis provides information on the effectiveness of the workshop as well as future modifications in the project (such as modifying workshop goals, and the processes of planning and implementations, if required.)

TABLE 25: Descriptive Statistics for Parent Evaluation Survey (Sp. 2008)

Items	N	Minimum	Maximum	Mean	Std. Deviation
The information/skills presented during the workshop were relevant to you as a parent.	39	3	4	3.64	.486
The information/skills acquired in this workshop helped you improve your parenting skills.	39	3	4	3.59	.498
Materials provided in the workshop were helpful.	39	3	4	3.72	.456
I have been using information/skills gathered from the workshop with my child (children).	39	3	4	3.77	.986
How likely are you to use workshop information/skills in the next 6 months?	39	3	4	3.85	.961
Your level of satisfaction with the workshop:	39	3	4	3.74	.442

Analysis:

A total of 39 surveys were returned. There were 32 females and 5 male participants and 2 did not identify their gender. A majority (33%) of the participants were in the age group of 25-29. 61% of the participants had an education level of high school. An overwhelming majority of participants (about 79.5%) were from Hispanic background (36% were from Mexican/Mexican American background and 43.6% were from other Latino-Hispanic background). The high participation of parents from Hispanic groups and with lower education levels reflect the program’s success in reaching out to high-need families. In future, the program hopes to involve parents from other minority groups especially African-American and Asian-American parents from low-income communities.

According to the results of the survey, the mean for the survey items ranged between 3.59-3.85 on a 4 point scale. Parents were very satisfied with the workshops. The narrative comments provide further understanding of the impact. For example, parents mentioned that they have cut down on their children’s fast food intake. They are doing regular exercises with their child, using magnetic letters, playing games taught in the workshop, communicating more with their child's school, helping children learn how to follow patterns/ numbers/colors, monitoring TV watching habits of their children, involving children in the preparation of meals, to name but a few. Parents also suggested future workshop ideas and bringing more parents to these workshops.

Action:

One possible idea could be to offer workshops at a central location coordinating with parent education days organized by PTA in local schools and preschool programs (such as Head Start, state-funded programs, and other pre-schools) in that area. If there are different workshops in the same venue, parents may attend any two sessions (of 45 minutes each).

4. Complementary Data:

Graduates of the program are working in varieties of leadership positions, such as working as directors of early childhood programs (private and publicly-funded programs), as site supervisors of pre-K programs in local school districts, and teaching in community colleges in part-time and tenure-track positions. One of the program graduates (2008) has been accepted to the Purdue University’s Ph. D. program in Developmental Psychology and will start her program in fall 2009.

Although it did not emerge from data collected on SLOs and program effectiveness, the program feels the need to remain updated with recommended practices in the field. The two ideas described below reflect such a perspective.

Instituting a peer-evaluation process: Review of candidates' first draft of the signature assignments in various courses reveal that some of the format and content area difficulties could be reduced if candidates are engaged in a peer evaluation process (and receive partial grading) before submitting their first draft of the paper to the instructor. In fall 2008 and spring 2009, the program piloted a peer evaluation process to support candidates' performance in the signature assignments for two courses. The goal of this process was to facilitate student-student support during the course. The process is described in detail under SLO#1 and 4. In spring 2009, data has been collected on students' perceptions and experiences during the peer-evaluation process which will be used in modifying the peer evaluation process in future.

Evaluating candidates' dispositions for professional leadership and life-long learning. A majority of the program candidates have been teaching in preschool/primary grade classrooms for a number of years. Therefore, the program intends to move candidates to higher levels of professional involvement (such as shouldering professional leadership and advocating for children and families) by implementing a "professional growth portfolio" for all candidates. Starting in fall 2009, candidates will be required to document their continuing professional involvement (such as attending conferences, reading journals and magazines in the field as part of their professional membership to name but a few) accompanied with a reflective narrative each semester. The portfolio will be evaluated in each course by the instructor based on an analytic rubric. The portfolio will receive partial credits toward candidates' capstone experience. The portfolio will help evaluate candidates' dispositions for professional leadership and life-long learning.

1. 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.(Maps to CTC Biennial Report Q3, Campus Q3)
 - Based on the SLO data provided in this report, candidates in the ECE MA program are performing well (within the range of 3-4, on a 4-point scale). The factor that has contributed significantly to this success is the program's implementation of a mastery system of learning and instructors' willingness to allow candidates to revise their assignments. Except for a handful, candidates have participated in the process of revising their work based on instructors' feedback and have raised their performance.
In addition, the adoption of an analytic rubric-system of assessment across all courses in the program has helped clarifying expectations to candidates. The program's Taskstream portfolio system has provided required data level support such as tracking candidate progress on program SLOs, evaluating candidate performance on important program elements that are consistently evaluated across courses (such as personal reflections, APA style), and tracking individual candidate's performance (especially candidates who struggle) across courses. The data has been used to discuss candidate performance during faculty meetings. Moreover, the data has also been used by individual faculty to modify/clarify the signature assignments in their courses (discussed before under description for each SLO).
 - The program has been successful in attracting candidates from minority backgrounds.

- The program's candidate retention rate is steadily increasing as evident in high rate of "advancement to candidacy."
- The program has demonstrated a high program completion rate by candidates.
- As per the program evaluation data collected from students in the program, candidates in the program rated the program to be of high quality.
- Parent workshops provided by candidates have been highly successful and positively perceived by candidates
- Program graduates have been successful in obtaining various leadership positions in the field.

Need for Improvement:

- The program has lost one candidate in the first year of their program in both AY 2007-2008 and 2008-2009 academic year.
- Candidates were not highly satisfied with advisement on future career goals.
- Candidates were not highly satisfied with guidance regarding expectations for comprehensive examination or thesis study.

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

- The ECE MA program has been using analytic rubric to assess signature assignments on Taskstream electronic portfolio system since fall 2007. Therefore, the program has data from two semesters for the required course EDEC 521 taught in fall 2007 and 2008. The comparison data shows consistency in candidate performance, the range falls between 3-4 (4 being the highest scale value). The program has also data from two different sections of the course, EDEC 522, taught by two different instructors who used the same rubric. Data obtained from the two sections of EDEC 522 is also consistent ranging between 3-4 (4 being the highest scale value). As mentioned before, allowing candidates to revise assignments based on the feedback provided by course instructors has helped candidates address course expectations.
- Compared to data from the academic year 2006-2007, retention of candidates in the program has improved in both AY 2007-2008 and 2008-2009.
- Candidate satisfaction with the program remains consistently high for most of the items.
- Candidate satisfaction with advisement from the graduate office has steadily increased.
- Candidate dissatisfaction with advisement on comprehensive examination is consistent with data from 2006.

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. (Maps to CTC Biennial Report Q4, Campus Q4)

Facilitating student retention. Besides personal problems such as relocation, loss of job, and health-related reasons, candidates may leave the program because of their inability to cope with the academic rigor. To address this challenge, in fall 2008, the instructor for EDEC 521 (offered in the first semester of the program) has met with all candidates individually (outside of regular office hours). Such extended (approx. 30-45 minutes) sessions with individual candidates have helped identifying candidates' prior background on course topics, challenges and strengths, and providing course-level supports including support for course assignments. In future, the program will implement a process that includes identifying candidates with learning difficulties early in the

program and providing individualized support to them to ensure their retention and success in the program.

Advisement on thesis requirements and expectations: Candidates' suggestions regarding receiving advisement on the thesis track early in the program has been well received by program faculty. In addition to circulating announcements by the thesis office on scheduled thesis workshops, the program adviser is now sending out emails to all candidates to contact faculty members for further information on thesis requirements if they so desire, in the second semester of a candidates' program plan. Faculty members also contact individual candidates who they perceive as good candidates for a thesis track.

Addressing candidate concerns over career advisement. Based on candidates' suggestions on career advisement, the program has been implementing a "community college job opportunity panel" in which the chairs (or their representatives) from the departments of Child Development in local community colleges discuss community college teaching opportunities, requirements, and expectations. In spring 2009, a graduate of the program who was recently accepted to the Ph. D. program at Purdue University was invited to make a presentation on her experiences in choosing and preparing for a Ph. D. Program. In summer 2009, the director of the Long Beach Unified School District's' Child Development program will visit the program and talk to program candidates regarding the requirements and responsibilities of a "site supervisor" position. A few of our graduates have been hired as site supervisors of local school districts' pre-K programs.

Creating a sense of community to address student concerns over career options, comprehensive examination/thesis expectations etc. Candidate comments gathered from the program evaluation benchmark survey data analysis (see table 15) reflect candidates' concerns over understanding program expectations including comprehensive examinations and career options. The program expectations are delivered during a program orientation session before candidates begin the program as well as during regular advisement sessions. However, adding student-student advisement opportunities where candidates could interact with their peers in upper levels may address some of these concerns. Therefore, the program has plans to organize a mixer in summer of each year (starting from summer 2009) to bring exiting candidates, continuing candidates, entering candidates, and graduates together. Such a mixer may help entering candidates gain knowledge of program expectations from their peers, learn strategies used by their upper-level peers to succeed in the program, and may enhance their motivation to work hard and achieve success in the program. Continuing candidates who have concerns over choosing comprehensive examination or thesis track and future career-related options will also benefit from their interactions with candidates exiting from the program. Exiting students will have opportunities to explore future career options/advancements etc. from program graduates. The first mixer is planned for July 17, 2009.

ECE Faculty Workshop
April 24, 2009
Minutes

Present: Jyotsna Pattnaik, Ruth Piker, Linda James

I Discussion on student learning on signature assignments from courses

A. Discussion regarding EDEC 522 – SLO#2

- Overall satisfactory – good
- Since Linda and Ruth have same students, they discussed how some students are consistently B-average across courses
- Some students have the potential for being extremely successful, but struggle with their writing.
- Concern regarding late submission – perhaps talk more with students about time management.

B. Overall discussion of courses (including EDEC522)

- All faculty support students through different methods; however we are finding students not taking responsibility for their learning.
- How we support students
 - o Mastery approach, which allows students to revise their assignments
 - o Individual meetings during non-posted-office hours
 - o Provide timely response electronically to student inquiries
- Strategies for preparing students for the demanding program expectations
 - o Help with time management
 - o Use the orientation to remind students (although we do this)

C. A big issue is student writing abilities. The students are good thinkers, but have difficulty with the writing. A representative from the Writing Center spoke with students regarding their services and the College of Education offers writing support twice a week.

D. EDEC 520 – Curriculum and assessment (SLOs 1 and 3)

- Historically this course had two signature assignments (SA) and two SLOs. However, due to the increasing demands and requirements, after spring 2008 one SA was cancelled. The two SLOs combined into one SLO (#3) and one SA.
- For spring 2009, students submit a draft for peer feedback and a draft for instructor feedback.
- We also spend more time on theories of learning and teaching, and integrate them in all assignments for added understanding.

E. EDEC 523 – SLO 9 for fall 07 and SLO 5 for fall 08

- This is a small group assignment. For fall 07, one common student concern was time for meeting in groups. For fall 08, students were given time at the end of every class to meet with their groups.
- Giving time in class provides opportunities for students to ask questions and receive answers for their inquiries. Therefore, they understood the requirements.
- The Program uses a mastery system. One group revised their assignment.

II Program effectiveness discussions

- A. We discussed how to support struggling students (see above).
- B. Discussed group advisement as not being enough for students
- C. Student Learning Outcomes (SLO) are in-depth and detailed. The program expectations are high, so for some students this is challenging.
- D. Discussed assessing candidate performance after they complete the program.
- E. Candidates asked to complete an exit survey one-year after graduation.
- F. Discussed having course-related conversations among the faculty.
- G. Student survey completed at the end of the year.
- H. EDEC 522 – course changes
 - a. Students asked to lead chapter discussion for the week. We will structure how students discuss the chapter.
 - b. We will rethink the due date for the Parent Program Plan, and for the current issue paper. Student need more support prior to writing the current issue paper.

III Student dispositions and program impact on clients

- A. Student dispositions
 - a. Leadership activities
 - b. Professional development
 - i. Program portfolio that demonstrates on-going professional development
 - ii. Goal setting
 - iii. Attendance of professional development sessions/workshops related to core content of class
 - iv. 10% of assignments for every class should go towards the portfolio
 - v. 25% of comprehensive exams should be the portfolio presentation
 - vi. Framework for the portfolio should be informed by NAEYC guidelines
 - vii. Presentation and attendance to conferences
 - viii. TaskStream has portfolio and website options for creating a portfolio
 - c. Grant writing for EDEC 523 – bring presenters to discuss how to write a grant
 - d. Teacher appreciation – for celebrating students
- B. Program Impact
 - a. EDEC 522 Signature assignment has a follow-up survey for parents attending student workshops. Given to parents at least one month after attending the workshop

IV Program evaluation discussion

- A. One student stated they did not like large group discussion. However, this is a graduate program and 500 and 600 level courses are seminar courses.

- B. Benchmark – waiting on confirmation of means and frequencies
- V Course related concerns
 - A. We discuss this above
- VI Student enrollment, retention issues
 - A. We accept everyone. As a result, we have a mix of strong and weak candidates, in writing and analytical processing.
 - B. We have strong candidates who are successful. We have weak candidates that have great potential, and are successful. We have weak candidates that do not grow into successful candidates.