



**College of Education and Affiliated Programs**  
**Annual Assessment Report – Fall 2011**  
*Early Childhood Education*

**Note: this report presents and analyzes data from the 2010-2011 academic year.**

**Background**

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

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

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

The MA in ECE program is informed by various theoretical perspectives, research findings, current issues and debates, national policies, and national/ international organizations' positions, publications, and recommendations. The National Association for the Education of Young Children's (NAEYC) advanced program standards, in particular, are used to structure the program's curriculum and assessment measures. The program requires candidates to acquire an in-depth knowledge and understanding of young children's development and apply this understanding to design anti-bias, culturally appropriate, and inclusive curriculum and assessment measures for young children. Candidates read and reflect upon theories (historical and contemporary) and practices that highlight that learning and development

are constructed within the context of social and cultural interactions. These theoretical perspectives allow candidates to situate children socially, culturally, as well as individually so as to evaluate the contextual appropriateness of theories and research studies; reflect upon the school's hidden curriculum as well as policies and politics at the local, state, and national levels; and examine the beliefs and expectations of their own as well as that of the larger society that may impact teaching and learning in early childhood classrooms. Candidates read and reflect upon NAEYC's "Code of ethical conduct" for early childhood practitioners and examine current practices in the light of this code. Candidates design and implement strategies to reach out to parents including culturally and linguistically diverse parents. They design plans for current and on-going leadership activities in the community including supervising and administering an ECE program and advocacy activities for children and families. The program helps candidates gain inquiry skills and knowledge of research methods and understand their critical role as consumers of research-based knowledge and practices. It engages candidates to examine controversies and trends related to the field of early childhood education and justify their own stand on the issue. In addition, the program fosters among candidates an understanding of early childhood education across the world, helps them examine globalization and its impact (negative and positive) on the world's children, learn about the role of transnational organizations such as UNICEF to ensure children's rights, and realize the need for global child advocacy. The program helps candidates to utilize technology as a tool to enhance learning and communication. The program's acknowledgement of the role of field experiences in contextualizing learning is evident in the requirement of 10 hours of field experiences for the majority of the program courses, with a total of 60 hours in the field. The ten hours of field experience required for a course is connected to an assignment that allows the instructor to assess candidates' ability to apply their learning from the course.

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

The program had 66 applications in 2010-11, admitted 50 and had 48 of those matriculate (Table 2). In that same year, for students in a separate cohort, 3 students advanced to thesis and 21 registered to take the comprehensive exam (Table 3). The program also graduated 22 students in 2010-11 (Table 4). There are 2 full-time faculty and 2 part-time faculty who teach in the program.

**Table 1***Program Student Learning Outcomes and Relevant Standards*

	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>	<b>Outcome 5</b>	<b>Outcome 6</b>	<b>Outcome 7</b>
<b>SLOs</b>	Analyze theoretical perspectives that relate to young children and their families.	Demonstrate competency in building family and community relationships.	Apply principles of teaching and learning to early childhood classrooms.	Analyze current issues, debates, discussions, and research in the field of early childhood education.	Apply understanding of leadership roles that benefit children and families.	Analyze children's issues and early childhood education around the world.	Apply understanding of cultural diversity to personal philosophy and practices.
<b>Signature Assignment(s)</b>	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
<b>National Standards</b>	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
<b>Conceptual Framework</b>	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
<b>NCATE Elements</b>	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, 2010-2011 (snapshot taken F10) – Transition Point 1 (Admission to Program)*

	<b>Number Applied</b>	<b>Number Accepted</b>	<b>Number Matriculated</b>
<b>TOTAL</b>	66	50	48

**Table 3**

*Program Specific Candidate Information, 2010-2011 (snapshot taken F10) – Transition Point 2 (Advancement to Culminating Experience)*

<b>Thesis (698)1</b>	4
<b>Comps2</b>	21

**Table 4**

*Program Specific Candidate Information, 2010-2011 (snapshot taken F11) – Transition Point 3 (Exit)*

<b>Degree</b>	22
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**Table 5**

*Faculty Profile 2010-11*

<b>Status</b>	<b>Number</b>
<b>Full-time Lecturer/TT</b>	2
<b>Part-time Lecturer</b>	2
<b>Total:</b>	4

- How many of the total full- and part-time faculty in the program reviewed and discussed the assessment findings described in this document? Please attach minutes and/or completed worksheets/artifacts to document this meeting.

There were 4 faculty members (two full-time and two part-time) who participated in the fall data discussion meeting. All of these faculty taught courses during the review period.

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<sup>1</sup> This is data on candidates who were enrolled in thesis work during Fall 2010 and Spring 2011. This figure may include candidates who actually “crossed into” this transition point prior to Fall 2010 and were still making progress on their theses at this time.

<sup>2</sup> This is data on the number of candidates who *applied* to take the comprehensive examination in Summer 2010, Fall 2010. The data include candidates who may not have taken or passed the examination(s).

3. Question 3 is in 2 parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:
  - a. Candidate Performance Data: Provide *direct* evidence for the student learning outcomes assessed this year and describe how they were assessed (the tools, assignments, etc. used). Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, percentage passing as appropriate for each outcome.

Table 6 highlights the program’s learning outcomes and the signature assignments that assess those learning outcomes.

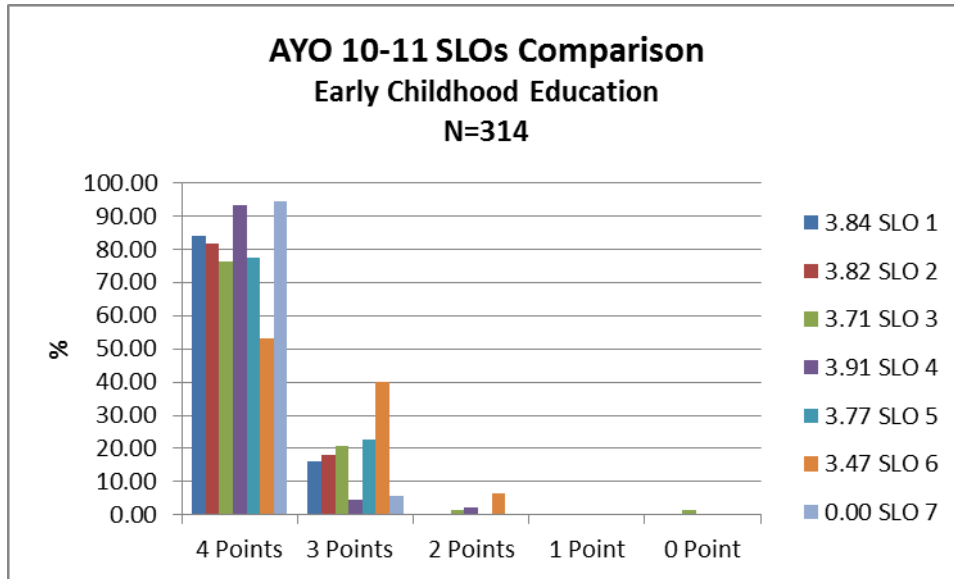
**Table 6**

*Program Student Learning Outcomes and Signature Assignments*

<b>Student Learning Outcome</b>	<b>Student Learning Outcomes</b>	<b>Signature Assignment(s)</b>	<b>Description of the Assignment</b>	<b>Cohort groups</b>
<b>1</b>	Analyze theoretical perspectives that relate to young children and their families.	EDEC 521 (fall 2010)	Select and write report on theorist whose work has influenced the field of early childhood education	Fall 2010 Cohort
<b>2</b>	Demonstrate competency in building family and community relationships	EDEC 522 (sp. 2010)	In small groups, plan, organize, and implement a parent education program (a.k.a. workshop).	Fall 2010 cohort
<b>3</b>	Apply principles of teaching and learning to early childhood classrooms	EDEC 520 (sp. 2010)	Identify needs of a child and plan curriculum and assessment strategies based on six hours of field visit	Fall 2010 cohort
<b>4</b>	Analyze current issues, debates, discussions, and research in the field of early childhood education.	EDEC 621 (sp. 2011)	Conduct an in-depth review of existing research on a topic pertaining to an issue or debate or a trend in the field of early childhood education.	Fall 2009 cohort
<b>5</b>	Apply understanding of leadership roles that benefit children and families.	EDEC 523 (fall 2010)	In small groups, create an early childhood program.	Fall 2009 cohort
<b>6</b>	Analyze children’s issues and early childhood education around the world.	EDEC 622 (sp. 2011)	Report issues facing children in a selected country, status of preprimary and primary education, and personal reflections and recommendations	Fall 2009 cohort
<b>7</b>	Apply understanding of cultural diversity to personal philosophy and practices	EDEC 526 (winter 2011)	Conduct a cross-cultural analysis project. Include theories and research related to multicultural education, personal reflections, curriculum implications, and recommendations.	Fall 2009 cohort

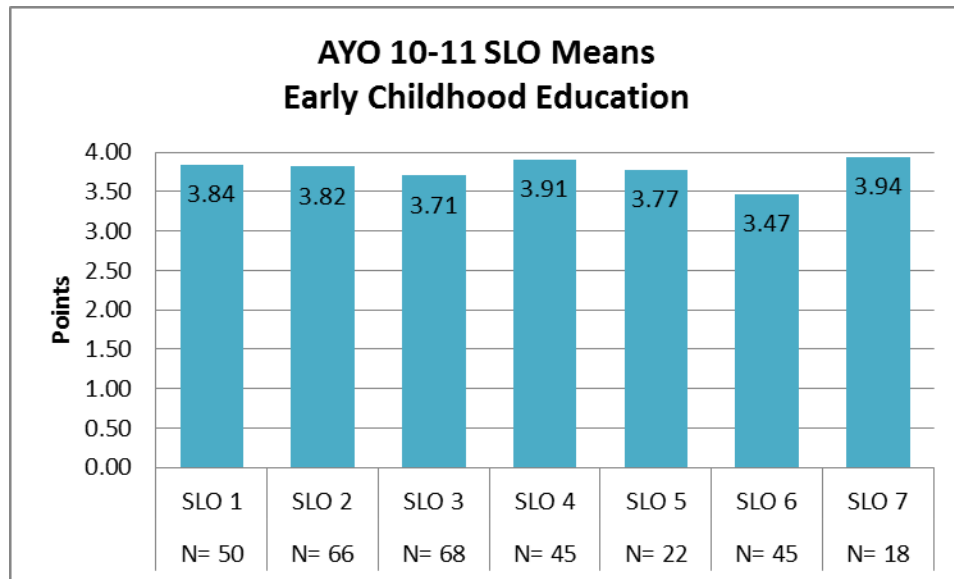
**Figure 1**

*Early Childhood Education AY10-11 SLO Comparison*



**Figure 2**

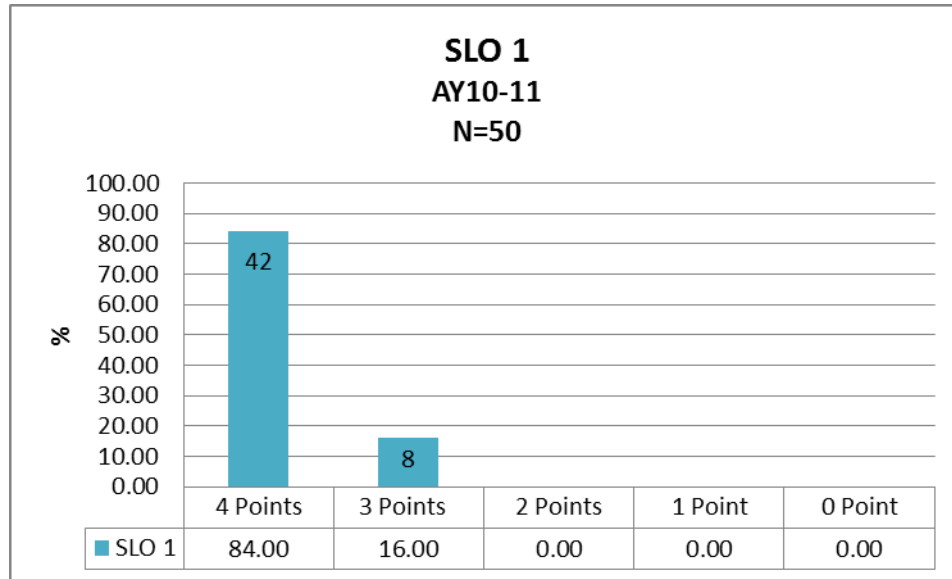
*Early Childhood Education AY10-11 SLO Means*



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

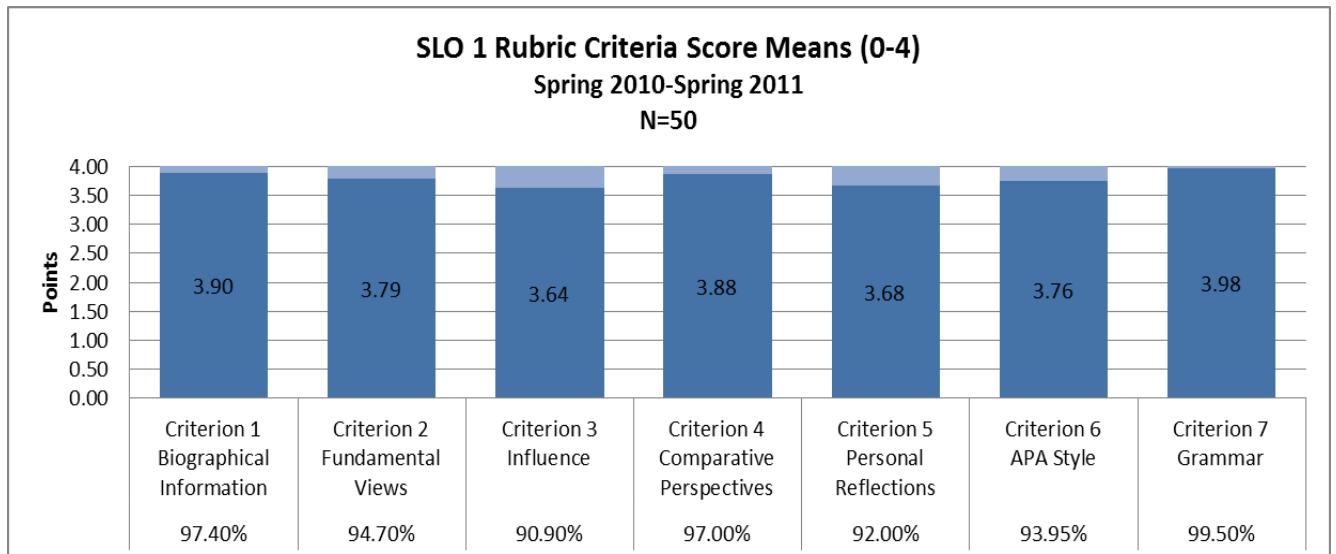
**Figure 3**

*Early Childhood Education AY10-11 Score Distribution-SLO 1*



**Figure 4**

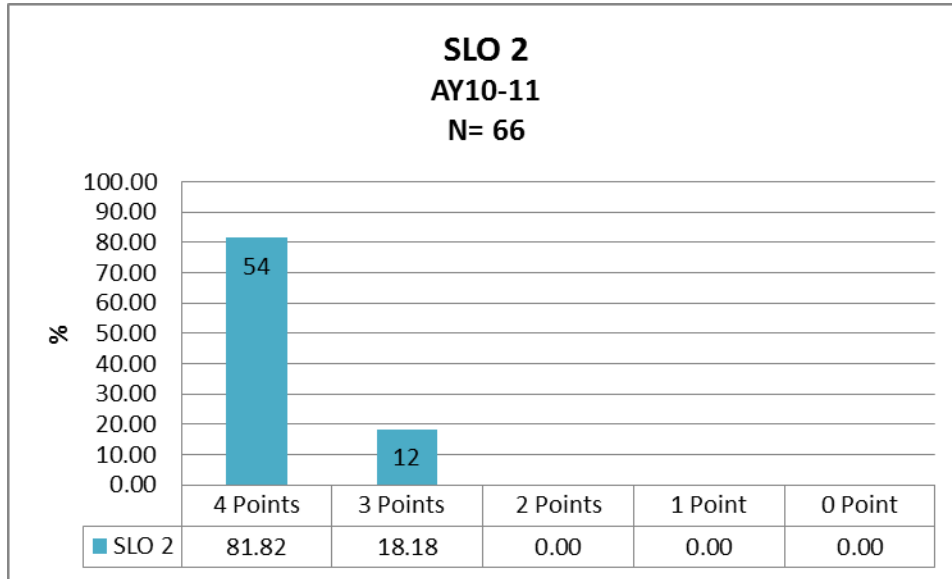
*Early Childhood Education Spr10-Spr11 Criteria Means-SLO 1*



**Outcome 2:** Demonstrate competency in building family and community relationships.

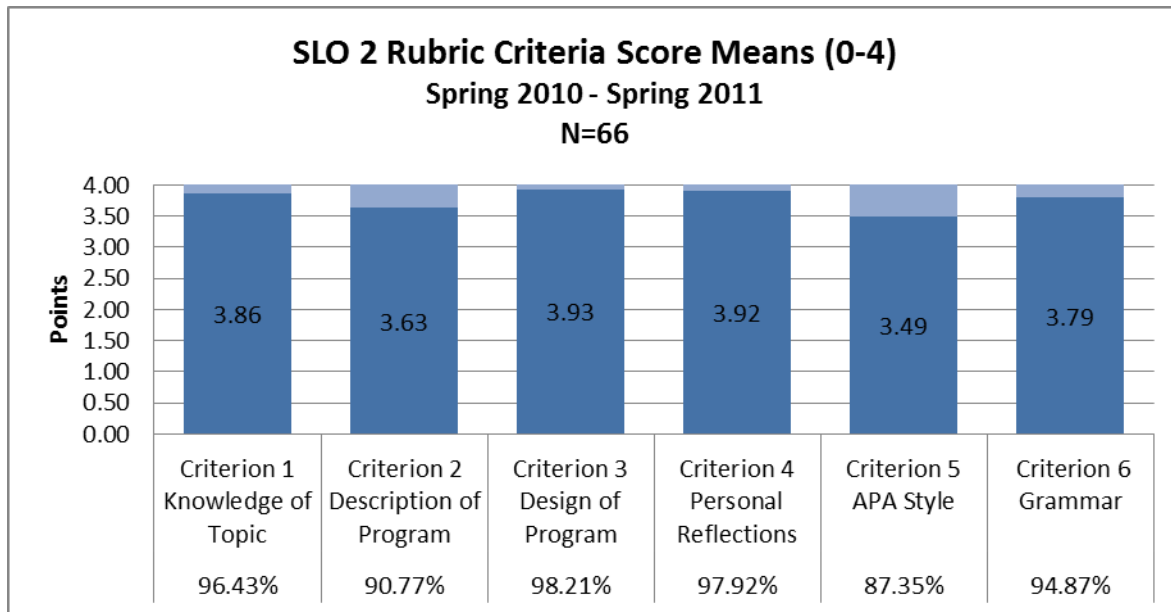
**Figure 5**

*Early Childhood Education AY10-11 Score Distribution-SLO 2*



**Figure 6**

*Early Childhood Education Spr10-Spr11 Criteria Means-SLO 2*

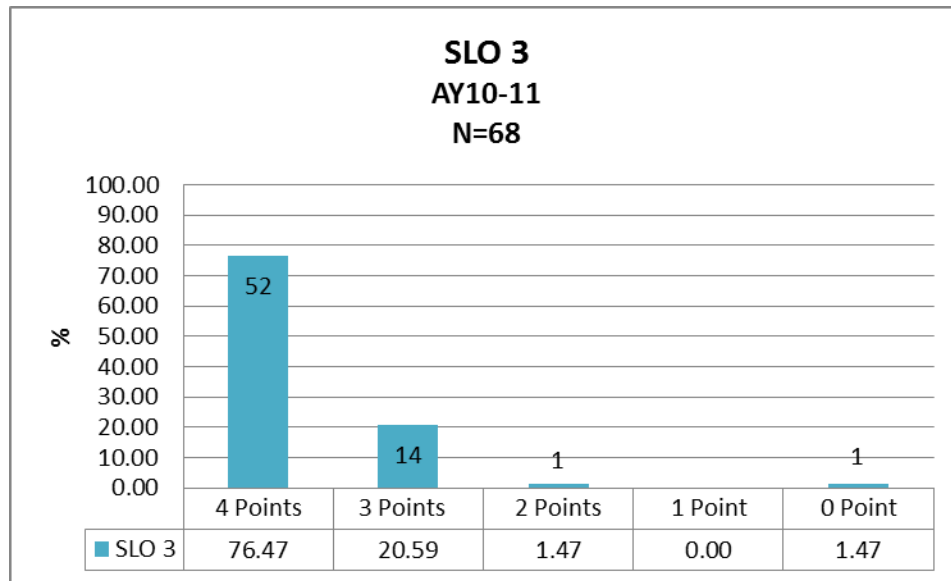




**Outcome 3:** Apply principles of teaching and learning to early childhood classrooms

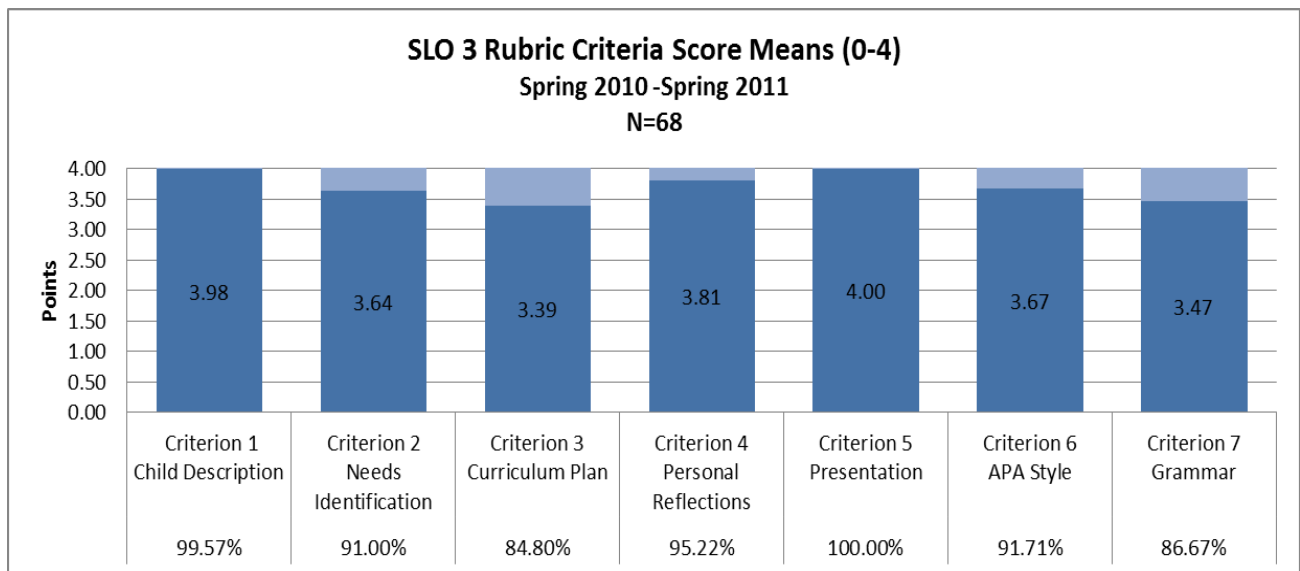
**Figure 7**

*Early Childhood Education AY10-11 Score Distribution-SLO 3*



**Figure 8**

*Early Childhood Education Spr10-Spr11 Criteria Means-SLO 3*

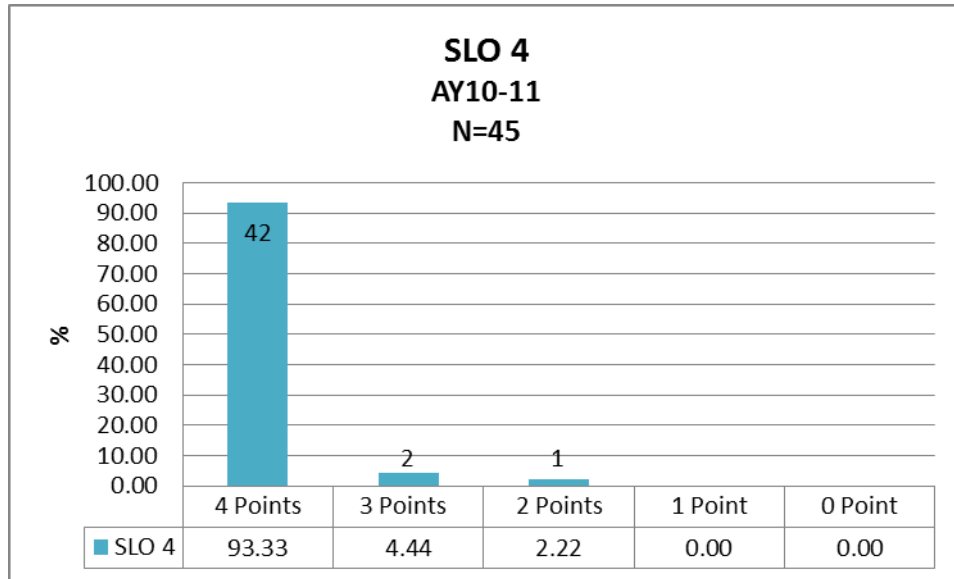


They are able to describe the case child’s strengths and weaknesses, identify the need, design a curriculum plan and engage in personal reflections.

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

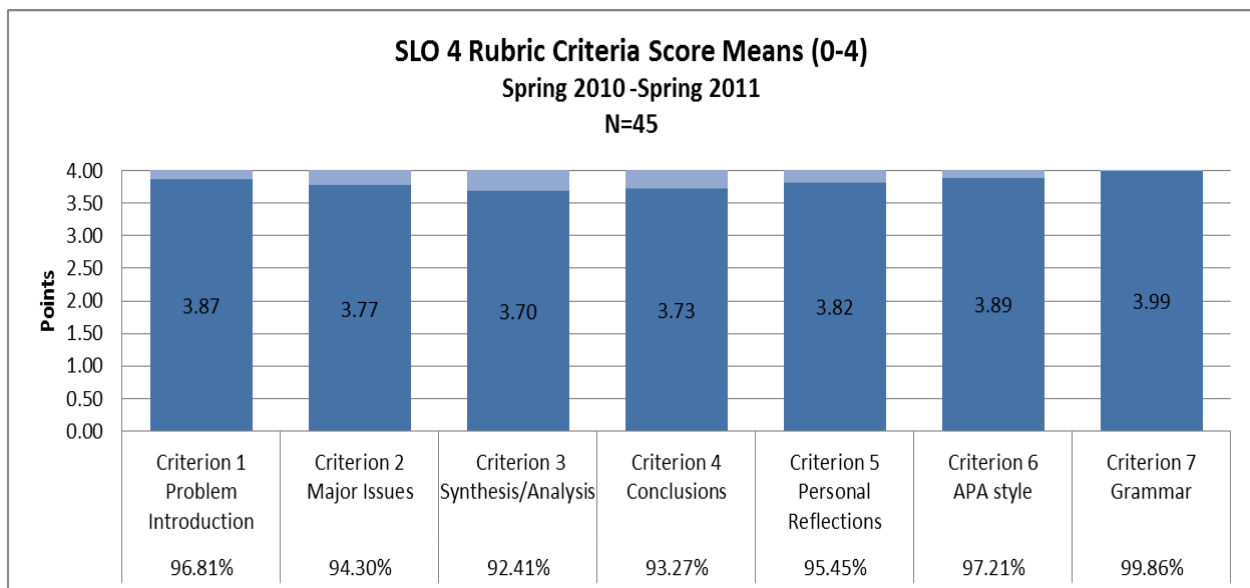
**Figure 9**

*Early Childhood Education AY10-11 Score Distribution-SLO 4*



**Figure 10**

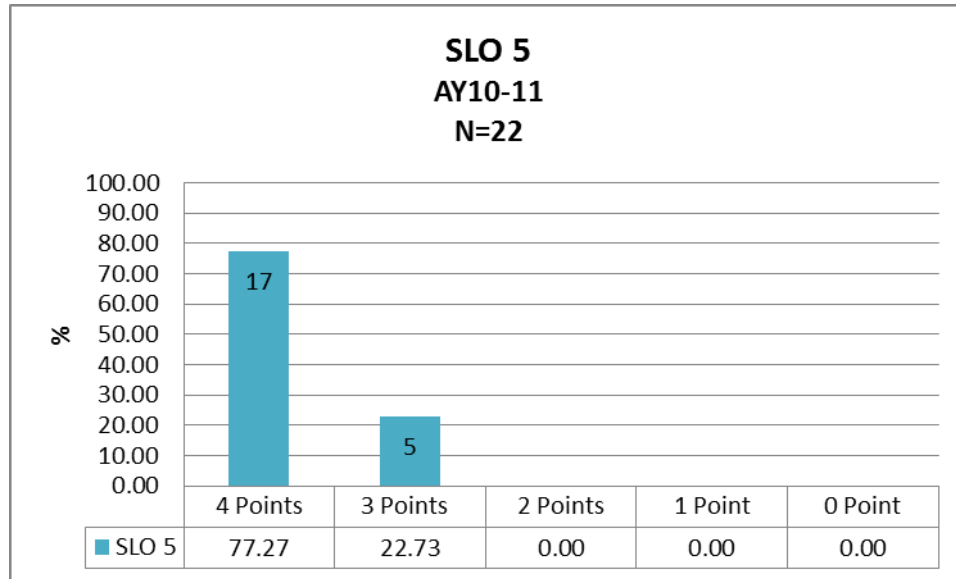
*Early Childhood Education Spr10-Spr11 Criteria Means-SLO 4*



**Outcome 5:** Apply understanding of leadership roles that benefit children and families.

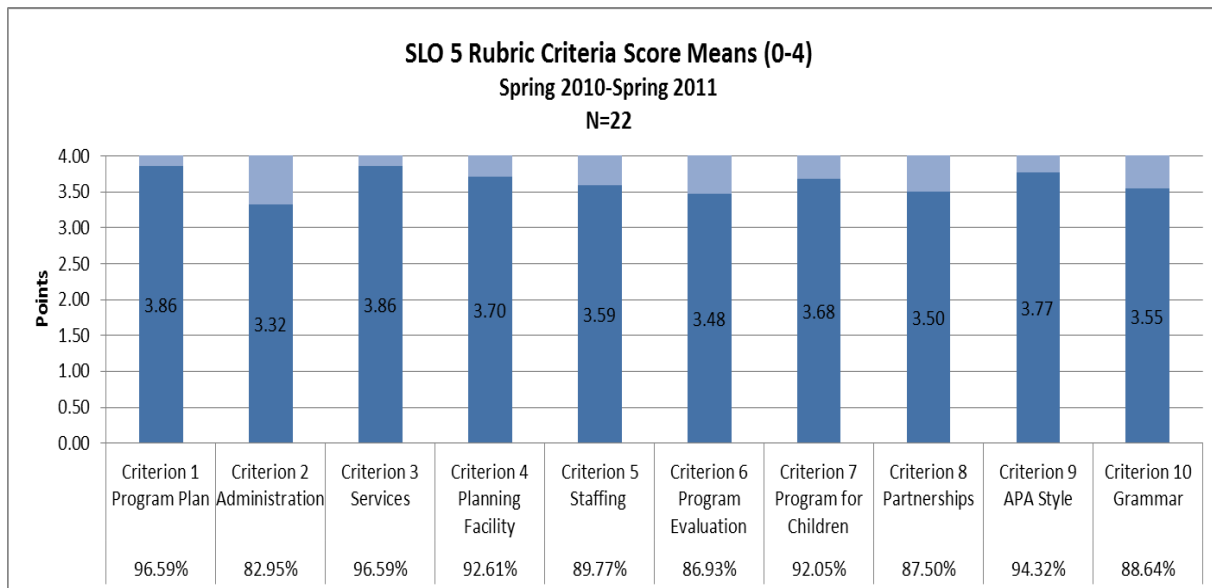
**Figure 11**

*Early Childhood Education AY10-11 Score Distribution-SLO 5*



**Figure 12**

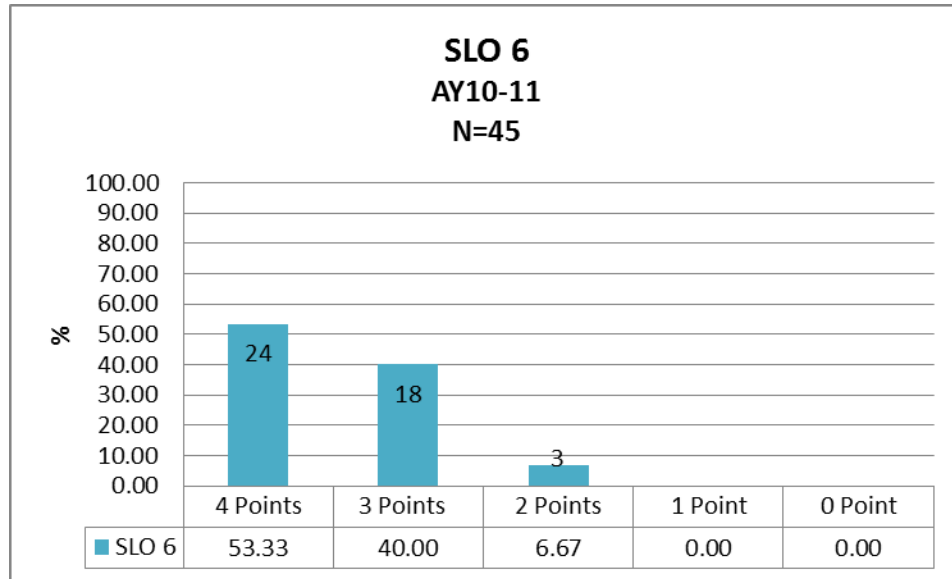
*Early Childhood Education Spr10-Spr11 Criteria Means-SLO 5*



**Outcome 6:** Analyze children’s issues and early childhood education around the world.

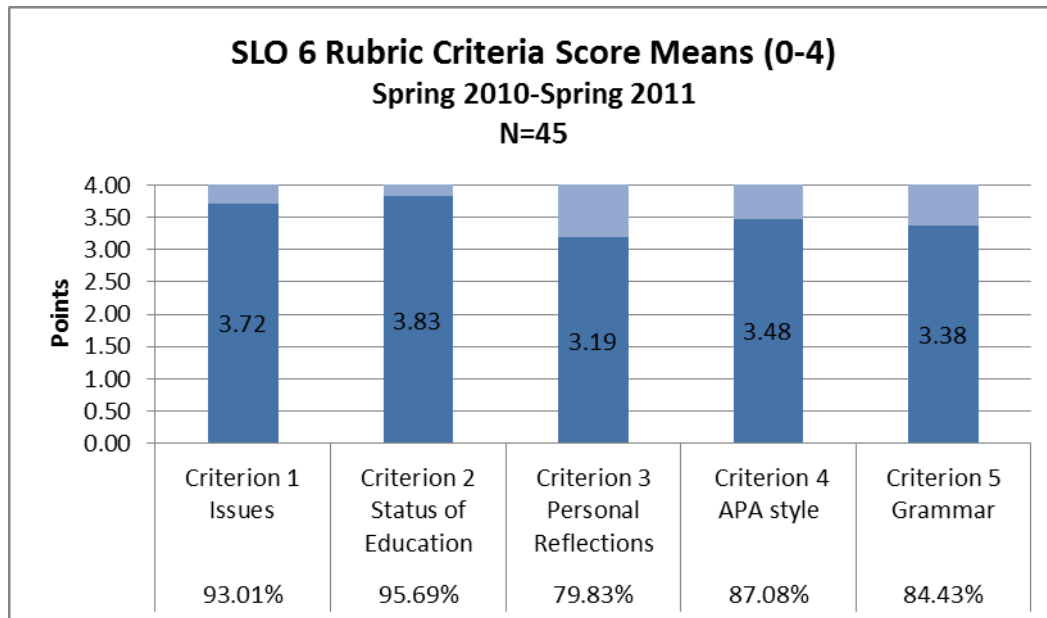
**Figure 13**

*Early Childhood Education AY10-11 Score Distribution-SLO 6*



**Figure 14**

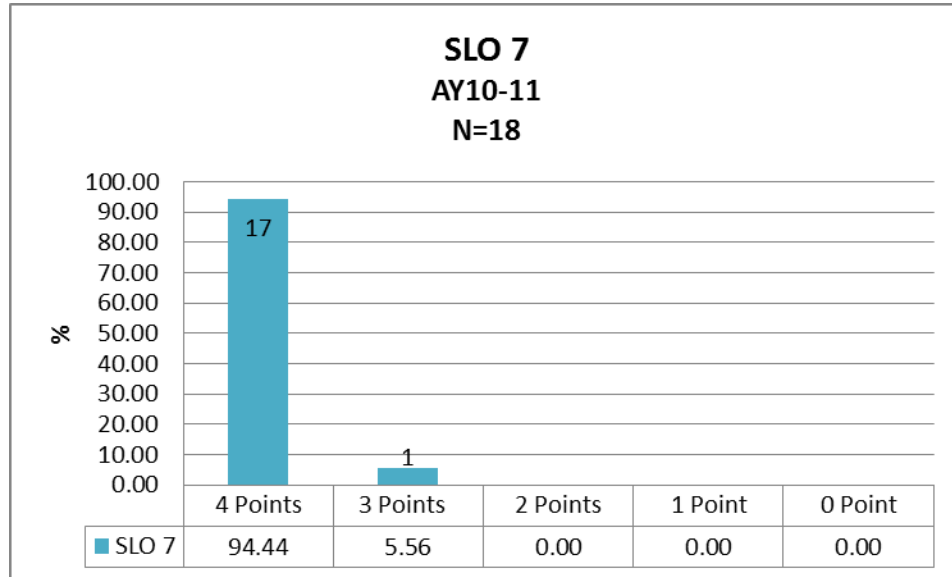
*Early Childhood Education Spr10-Spr11 Criteria Means-SLO 6*



**Outcome 7:** Apply understanding of cultural diversity to personal philosophy and practices.

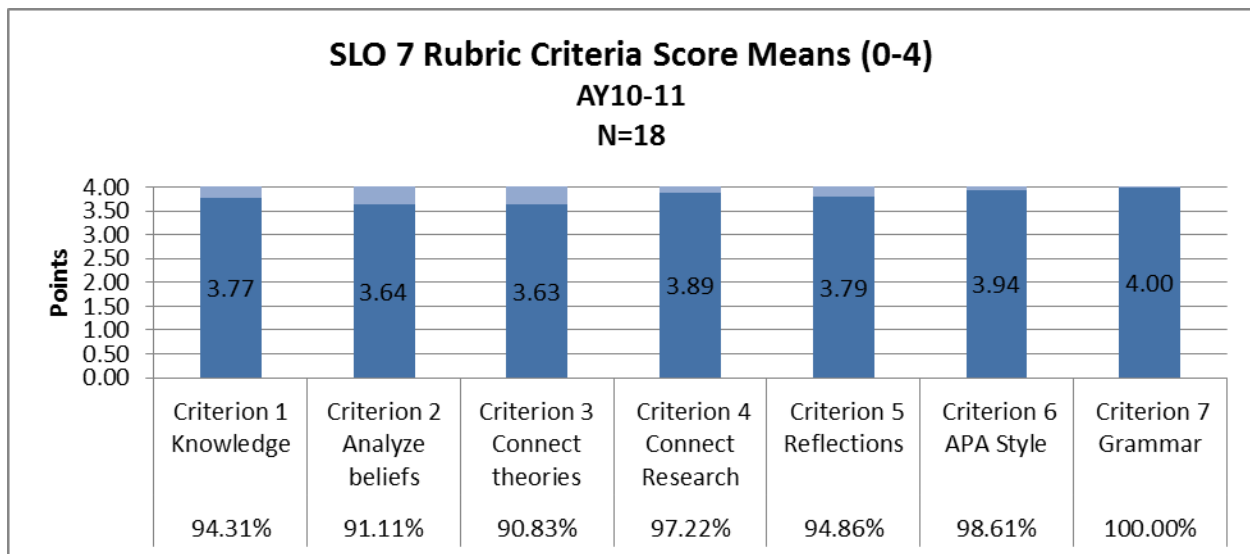
**Figure 15**

*Early Childhood Education AY10-11 Score Distribution-SLO 7*



**Figure 16**

*Early Childhood Education AY10-11 Criteria Means-SLO 7*



- b. 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.

### Workshop Follow Up Survey

Each year, candidates in the course EDEC 522 (Parent Involvement in Education) offer a workshop to parents on self-selected topics. After the workshop, they administer a workshop evaluation survey and submit the surveys. The survey is used for the program to assess the effectiveness of course assignments and the instructor to modify the parent workshop assignment based on the feedback provided by the parent attendees.

**TABLE 7**

*Parent Workshop Follow-up Survey*

**The information/skills presented during the workshop were relevant to you as a parent.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.4	.4	.4
	Agree	53	20.6	20.7	21.1
	Strongly Agree	202	78.6	78.9	100.0
	Total	256	99.6	100.0	
Missing	System	1	.4		
Total		257	100.0		

**The information / skills acquired in this workshop helped you improve your parenting skills.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.4	.4	.4
	Agree	65	25.3	25.4	25.8
	Strongly Agree	183	71.2	71.5	97.3
	NA	7	2.7	2.7	100.0
	Total	256	99.6	100.0	
Missing	System	1	.4		

**The information / skills acquired in this workshop helped you improve your parenting skills.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.4	.4	.4
	Agree	65	25.3	25.4	25.8
	Strongly Agree	183	71.2	71.5	97.3
	NA	7	2.7	2.7	100.0
	Total	256	99.6	100.0	
Missing	System	1	.4		
Total		257	100.0		

**Materials provided in the workshop were helpful.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	50	19.5	19.6	19.6
	Strongly Agree	201	78.2	78.8	98.4
	NA	4	1.6	1.6	100.0
	Total	255	99.2	100.0	
Missing	System	2	.8		
Total		257	100.0		

**I have been using information / skills gathered from the workshop with my child (children).**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	.8	.8	.8
	Agree	81	31.5	31.6	32.4
	Strongly Agree	161	62.6	62.9	95.3
	NA	12	4.7	4.7	100.0
	Total	256	99.6	100.0	
Missing	System	1	.4		
Total		257	100.0		

**How likely are you to use workshop information / skills in the next 6 months?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not very likely	3	1.2	1.2	1.2
	Likely	64	24.9	25.0	26.2
	Very Likely	188	73.2	73.4	99.6
	NA	1	.4	.4	100.0
	Total	256	99.6	100.0	
Missing	System	1	.4		
Total		257	100.0		

**Your level of satisfaction with the workshop:**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfied	49	19.1	19.2	19.2
	Very Satisfied	204	79.4	80.0	99.2
	NA	2	.8	.8	100.0
	Total	255	99.2	100.0	
Missing	System	2	.8		
Total		257	100.0		

**Program Evaluation Surveys (Benchmark and Exit)**

Candidates evaluate program effectiveness in the following two points in their program; at the end of their first year (spring) and the end of their second year (summer) in their program. The 49-item benchmark survey (administered at the end of spring) and the 50 item exit survey (administered at the end of summer) include the following categories on a 5 point Likert scale (with 1 representing 'Strongly Disagree' and 5 representing 'Strongly Agree'). Faculty, students, advising/support, quality of the academic program, program goals, impact of the program, leadership roles, career goals, and overall reaction. The surveys include both forced-choice and open-ended items.

**TABLE 8: Program Evaluation Survey (Benchmark and Exit)**

*Indicator: Faculty*

Items	Benchmark	Exit
1. Faculty members were well qualified to teach their courses	4.33	4.33
2. Faculty members provided up-to-date information related to ECE courses	4.44	4.48
3. Faculty members demonstrated command over the course content.	4.37	4.29



4. A variety of pedagogical strategies was utilized by faculty members	4.26	3.95
5. Faculty members demonstrated knowledge and skill in using technology for variety of purposes in their courses.	4.42	4.00
6. Interactions among candidates and faculty are characterized by mutual respect.	4.26	4.19
7. The courses I took were well taught.	3.93	3.81
8. There is a good communication between faculty and candidates regarding student needs, concerns, and suggestions.	4.16	4.84
9. There are opportunities outside the classroom for interaction between candidates and faculty.	4.12	4.05
10. Faculty in my department are interested in the welfare and professional development of graduate candidates.	4.19	4.24
11. My program faculty supported my efforts for professional enhancement (beyond course activities).	4.05	4.05

**TABLE 9 : Program Evaluation Survey (Benchmark and Exit)**

*Indicator: Academic Advising*

Items	Benchmark	Exit
18. The orientation session was very informative.	4.10	4.10
19. I received timely advising on academic matters.	4.19	4.29
20. The advising sessions helped me understand the program goals and expectations.	4.21	4.10
21. The advising sessions helped me in program planning, completing appropriate paperwork, and meeting deadlines.	4.07	4.10
22. Staff in the graduate office provided useful support.	4.00	4.05
23. I received necessary advising toward my future career goals.	3.90	3.71
24. I obtained adequate guidance regarding expectations for comprehensive examination or thesis study.	4.00	4.10

**TABLE 10: Program Evaluation Survey (Benchmark and Exit)***Indicator: Academic Program*

Items	Benchmark	Exit
The ECE Master's program is intellectually challenging and stimulating.	4.35	4.48
The courses I took are valuable for me.	4.40	4.33
I feel that I am a part of a graduate university learning community.	4.33	4.33
I believe that my program provided me with a good preparation for my future/existing career.	4.49	4.00
My graduate school experiences (courses, projects) were very relevant to my career goals and direction.	4.40	4.05
Field projects engaged me in meaningful interaction with children, teachers, and parents.	4.44	4.25
If I were starting over, I would enroll in this program again.	4.09	3.65
I would recommend my graduate program to prospective candidates.	4.19	4.00

**TABLE 11: Program Evaluation Survey (Benchmark and Exit)***Indicator: Program Goals*

Items	Benchmark	Exit
The program has prepared me to design appropriate curriculum and assessment strategies for diverse learners.	4.16	3.90
The program strengthened my understanding and application of educational theories to classroom contexts.	4.30	4.43
The program allowed me opportunities to learn about important research related to development and learning of young children.	4.44	4.67
I feel confident in understanding and evaluating research studies related to the field of early childhood education.	4.19	4.33
The program helped me understand and apply appropriate strategies to involve parents in children's education.	4.21	4.43
The program helped me gain a holistic perspective on assessment of young children.	4.23	4.29

The program engaged me in critical reflection on issues facing the field of early childhood education	4.33	4.38
I feel confident in evaluating and adopting a variety of curriculum models that are appropriate for young children.	4.39	4.10
The program has offered me adequate opportunities to learn and apply technology during my courses.	4.28	4.10
The program has helped me gain an international perspective in early childhood education	3.91	4.29
The program has exposed me to a variety of early childhood programs in the area.	4.19	4.10
The program provided me adequate understanding of the administration and supervision of early childhood programs.	3.90	4.00

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

### **Analysis and Actions**

5. What do the data for each outcome say regarding candidate performance and program effectiveness? Please note particular areas of strength or in need of improvement.

#### **Data from Transition Point 1**

Data from Table 2 shows that the program has been successful in recruiting candidates to the program. There were 66 candidates who applied to the program. This number is quite high for a Master’s program and reflects the program’s reputation in the local communities. In addition, out of 50 candidates who entered the program, 48 were matriculated.

#### **Data from Transition Point 2**

All the candidates (a total of 21) who took comprehensive examination in summer and fall 2010 passed the comps either in the first or in the second attempt.

#### **SLO Data**

The SLO data from various courses reflects that as a whole, candidates are performing above level 3 in their signature assignments.

Students' performance on NAEYC standards are above a mean of 3.5 (maximum is 4.00) on majority of the content areas for the Standards, *Curriculum and Assessment, Parent Involvement, and Administration and supervision of ECE programs*. There are also some content areas in these standards that need improvement (lower than a mean of 3.5) such as 'designing an appropriate curriculum plan' for the case child (SLO 3) or designing a strong administration component for their program plan that includes NAEYC code of ethics; identification and justification for funding sources; and discussion of program standards (SLO 5) .

Furthermore, the outcomes reveal that the program has been successful in providing appropriate guidance to candidates. The candidate strengths include: demonstrating proficiency in understanding and applying theories (Figures 3 and 4: SLO 1); designing and delivering a meaningful parent workshop (Figures 5 and 6: SLO 2); conducting a curriculum case-study project with a child in which they observe and identify the child's needs, design a curriculum plan based on these needs, and reflect upon the experience (Figures 7 and 8: SLO 3); writing a comprehensive review of literature related to issues in the field of early childhood education (Figures 9 and 10: SLO 4); Designing a preschool program that includes various aspects of administration and supervision of the program (Figures 11 and 12: SLO 5); writing a comprehensive report on children's issues and early childhood education around the world (Figures 13 and 14: SLO 6).

However, faculty members in the program perceive that some candidates continue to struggle with application of early education theories to early childhood curriculum (Figure 8, Indicator: curriculum plan that requires the application of theories to designing an effective curriculum plan). Additionally, some candidates are not so competent in designing an effective curriculum plan appropriate for the case child's needs (Figure 8, indicator, curriculum plan). Faculty members also identify candidate weaknesses in grammar/writing techniques (Figures: 8, 12, and 14), and following the APA 6<sup>th</sup> edition format (Figures: 6, 8, 12, and 14). Faculty members also identify candidates' inability to undertake a reflective stand, especially reflecting on issues facing children worldwide and comparing these issues across countries (Figure 14: Indicator: Personal Reflections)

Most of the candidates enter the program with many years of teaching experiences. Therefore, their strength lies in effective **early** childhood classroom practices. However, they lack exposure to academic writing and reading. Therefore, faculty members allow candidates to make revisions on their written papers. They are encouraged to take help of the writing resource lab and attend writing workshops provided by the graduate office. Faculty members have seen improvements in students' writing, especially on the revised copy on the same assignment. However, the results are not consistent across courses and across students, as some students continue to be referred to get writing support from the writing resource lab and their peers in subsequent semesters. This resonates with experts' views that writing errors are not easily fixed in a short time period and needs consistent mentoring, practice, and support. The student assessment data presented in this document report are based on the final version of the signature assignments.

### **Data from Workshop Follow-up Survey**

According to Table 6 (Workshop follow-up Survey), all parents (N=256) agreed (31.5%) or strongly agreed (78.6%) that the information/skills presented during the workshop were relevant to their role as a parent. It is also important to note that 248 parents out of 256 parents (agreed/strongly agreed) that the information/skills acquired in this workshop helped them improve their parenting skills. In addition, majority of parents (about 97%) agreed/strongly agreed that the materials provided in the workshop were helpful. Majority (96%) of the parents in the sample also mentioned that they have been using

information / skills gathered from the workshop with their child (children). About 98% of parents also strongly agreed/agreed that they would use workshop information/skills in the next 6 months and 99% of parents' level of satisfaction with the workshop fell within highly satisfied and satisfied category. These findings are very encouraging, as they provide strong empirically-based evidence of program candidates' ability to apply learning in real-life contexts.

#### **Data From Program Evaluations Surveys**

Table 8 shows that, except one item, candidates (both first year candidates and exiting candidates) rated faculty members very highly in the rest 10 items under this category in the survey, ranging a mean score between 4.00 and 4.48 (on a 5 point scale). It is important to note that the item # 7 ("The courses I took were well taught") that received the lowest mean score (3.93 and 3.81, for the benchmark and exit survey respectively) included neutral responses (11.6% or Benchmark and 19.0% for exit) in its analysis which pulled the mean down.

Table 9 shows that, except one item, both groups of candidates perceive the 'academic advising' positively, the mean score ranging between 4.00-4.10. The item #23 (under the category: Academic Advising) that received lowest score of 3.90 (benchmark survey) and 3.71 (exit survey) states that "I received necessary advising toward my future career goals." This item included neutral responses of 29.3% (benchmark) and 38.1% (exit) in its analysis which pulled the mean down.

Table 10 shows that except one item, both groups of candidates perceived the 'Academic program' positively, the mean score ranging between 4.00 4.49. The item that received the lowest mean score of 3.65 by the exiting group asked "If I were starting over, I would enroll in this program again."

Table 11 shows that in general both groups of candidates perceived their performance on 'Program Goals' very positively, the mean score ranging between 3.90 4.44. The Table 11 also shows that there are two items that received the lowest mean score of 3.90 and 3.91 by the first year candidates. These two items ask about goals (ECE program administration and supervision and international perspectives in early childhood education) that are explicitly covered in the second year in a candidate's program plan and candidates in the first year have not taken these courses yet. The Table 11 also shows there is one item that received a mean score of 3.90 by exiting candidates. The item asked, "The program has prepared me to design appropriate curriculum and assessment strategies for diverse learners."

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

#### **Data from Transition Point 1**

The ECE Master's program has been quite successful in attracting candidates to the program and has offered off-campus cohorts in addition to on-campus cohort programs.

#### **Data from Transition Point 2**

Over the years, the program candidates have been successful in passing the comprehensive examination either in their first or in their second attempt.

### **Data on SLOs**

The findings from signature assignments compare well with earlier assessment findings. The program provides sustained individualized support to candidates on their assignments. In addition, they are allowed to make revisions to improve their papers. They attend mandatory library instruction sessions offered by the educational librarian and learn about how to conduct literature search, take help of the writing resource lab, and attend writing workshops sponsored by the graduate office. Such efforts have resulted in candidates' higher performance as evident in the data for various signature assignments over the last two years. For example, for SLO 2, the findings are comparable to past assessment findings. Candidates repeatedly demonstrated a strong knowledge of the selected workshop topic. The knowledge is gained through research, personal experiences, and observance of best practices related to the chosen workshop focus. Additionally, candidates, as in the past years, have demonstrated a strong ability to design and implement a useful parent education workshop.

One of the continuing issues faced by program candidates relate to grammar and academic writing. In addition, candidates' personal reflections with regard to issues facing children around the world, SLO 6 (housed in the course EDEC 622; International Perspectives), continues to receive a lower mean score, in both spring 2010 and spring 2011 offering of the course.

### **Data from Parent workshop Follow-up survey**

Parents' evaluations of the workshop that they received from program candidates have been very positive over the years. Their written comments have been very positive as well.

### **Date From Program Evaluation Surveys**

As evident by the program evaluation surveys, candidates' evaluations of the program have been consistently positive over the years. The item # 27 (Staff in the graduate office provided useful support) received a lower mean score in 2007. However, since then the mean score has gradually improved and the item received a mean score of 4.00 and 4.05 (Benchmark and exit surveys respectively) in the 2010 administration of these surveys.

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.

### **Based on SLO Data**

Most of the instructors adopt a mastery approach to student assessment and provide individualized support to candidates on their assignments. Therefore, candidates have opportunities to revise and upgrade their papers. Program faculty will continue this approach in future to support student learning.

Although candidates have done well, yet, faculty shared their intent to make some changes in their courses or have made some changes in their courses to support student learning and performance in their signature assignments and in the class as a whole. For example, in fall 2011, candidates in EDEC 521 worked in small groups on their selected theorist and made a group presentation to the class. It had helped candidates in planning in advance for their written assignment (the theorist paper). Additionally,

they were provided in-person support sessions outside of scheduled office-hours on their major papers for the course.

Candidates will be encouraged, and in some cases will be required, to receive professional writing assistance and assistance in the APA style writing format. The numerous campus resources available to candidates on academic writing will be made known and accessible. Instructional strategies will be implemented that require candidates to reflect on their writing errors, self correct, and self identify such errors.

### **Based on Parent Workshop Follow-up Survey**

Because of the high satisfaction levels of parent participants with the parent workshop project in which program candidates design and implement a workshop for parents and gather parent suggestions and satisfactions through a follow-up survey, the program will continue the “parent workshop” project in the course EDEC 522 (Parent Involvement in Education).

### **Based on Data from Program Evaluation Surveys**

Although the program faculty members perceive that the Item #7 (Table 8: The courses I took were taught well) is not an accurate presentation of candidate perceptions (the rationale discussed before), however, faculty members will closely monitor their courses, make efforts to improve candidate perceptions, as well as administer mid-semester informal course evaluations to gather candidate suggestions and make modifications, if needed.

The program coordinator perceives that the Item #23 (Table 9: I received necessary advising toward my future career goals) is not an accurate presentation of candidate perceptions (due to the neutral responses discuss above). The program’s current career advising goals include: Inviting faculty from local community colleges (once in every two years) to talk to students about applying for faculty positions in their colleges and expectations for these jobs; inviting graduates who are working in various capacities during the faculty/student mixer in order to facilitate net-working and informal discussions on various career opportunities in the field. However, coordinator has taken note of this item and will make efforts to expose students to various careers in ECE through multiple means.

The item (Under the category: Program Goals: Table 11) that received a mean score of 3.90 by exiting candidates asked, “The program has prepared me to design appropriate curriculum and assessment strategies for diverse learners.” Candidates in the exiting group have taken the curriculum course and were expected to be prepared well on this particular competency. The program faculty will closely monitor candidates’ understanding of curriculum designing and assessment strategies in EDEC 520 (Critical Perspectives in Curriculum and Assessment) and provide individualized support if needed.

## Action Plan

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
1	Informing candidates about campus resources on writing support	Program coordinator	Starting from Spring 2012
2	Allowing more time in class for candidates to reflect on their writing errors and self-identify such errors. Allow candidates to evaluate sample papers, both good and not so good, based on the rubric for the signature assignment	Course instructors	Starting from Spring 2012
3	Providing APA workshops to candidates and require candidates to identify APA errors in their own papers as a paired activity in class.	Course instructors	Starting from sp. 2012
4	Engaging candidates in self-reflections on children's issues and early childhood education worldwide.	Course instructors in EDEC 622	Starting from spring 2012
5	Identifying candidates who are having problems in designing appropriate curriculum and assessment strategies for diverse learners and provide individualized support to these candidates	Course instructors in EDEC 520	Starting from spring 2012
6	Administering a mid-semester informal course evaluation to gather candidate suggestions to improve the course and make modification and provide individual support to needy candidates, if necessary.	Course instructors	Starting from spring 2012
7	1. Exposing candidates to career opportunities in the field by inviting past graduates who have joined different jobs and early childhood experts and community college faculty members to the program 2. Requiring candidates to interview people in various ECE fields to learn about career opportunities. 3. Hosting a career fair in ECE on-campus	Program coordinator	1. Spring 2012 2. Fall 2012 in the course EDEC 523 3. Spring 2013