



**CSU
PUEBLO**

**2023 Academic Program
Assessment Report**

**Early Childhood
Education**

**Program current
assessment plan here:**

https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/assessment-plans/ece-assessment-plan-2020.pdf

**Program prior
assessment report here:**

https://www.csupueblo.edu/assessment-and-student-learning/_doc/2022/early-childhood-educ-bs-assessment-report-2022.pdf

Report Completed By: Jeff Piquette

Date Report Completed: 5/25/2023

**Faculty members involved in this
Assessment:**

Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.

**Brief Statement of Program
Mission and Goals:**

To engage and empower our community of learners and develop professional educators who respect diversity, advance social justice, and promote academic excellence through immersion in equitable exploration.

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for the year based on the assessment process.

A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle.

B. When was this SLO last reported on prior to this cycle? (semester and year)

C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.

D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).

E. What is the expected proficiency level and how many or what proportion of students should be at that level?

F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)

G. What were the department's conclusions about student performance?

H. What changes/improvements to the program are planned based on this assessment?

1. Acquire a broad knowledge of the liberal arts and sciences including an understanding of the significant ideas, concepts, structures and values within disciplines and mastering content knowledge in all areas taught in early childhood education: the arts, math, literature and language, social sciences, sciences, and child development and learning.

All SLOs are assessed each year

[Program rubrics used by faculty to assess performance would take up over 50 pages of space so are not included. Complete performance rubrics are available on the SoE web site here. Applicable standards for this SLO is 2.11.](#)

All ECE students completing SoE, 2021-2022; first year teachers in 2021-2022(grads in 2020-2021).

Expectations include all of the following:
a) all program completers should receive ratings of 3.00 or higher on assessments of performance on all program standards and avg. ratings by the group should be >3.00,
b) 100% of program completers and >80% of individual students during the year who took the state licensure exam (Praxis) receive passing scores; and
c) >80% of graduates and their supervisors/ principals' ratings of performance are proficient (3.00 or >) and avg. ratings are >3.00 on evaluations of all standards for the group after one year of teaching.

a) All completers (n = 2) had ratings of 3.0 or higher on all applicable program standards. The average for this group across applicable standards was 3.25. The lowest rated area was in knowledge of math. That had an average of 3.00.
b) All completers passed the ECE Praxis exam. That also represents the total number of individuals who took the Praxis exam, so we also met the expectation for the second half of this goal.
c) We had 4 completers in 2020-2021 for ECE. They had an overall average rating of 3.75 on all standards from their evaluators.
24 additional ECE students were enrolled during the 2021-2022 academic year.

Our ECE graduates appear to be obtaining the necessary knowledge and skills to not only meet our program SLOs, but also to be effective in the field. We only have a small number to consider at this point, but we are pleased with the results so far. We can work to further increase average ratings and work on those areas that are lowest. For This SLO, that continued to be in the area of math. This was an issue last year, so we will continue to analyze this area.

We will continue to consider our math curriculum for the ECE students. That will be easy, as we are already involved with institutions across the state on the Statewide Articulation Agreement for ECE majors. Math coursework happens to be at the top of the list for possible curricular changes. We prefer to stay on the articulation agreement if possible because it supports transfer students, so we will see where that discussion leads. So far, we know that the two-course sequence in our curriculum (MATH 360 & MATH 361) have equivalents in the CCCS and that those courses have been further developed to now count for General Education credit. Most of our graduates come as transfers from the CC system, so this may help with math knowledge ratings once these students matriculate to program completion.

<p>2. Construct knowledge through critical and analytical thinking, independent thinking, reasoned judgment, mature values, and imagination.</p>	<p>All SLOs are assessed each year</p>	<p>Program rubrics used by faculty to assess performance would take up over 50 pages of space so are not included. Complete performance rubrics are available on the SoE web site here. Applicable standards for this SLO are 2.10, 3.3, 5.3, 5.10, 6.5, and 8.7.</p>	<p>All ECE students completing SoE, 2021-2022; first year teachers in 2021-2022(grads in 2020-2021).</p>	<p>Expectations include all of the following: a) all program completers should receive ratings of 3.00 or higher on assessments of performance on all program standards and avg. ratings by the group should be >3.00, b) 100% of program completers and >80% of individual students during the year who took the state licensure exam (Praxis) receive passing scores; and c) >80% of graduates and their supervisors'/ principals' ratings of performance are proficient (3.00 or >) and avg. ratings are >3.00 on evaluations of all standards for the group after one year of teaching.</p>	<p>a) All completers (n = 2) had ratings of 3.0 or higher on all applicable program standards. The average for this group across applicable standards was 3.31. b) All completers passed the ECE Praxis exam. That also represents the total number of individuals who took the Praxis exam, so we also met the expectation for the second half of this goal. c) We had 4 completers in 2020-2021 for ECE. They had an overall average rating of 3.25 on all standards from their evaluators. 24 additional ECE students were enrolled during the 2021-2022 academic year.</p>	<p>Our ECE graduates appear to be obtaining the necessary knowledge and skills to not only meet our program SLOs, but also to be effective in the field. We only have a small number to consider at this point, but we are pleased with the results so far. For this SLO, lowest ratings were seen for standard 2.10. This deals with applying knowledge and critical thinking (mostly as it relates to math knowledge, and so we think it really overlaps with what we saw for SLO 1 above).</p>	<p>See above.</p>
<p>3. Communicate knowledge by effectively writing in academic and practical formats, speaking in a variety of settings, and utilizing technology as a tool for communication.</p>	<p>All SLOs are assessed each year</p>	<p>Program rubrics used by faculty to assess performance would take up over 50 pages of space so are not included. Complete performance rubrics are available on the SoE web site here. Applicable standards include 7.3 and 8.9.</p>	<p>All ECE students completing SoE, 2021-2022; first year teachers in 2021-2022(grads in 2020-2021).</p>	<p>Expectations include all of the following: a) all program completers should receive ratings of 3.00 or higher on assessments of performance on all program standards and avg. ratings by the group should be >3.00, b) 100% of program completers and >80% of individual students during the year who took the state licensure exam (Praxis) receive passing scores; and c) >80% of graduates and their supervisors'/ principals' ratings of performance are proficient (3.00 or >) and avg. ratings are >3.00 on evaluations of all standards for the group after one year of teaching.</p>	<p>a) All completers (n = 2) had ratings of 3.0 or higher on all applicable program standards. The average for this group across applicable standards was 3.37. b) All completers passed the ECE Praxis exam. That also represents the total number of individuals who took the Praxis exam, so we also met the expectation for the second half of this goal. c) We had 4 completers in 2020-2021 for ECE. They had an overall average rating of 3.62 on all standards from their evaluators. 24 additional ECE students were enrolled during the 2021-2022 academic year.</p>	<p>Our ECE graduates appear to be obtaining the necessary knowledge and skills to not only meet our program SLOs, but also to be effective in the field. We only have a small number to consider at this point, but we are pleased with the results so far. There were no low ratings here, really. These continued to be program strengths.</p>	<p>None for this SLO this year.</p>
<p>4. Apply knowledge by using multiple representations and explanations of disciplinary concepts; using different viewpoints, theories, "ways of knowing," and methods of inquiry in the teaching of subject matter content; evaluating curriculum for comprehensiveness, accuracy, and usefulness; engaging students in generating knowledge and testing hypotheses through inquiry; developing and using curricula that encourage students to see and interpret ideas from diverse perspectives; and creating interdisciplinary learning experiences.</p>	<p>All SLOs are assessed each year</p>	<p>Program rubrics used by faculty to assess performance would take up over 50 pages of space so are not included. Complete performance rubrics are available on the SoE web site here. Applicable standards include 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 3.1, 5.3, and 5.4.</p>	<p>All ECE students completing SoE, 2021-2022; first year teachers in 2021-2022(grads in 2020-2021).</p>	<p>Expectations include all of the following: a) all program completers should receive ratings of 3.00 or higher on assessments of performance on all program standards and avg. ratings by the group should be >3.00, b) 100% of program completers and >80% of individual students during the year who took the state licensure exam (Praxis) receive passing scores; and c) >80% of graduates and their supervisors'/ principals' ratings of performance are proficient (3.00 or >) and avg. ratings are >3.00 on evaluations of all standards for the group after one year of teaching.</p>	<p>a) All completers (n = 2) had ratings of 3.0 or higher on all applicable program standards. The average for this group across applicable standards was 3.54. b) All completers passed the ECE Praxis exam. That also represents the total number of individuals who took the Praxis exam, so we also met the expectation for the second half of this goal. c) We had 4 completers in 2020-2021 for ECE. They had an overall average rating of 3.46 on all standards from their evaluators. 24 additional ECE students were enrolled during the 2021-2022 academic year.</p>	<p>Our ECE graduates appear to be obtaining the necessary knowledge and skills to not only meet our program SLOs, but also to be effective in the field. We only have a small number to consider at this point, but we are pleased with the results so far. The standard with the lowest average rating was 5.4, which deals with understanding how students learn and applying them to mastering content. However, the ratings were not low compared to other SLOs, so we are not concerned at all about this area.</p>	<p>None for this SLO this year.</p>
<p>Comments on part I:</p>							
<p> </p>							
<p> </p>							

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the year cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.								
A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?				
1. Acquire a broad knowledge of the liberal arts and sciences including an understanding of the significant ideas, concepts, structures and values within disciplines and mastering content knowledge in all areas taught in early childhood education: the arts, math, literature and language, social sciences, sciences, and child development and learning.	2020-2021	Work on the math curriculum, particularly MATH 360 and 361, to make sure equivalent courses at the CCCS are meeting the needs of students.	The School of Education met with statewide groups to develop articulation agreements for ECE, including math, and managed to get the equivalents of MATH 360 and 361 at the CCCS to count as Gen. Ed. credit. We also aligned content better.	We didn't see much change in student performance in our completers, but that makes sense en one considers that most students will take the MATH 360 and 361 courses earlier in their program. We will likely see improvements in a couple of years.				
2. Construct knowledge through critical and analytical thinking, independent thinking, reasoned judgment, mature values, and imagination.	2020-2021	Train supervisors of student teachers to make sure their students are using all available resources.	The new Director of Student Teaching and Experiential Programming held these trainings with our supervisors and then followed up with them during the semester.	Ratings went up to the point where this SLO was a strength!				
4. Apply knowledge by using multiple representations and explanations of disciplinary concepts; using different viewpoints, theories, "ways of knowing," and methods of inquiry in the teaching of subject matter content; evaluating curriculum for comprehensiveness, accuracy, and usefulness; engaging students in generating knowledge and testing hypotheses through inquiry; developing and using curricula that encourage students to see and interpret ideas from diverse perspectives; and creating interdisciplinary learning experiences.	2020-2021	Review the relevant content in the capstone course to see if SLO is better met since many students are transfer students.	The ECE faculty lead was able to review this content in the Capstone course for ECE majors.	Ratings went up to the point where this SLO was a strength!				
Comments on part II:								