



2024 Academic Program Assessment Report
Early Childhood Education

Program current
assessment plan
here:

Program prior
assessment report
here:

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

https://www.csupueblo.edu/assessment-and-student-learning/_doc/2023/ece-assessment-report-2023.pdf

Report Completed By:	Jeff Piquette
Date Report Completed:	May 31, 2024
Faculty members involved in this Assessment:	Jeff Piquette

Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major,

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.
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I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including

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	<u>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.</u>	All students completing the ECE major for the current academic year; first year teachers from the previous academic year.	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 = 4) had ratings of 3.0 or higher on all applicable program standards. The average for this group across applicable standards was 3.50. The lowest rated area was in knowledge of math. That had an average of 3.25. 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 four completers in the previous year for ECE. Their supervisors are reporting that they are all doing very well. Average ratings on all standards	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 was knowledge of writing.	We will be implementing some changes to the curriculum based on our recent reauthorization visit from the state. It has some implications for the courses the students will take in literacy and are specifically designed to address these kinds of lower ratings (even though they were still acceptable).

2. Construct knowledge through critical and analytical thinking, independent thinking, reasoned judgment, mature values, and imagination.	All SLOs are assessed each year	<u>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 SoF web site here. Applicable standards for this SLO are 2.10, 3.3, 5.3, 5.10, 6.5, and 8.7.</u>	All students completing the ECE major for the current academic year; first year teachers from the previous academic year.	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 = 4) had ratings of 3.0 or higher on all applicable program standards. The average for this group across applicable standards was 3.75. 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 four completers in the previous year for ECE. Their supervisors are reporting that they are all doing very well. Average ratings on all standards were 3.50 - 3.75.	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 standards 5.10 and 6.5. These deal with using a variety of resources to help construct knowledge.	None for this SLO this year.
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.	All SLOs are assessed each year	<u>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 SoF web site here. Applicable standards include 7.3 and 8.9.</u>	All students completing the ECE major for the current academic year; first year teachers from the previous academic year.	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 = 4) had ratings of 3.0 or higher on all applicable program standards. The average for this group across applicable standards was 3.50. 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 four completers in the previous year for ECE. Their supervisors are reporting that they are all doing very well. Average ratings on all standards were 3.75 - 4.00.	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.	None for this SLO this year.
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.	All SLOs are assessed each year	<u>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 SoF 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.</u>	All students completing the ECE major for the current academic year; first year teachers from the previous academic year.	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 = 4) had ratings of 3.0 or higher on all applicable program standards. The average for this group across applicable standards was 3.50. 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 four completers in the previous year for ECE. Their supervisors are reporting that they are all doing very well. Average ratings on all standards were 3.50 - 3.75.	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.	None for this SLO this year.

Comments on part I:

II. Closing the Loop. Describe at least one data-informed change to your cur

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.	2022-2023	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.	Math was no longer the lowest rated area for students this year! We are happy that the changes we have been making over the last 2 years have made a difference.

Comments on part II:	
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