

STUDENT LEARNING ASSESSMENT OVERVIEW
EARLY CHILDHOOD EDUCATION

What early childhood professionals know and can do significantly influence children’s development, learning, and success in school. Since the period of early childhood spans the first eight years of a child’s life, these early care and education professionals are being prepared to work in varied settings that include child care centers, family child care homes, Head Start, early intervention programs, public and private schools through third grade, preschools, and family support programs. Professionals may refer to themselves as teachers, educational assistants, assistant teachers, teacher aides, caregivers, or providers. In the final analysis, they all teach and they all provide care.

Program Objectives

Upon completion of the Early Childhood Education Associate Degree Program:

1. The student will incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice.
2. The student will demonstrate knowledge of relevant content for young children and developmentally appropriate ways of integrating content into teaching and learning experiences for children from birth through age eight.
3. The student will demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals.

Program Objectives Assessment Plan

All program objectives are measured with multiple tools. The following **Curriculum Map** outlines those measurement tools and courses in which the program objectives are presented and/or measured:

Program Objective	Measurement Tools	Courses In Which Program Objectives Are Presented and/or Measured
1. The student will incorporate understanding of developmental stages, processes, and theories	<ul style="list-style-type: none"> • Course Projects Including Teaching Assignments, Lesson Plans, Observations, Interviews, Research 	<ul style="list-style-type: none"> • ECE 103 • ECE 104 • ECE 106 • ECE 107

of growth, development, and learning into developmentally appropriate practice.	<p>Papers, and Practicums</p> <ul style="list-style-type: none"> • Written Tests over Course Content 	<ul style="list-style-type: none"> • ECE 109 • ECE 111 • ECE 112 • ECE 113 • ECE 114 • ECE 115 • ECE 265
2. The student will demonstrate knowledge of relevant content for young children and developmentally appropriate ways of integrating content into teaching and learning experiences for children from birth through age eight.	<ul style="list-style-type: none"> • Written Tests over Course Content • Course Projects Including Teaching Assignments, Lesson Plans, Observations, Interviews, Research Papers, and Practicums 	<ul style="list-style-type: none"> • ECE 103 • ECE 104 • ECE 106 • ECE 107 • ECE 109 • ECE 111 • ECE 112 • ECE 113 • ECE 114 • ECE 115 • ECE 265
3. The student will demonstrate effective written and oral communication skills when working with children, families, early care, education, and family support professionals.	<ul style="list-style-type: none"> • Written Tests Over Course Content • Assignments That Require Students To Exhibit Written and Oral Communication Skills. These Will Be Graded Using the Oral and Writing Rubrics • ENG 299 • CAAP 	<ul style="list-style-type: none"> • ECE 103 • ECE 104 • ECE 106 • ECE 107 • ECE 109 • ECE 111 • ECE 112 • ECE 113 • ECE 114 • ECE 115 • ECE 265

General Education Competencies

Upon completion of the Early Childhood Education Associate Degree Program and in addition to the above mentioned program objectives:

1. Students will read, write, listen and use verbal skills to organize and communicate information and ideas in personal and group settings (Communication).

2. Students will demonstrate mathematical principles and scientific reasoning by applying appropriate methods to the inquiry process (Mathematical and Scientific Reasoning).
3. Students will identify, evaluate and analyze evidence to guide decision making and communicate his/her beliefs clearly and accurately (Critical Thinking).

General Education Competencies Assessment Plan

General education competencies are measured with multiple tools. The following **Curriculum Map** outlines those measurement tools and courses in which the program objectives are presented and/or measured:

General Education Competencies	Measurement Tools	Courses In Which General Education Competencies Are Presented and/or Measured
<p>Communication</p> <ol style="list-style-type: none"> 1. Writing 2. Oral Presentation 3. Information Technology 	<ul style="list-style-type: none"> • ENG 299 • CAAP • CAT • Class Presentations • Writing Across Curriculum Rubric • Critical Thinking Rubric • Oral Presentation Rubric 	<ul style="list-style-type: none"> • ECE 103 • ECE 104 • ECE 106 • ECE 107 • ECE 109 • ECE 111 • ECE 112 • ECE 113 • ECE 114 • ECE 115 • ECE 265 • ENG 102 • ENG 104 • COM 102
<p>Mathematical and Scientific Reasoning</p> <ol style="list-style-type: none"> 4. Mathematical Reasoning 5. Scientific Method 	<ul style="list-style-type: none"> • ENG 299 • CAAP • Laboratory Exercise • Laboratory Report 	<ul style="list-style-type: none"> • MATH 107 • MATH 110 • MATH 261 • Required Science Classes
<p>Critical Thinking</p> <ol style="list-style-type: none"> 6. Critical Thinking 	<ul style="list-style-type: none"> • ENG 299 • CAAP • Laboratory Exercise 	<ul style="list-style-type: none"> • ECE 103 • ECE 104 • ECE 106 • ECE 107 • ECE 109

		<ul style="list-style-type: none">• ECE 111• ECE 112• ECE 113• ECE 114• ECE 115• ECE 265• Required Science Classes
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Overview

The Early Childhood Education assessment plan is addressed via the plan→do→study→adjust cycle that begins every fall term and follows one Early Childhood cohort from first term through graduation.

