

**Early Childhood Education Program
Graduate Program Assessment
Annual Report
(2006-2007)**

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I. Assessment Activities

A. Program Goals

1. Description of Program

This program is designed to produce a trained specialist in the field of Early Childhood Education. The Master's of Arts in Early Childhood Education consists of a set of core course requirements (which are shared with the Elementary and Secondary Education Programs), and area of emphasis requirement (the ECE component) and a capstone experience. Two options are available for ECE students:

- The MA degree designed for those who are previously licensed as Early Education (Pre K-K) teachers and;
- The MA degree designed for those who are not currently licensed in Early Education but are licensed Elementary teachers (see appendix for sample plans of study).

2. Program Goal

The goal of the Graduate Early Childhood Education program is to provide a coordinated, sequential program of study in Early Childhood Education. The program is designed to produce a trained teacher as an Early Childhood Education specialist.

3. Program Learning Objectives

Program graduates are expected to be able to:

- a. Understand and apply the current knowledge base for working in early childhood schools and care settings;
- b. Demonstrate skills in research methodology, problem solving, and critical thinking in relation to areas of concern in early childhood education;
- c. Demonstrate the attitudes, knowledge, and skills necessary to function effectively within the social setting of the school, community and society as a whole;
- d. Understand and evaluate teacher-learner interactions to facilitate and guide pupil achievement of varied learning outcomes in different instructional situations;
- e. Develop and implement a personal approach to teaching;

- f. Analyze, synthesize, evaluate, and apply research findings in an educational setting;
- g. Demonstrate a basic understanding of the application of technology in early childhood settings;
- h. Demonstrate a basic understanding of three dimensions of developmental appropriateness (age appropriateness, individual appropriateness and cultural/social context appropriateness) in the practices of teaching and learning in early childhood education settings;
- i. Understand significant theory and research in teacher effectiveness and classroom management, and demonstrate skills in instructional implementation appropriate to the developmental level of students;
- j. Demonstrate an understanding of cultural diversity and the implications of these differences for curriculum instruction;
- k. Communicate effectively with a wide variety of constituent groups including school personnel, policy makers, parents, and other community members;
- l. Plan long-term instructional programs based on student interest, abilities, backgrounds, and aptitudes;
- m. Demonstrate self-direction to become an independent, self-confident professional with a commitment to continued professional growth and development and lifelong learning; and
- n. Apply computers and related technologies to support instruction in grade level and care settings.

4. Target Population

The primary target population for this program is teachers in WV and surrounding states who are seeking advanced degrees in Early Childhood Education. Teachers use the advanced degrees to update their knowledge base in the Early Childhood Education teaching field and to add additional certifications to their license.

B. Data Collection

1. Program Viability

The viability of the Graduate Early Childhood Education Program is evidenced by the frequent inquiries from county school systems and students to offer specific certification programs/degree programs in Early Childhood Education and increased number of applicants.

2. Program Admissions

Item	03	03-04	04-05	05-06	06-07	Total
Applicants to the Early Childhood Program	6	7	0	3	9	25
Admitted to the Program	8	8	0	2	8	26
Graduates of the Program	2	2	1	6	4	15
MA in Elementary Education Students with Early Childhood Emphasis	---	---	4	5	3	12
Professional Development an Certificate Early Childhood Students	---	---	1	2	1	4

3. Admission Test Scores

Students admitted to the Early Childhood Education program during the past year had a Miller's Analogy Test Score mean of 392 (department minimum is 380) GRE mean scores of: Analytical = 660; Quantitative = 443; Verbal = 403; Writing = 4.25 (department minimum is 800 combined Quantitative and Verbal).

4. Program Productivity

a. Course Sections*

*Note that many of the core course sections are utilized by the Elementary Education, Secondary Education and Early Childhood Education Programs.

2006 – 2007 Core Courses/Capstone Courses

Semester	Course Sections	Enrollment	Student Credit Hours
Fall 2006	27	416	1248
Spring 2007	23	367	1101
Summer 2007	20	334	1022

2006 – 2007 Specific Courses to Early Childhood Education

Semester	Course Sections	Enrollment	Student Credit Hours
Fall 2006	5	28	84
Spring 2007	4	43	129
Summer 2007	2	29	87

b. Field Placements (Directly Related to Learning Outcomes- Objectives 3a-3n. See attached Assessment Tools)

The Early Childhood Education program had a total of three (3) sections of field placements during the 2006-2007 academic year. The most recent data indicates that our candidates averaged:

- 0% “Needs Improvement,”
- 0% “Basic,”

- 4% “Proficient”
- 96% “Distinguished” on Practicum Assessments

c. Technology Utilization (Directly Related to Learning Outcomes-Objectives 3 g, 3n)

Technology is actively integrated throughout the program (CIEC 534 is required in the core of all programs of study). Syllabi indicate that most courses have a technology component well beyond the scope of the Internet delivery domain.

d. Faculty

The Graduate Early Childhood Education has four full time faculty members and one part-time faculty. This person is shared with the Elementary and Secondary Education programs. Full time faculty maintains an advising load of an average of 77 Early Childhood Education and Staff Development students each.

e. Program Approval Information (Directly related to Learning Outcomes-Objectives 3a-3n)

During the academic year-2004 –2005 the Program received full accreditation by NCATE. Effective August 2006, all endorsement programs received full renewal by the West Virginia Department of Education.

f. Graduate Surveys (Directly related to Learning Outcomes-Objectives 3g, 3i, 3j, 3n)

In the most recent follow-up studies of graduates, more than two hundred (207) graduates completed the survey. Graduates were requested to note both the “Importance” and their level of “Preparation” as they relate to 10 program outcomes. The surveys revealed that more than 90% of the responding graduates rated the 10 program outcomes as either “Moderately Important” or “Very Important.” More than 88% of the graduates participating in the survey, reported their preparation as either “Good” or “Excellent” on 7 of these 10 outcomes. Responses were slightly lower for those outcomes related to “applying technology,” “understanding children with special needs,” and “cultural pluralism.” These data provided guidance for the revision of the program.

g. Candidate Performance (Directly related to Learning Outcomes-Objectives 3a-3n)

During the past year (2006-2007) three assessment points were collected within the Graduate Early Childhood Education program:

- Each graduate of the program completed a capstone experience (Portfolio I and Portfolio II). On the Rubric to score the Portfolio itself, our candidates scored and average of **1**, with 1 being the highest, meaning **“Exceeds Standards.”**
- Using the Rubric for our capstone experience, our candidates averaged a rating **1.18** by the faculty, with 1 being high, meaning the faculty strongly agreed on the standards of the Portfolio being met. The three standards mentioned as having the greatest impact on the candidate’s professional development were **Technology, Diverse Learner and Assessment (Objectives 3g, 3n).**
- **PRAXIS (Directly related to Learning Outcomes-Objectives 3a-3n)**

The most recent data available on PRAXIS indicate a 100 % passing by Early Childhood Education Candidates.

II. Assessment of Student Outcomes: Component/Course/Program Level

Component Area/Program/Discipline: Early Childhood Education, MA November 2007

Component / Course / Program Level					
Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
<p>1. Students will demonstrate a graduate level knowledge of the current practices in the field of ECE including the areas of:</p> <p>a. adult involvement in ECE settings (Objectives 3d, 3k)</p> <p>b. current trends and issues in ECE (Objectives 3a-3n)</p> <p>c. methods of developing a successful ECE program (public school based) (Objectives 3a-3n)</p>	<p>Program faculty Student Advisor School based supervisor</p>	<p>A. Successful completion of CI 633 “Adult Involvement in ECE”. Class assignments, group activities, and public service observations in ECE settings.</p> <p>B. Completion of CI 631 utilizing assignments, written curriculum plans in ECE, reflective writing projects, community service visits and student portfolio of ECE practices.</p> <p>C. Completion of CI 632 “Early Childhood Programs” including the development of “Best curricular practices” portfolio, reflective writings, and extensive case studies examining exemplary ECE programs.</p> <p>D. Completion of FCS 535</p> <p>Student developed lesson plans for the ECE setting.</p> <p>Praxis II test scores</p>	<p>Increased involvement by students in ECE activities in local communities.</p> <p>Progress toward degree.</p> <p>Successful experience in Clinical setting (FCS 535 – 24 contact hours)</p> <p>Submission of student log of observation hours and analysis of experience.</p> <p>Passing score for licensure in WV – all recent graduates have successfully passed the Praxis II.</p>	<p>Data on student involvement is being collected and evidence indicates “Proficiency and above.</p> <p>Student progress is monitored Individual K-12 site visits are provided by MU faculty as needed to facilitate the progress of the students. (See Appendix B-Sample Assessment Tools).</p> <p>Careful analysis of the program reveals that current students are progressing in a satisfactory manner through the program.</p>	<p>Dr. Wubie, Program Coordinate or meets with all ECE students on a regular basis. ECE students are being asked to document activities completed in reference to Outcome 1. Dr. Wubie collects this data for analysis.</p> <p>Though recent graduates of the ECE program have been successful passing the Praxis II exam. A careful analysis of the exam has been undertaken during the year to ensure continued success.</p>

<p>2. Students will be prepared to contribute to the field of ECE by becoming employed in field and contributing to the ECE knowledge base. With the move to a totally electronic based program, this goal is significantly important as the program is reviewed. (Objectives 3g, 3n)</p>	<p>Program Faculty Advisors ECE employers Program Director</p>	<p>Employer follow-up survey. Student follow-up surveys. Contributions to current literature in field. Participation in state-wide ECE initiatives. Field supervisor observations.</p>	<p>Student and employer surveys indicate that both entities are satisfied with the program at this time. Graduates are encouraged to submit scholarly presentations and publications. Recent graduates indicate that they have attended professional development seminars and given presentations concerning ECE issues at the state level. Students should become active at the state level in ECE issues. This interaction is encouraged by interaction with the WVDE coordinator of ECE.</p>	<p>Based on the analysis, the program appears to be meeting this goal at this time.</p>	<p>The ECE program is experiencing a growth segment. The program is examining the syllabi and course delivery rotations to ensure appropriate services are given to this area. ECE students are being encouraged to attend local and state meetings in the field. MU faculty members have become more active in the WVDE initiatives in the ECE area. MU faculty members have carefully monitored the skills demonstrated online.</p>
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III. Strategic Areas of Focus for 2007-08 and Beyond

- **Outreach**: Statewide, regional and county delivery of degree, professional development and licensure program
- **Technology**: Continued development of technology-based Early Childhood graduate program/course delivery
- **Marketing**: Increase external visibility/marketing
- **Grants/Contracts**: Increase productivity in external grants and contracts
- **Assessment/Accountability**: Refine/enhance program assessment system in Early Childhood Education

Priorities for 2007-08

Continue development of technology-based graduate program/course delivery

- Implement e-degree program in Early Childhood Education
- Implement e-based capstone experience course

Continue development of collaborative relationships

- RESA's
- School systems
- WVDE

Continue development/refinement of program assessment system

- Expand faculty knowledge base regarding NCATE/WVDE policies/procedures
- Initiate review of program/AOE assessment model
- Redesign data collection/management system consistent with new NCATE/WVDE requirements, particularly a Post Survey to measure Pre Inputs with Post Outputs for Early Childhood candidates
- Prepare annual assessment reports for Early Childhood degree programs

Increase productivity in external grants/contracts

- Expand 3rd party contracts

Increase involvement of faculty and post-masters students in research/scholarly activities

Increase external marketing/visibility for program area

- Identify new potential target populations
- Market e-degrees/professional development programs to MU alumni

IV. Assistance Needed: The major emphasis is to expand our electronic delivery programs and thus a need to prepare for the delivery program adopted by the university. We anticipate the need for lead in time and personnel to orient the faculty for the adopted delivery program.

V. Lesson Learned

A. Improvements:

During this reporting period the following improvements were made to the Early Childhood Program:

1. Full implementation of an organized schedule rotation of courses.
2. Utilization of a student data base system (GSEPD) that allows faculty advisors to more efficiently monitor student progress.

B. Lesson Learned:

Assessment is multi-faceted. The input of data not only provides for analysis of program objectives but also program viability. Assessment is much more than assessing learning outcomes.

APPENDIX A: PLANS OF STUDY

MARSHALL UNIVERSITY GRADUATE COLLEGE
PLAN OF STUDY - Master of Arts in Early Childhood Education
AREA OF EMPHASIS: Option I (PreK-K Licensed)

NAME: _____ MUID: _____ TELEPHONE: _____
 ADDRESS: _____ EMAIL: _____

Coursework included as a part of the Plan of Study must not be older than seven years at the time of graduation. Students must initiate application for graduation by the published deadline in the semester they expect to graduate. Failure to return the signed Plan of Study within 30 days will automatically indicate acceptance of the Plan of Study. Students seeking licensure must pass the appropriate PRAXIS licensure exam. All coursework that students wish to transfer from other institutions must be approved by Marshall University.

CORE COURSES (15 hrs) Course Name Sem/Yr Grade Hours
Remarks

EDF 621 or EDF 625	Educational Research & Writing or Qualitative Research in Education	Fall, Spr, Smr		3	
EDF 616	Advanced Studies in Human Development	Fall, Spr, Smr		3	
CIEC 530 or CIEC 534 or CIEC 600 or CIEC 660	Computer Software & Methodology in Ed or Application Software in Classrm Curr Area or Computing and Instructional Design or Using Computers to Improve Instr in the Classrm	Fall, Spr, Smr		3	
CI 623 or CI 624 or Methods	Instr Models & Assessment Techniques or Advanced Instructional Strategies or Approved Methods Course	Fall, Spr, Smr		3	
EDF 612 or CI 501 or CI 609	Educational Evaluation or Middle Childhood Curriculum or Secondary Ed. Curr in the Modern Sec School	Fall, Spr, Smr		3	

AREA OF EMPHASIS COURSES (18 hrs)

CIRG 653	Literacy Acquisition	Fall, Spr, Smr		3	
CI 631	Current Influences on Early Childhood Ed	Fall, Spr, Smr		3	
CI 632	Early Childhood Education Programs	Fall, Spr, Smr		3	
CI 633	Adult Involvement Early Education	Fall, Spr, Smr		3	
CI 634	Language and Cognition	Fall, Spr, Smr		3	
EDF 513 or FCS 603	Human Growth and Development: Birth to 8	Fall, Spr, Smr		3	

CAPSTONE EXPERIENCE (6 hrs)

CI 659	Symposium Elementary & Secondary Ed I	Fall, Spr, Smr		3	
CI 680	Symposium Elementary & Secondary Ed II	Fall, Spr, Smr		3	
OR					
	Comprehensive Exam PLUS additional 6 hrs	Fall, Spr, Smr		6	

TOTAL HOURS _____ 39

MARSHALL UNIVERSITY GRADUATE COLLEGE

APPENDIX B: SAMPLE ASSESSMENT TOOLS

FORM FIVE: PRACTICUM STUDENT EVALUATION FORM
(To be completed by college supervisor at the end of the practicum)

COURSE CODE: CI: 630

Semester: Fall.....Spring.....Summer..... Year.....

Practicum Site/Center.....

Practicum Student's Name.....

College Supervisor:.....

Please mark what you think is appropriate and rate the student's status on each of the following items. In case you have not observed the student demonstrating any of the items, please mark "not observed" (Not Obs.)

1. Commitment and enthusiasm in carrying out the practicum program
a) Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.
2. Sensitivity and concern to cultural and linguistic differences
a) Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.
3. Commitment to professional and ethical values
a) Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.
4. Preparation of developmentally appropriate lesson plan
a) Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.
5. Promptness in responding to children's problems and concerns
a) Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.
6. Competency in working with large group of children
a) Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.
7. Competency in working with small group of children
a) Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.
8. Competency in attracting children's attention during teacher-directed activity
a) Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.
9. Ability in encouraging children to participate in activities
a) Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.
10. Consideration of suggestions and comments from supervisors or other professionals
a. Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.
11. Ability in providing children with necessary help during free activity time
a) Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.
12. Ability in reflecting and keeping record on daily activities
a) Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.

13. Skills in children's behavior management
 - a) Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.
14. Concern for ideal classroom arrangement and proper handling of educational/play materials
 - a) Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.
15. Ability in stating personal philosophy of teaching/learning strategies
 - a) Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.

Signature of College Supervisor.....

Date.....

FORM FOUR: PRACTICUM STUDENT EVALUATION FORM

(To be completed by the cooperating field-based teacher at the end of the practicum)

COURSE CODE: CI: 630

Practicum Site.....

Semester: Fall..... Spring..... Summer.....

Practicum Student's Name.....

Cooperating Field-Based Teacher's Name:

Please mark what you think is appropriate and rate the student's status on each of the following items. In case you have not observed the student demonstrating any of the items, please mark "not observed" (Not Obs.)

1. Enthusiasm and readiness for the practicum
 - a) Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.
2. Respect for the center's rules and regulations
 - a) Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.
3. Preparation of developmentally appropriate lesson plan
 - a) Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.
4. Practical and social skills in working with young children
 - a) Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.
5. Ability and skills in working with small group of children
 - a) Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.
6. Ability and skills in working with large group of children
 - a) Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.
7. Attitude toward children
 - a) Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.

8. Attitude toward parents
a) Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.
9. Communication and relationships with staff and parents
a) Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.
10. Communication skills with young children
a) Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.
11. Creativity in handling conflict among children
a) Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.
12. Ability of using different styles of teaching methods to accommodate individual differences
a) Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.
13. Sensitivity to children's cultural and linguistic differences
a) Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.
14. Skills and ability in classroom arrangement and handling of educational/play materials
a) Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.
15. Consideration of suggestions and comments from supervisors or other Professionals.
a) Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.
16. Skills in motivating children and creating lively teaching/learning situations
a) Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.
17. Professional behavior in terms of punctuality and having appropriate attire
a) Satisfactory; b) Needs Improvement; c) Unsatisfactory; d) Not Obs.

Signature of cooperating field-based teacher.....

Date.....