

**Early Childhood Education Program
Graduate Program Assessment
Annual Report
(2007-2008)**

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I. Assessment Activities

A. Program Goals

1. Description of Program

The Master of Arts in Early Childhood Education consists of 15 hours of core course requirements, area of emphasis requirements, and a capstone experience. The core components consist of coursework in: research and writing, advanced human growth and development, technology, evaluation, and instructional methods. Each student must select an area of emphasis consisting of 18 hours of required and elective coursework. The capstone experience is a portfolio process in which students document / assess their professional growth and experience throughout their program. It should be noted that the Early Childhood Education Masters of Arts program shares several core courses with both the Masters of Arts in Secondary Education and the Masters of Elementary Education.

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 specialist.

3. Program Objectives

Program graduates are expected to be able to:

- a. Understand and apply the current knowledge base for working in early childhood schools;
- b. Demonstrate skills in research methodology, problem solving and critical Thinking in relation to early childhood education;
- c. Demonstrate the attitudes, knowledge and communication skills necessary to function effectively within the social setting of the school, community and society as a whole;
- d. Analyze, synthesize, evaluate, and apply research findings in an early childhood educational setting;
- e. Demonstrate a basic understanding of the application of technology in early childhood educational settings;

- f. Demonstrate an understanding of cultural diversity and the implications of these differences for early childhood settings;
- g. Plan long-term instructional programs based on student interest, abilities, backgrounds, and aptitudes;
- h. Demonstrate self-direction to become an independent, self-confident professional with a commitment to continued professional growth and development and lifelong learning.

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 teaching field and to add additional certifications (areas of emphases) 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 Applications

Item	03	03-04	04-05	05-06	06-07	07-08	Total
Applicants to the Early Childhood Program	6	7	0	3	9	2	27
Admitted to the Program	8	8	0	2	8	2	28
Graduates of the Program	2	2	1	6	4	0	15
MA in Elementary Education Students with Early Childhood Emphasis	---	---	4	5	3	3	15
Professional Development an Certificate Early Childhood Students	---	---	1	2	1	2	6

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 = 520; Verbal = 530; 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, Secondary and Early Childhood Education programs.

2007 – 2008 Core Courses/Capstone Courses

Semester	Course Sections	Enrollment	Student Credit Hours
Fall 2007	23	360	1080
Spring 2008	24	372	1116
Summer 2008	13	234	702

2007 – 2008 Specific Courses to Early Childhood Education

Semester	Course Sections	Enrollment	Student Credit Hours
Fall 2007	2	24	72
Spring 2008	2	38	114
Summer 2008	4	32	96

c. Field Placements

The Early Childhood Education program had a total of two (2) sections of field placements during the 2007-2008 academic year. The most recent data indicates that our candidates averaged:

- 0% “Unsatisfactory,”
- 0% “Basic,”
- 0% “Proficient”
- 100% “Distinguished” on Practicum Assessments.

d. Technology Utilization

The early childhood education program courses have all been approved for total “E” delivery. 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.

e. Faculty

The Graduate Early Childhood Education Program has 11 full time faculty members involved in the program. However, one faculty member, Dr. Bizunesh Wubie is assigned full-time to the Early Childhood program. Currently the program is fully staffed with full time faculty. Full time faculty maintains an advising load of an average of 30 Early Childhood Education and Staff Development candidates each (Faculty serve Elementary and Secondary Education students as well).

f. Program Approval Information

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

g. Graduate

In the most recent follow-up studies of graduates, more than three hundred (311) 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 also revealed that more than 95% of the responding graduates rated the 10 programs outcomes as either “Moderately Important” or “Very Important.” More than 89% of the graduates participating in the survey, reported their preparation as either “Good” or “Excellent.” Responses were slightly lower for those outcomes related to “applying technology,” “understanding children with special needs,” “cultural pluralism,” and “communication.” These data provided guidance for the revision of the program.

Additionally, in the most recent Employer Follow-Up Study, 95%+ of the Employers indicated our graduates were “meeting standards” To being “exemplary” in all 10 outcome area which include:

- Knowledge base
- Communication
- Critical Thinking
- Human Growth and Development
- Special Needs Students
- Pluralism
- Technology
- Problem Solving
- Social Setting
- Professionalism

J. Candidate Performance:

During the past year (2007-2008) two assessment points program wide were collected within the Graduate Early Childhood Education program, used to measure the learning outcomes specified in the Program Objectives listed above.

- Using the Rubric for our capstone experience, our candidates averaged a rating **1.70** by the faculty, with 1 being high, meaning the faculty agreed on the standards of the Portfolio being met.

The three standards mentioned as having the greatest impact on the candidates professional development were **Technology, Planning and Assessment.**

- PRAXIS- . The most recent data available on PRAXIS indicate a 100% passing by Early Childhood Education candidates. (Only Licensure Endorsement programs require the PRAXIS.)

II. Component / Course / Program Level

Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
Understand and apply the current knowledge base for working in elementary schools.	Dr. Bizunesh Wubie: Early Childhood Education Program Coordinator and Faculty Teaching Early Childhood Education Courses and Human Growth and Development	<ul style="list-style-type: none"> • Praxis • Comprehensive Examination • Practicum Assessment 	<ul style="list-style-type: none"> • Must score 80% minimum • Must Score Pass Grade • Must meet as minimum level "Proficiency" 	<ul style="list-style-type: none"> • Area scored 100% • 100% Passed • 100% Met Standard 	<p>Scores indicate program is viable but need to accommodate expansion and insure entrance requirement are maintained.</p> <ul style="list-style-type: none"> • Expanding sections and faculty. • Recently changed catalog to acknowledge this program is for initially licensed teachers only.
Demonstrate skills in research methodology, problem solving, and critical thinking in relation to early childhood education.					

II. Component / Course / Program Level

Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
Demonstrate the attitudes, knowledge, and communication skills necessary to function effectively within the social setting of the school, community and society as a whole.					
Analyze, synthesize, evaluate, and apply research findings in an early childhood educational setting.					

II. Component / Course / Program Level

Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
<p>Demonstrate a basic understanding of the application of technology in an early childhood school setting.</p>	<p>Dr. Lisa Heaton, Technology Program Coordinator and Faculty teaching Technology within Elementary/Secondary Education,</p>	<ul style="list-style-type: none"> • Faculty Capstone Assessment via Portfolio Presentation • Professional Education Unit Student Expectation Assessment • Employer Follow-up Study 	<ul style="list-style-type: none"> • Listed in as top two standard show most improvement • 80%+ listing as good to excellent preparation. • 80% acknowledges as meeting standards to exemplary 	<ul style="list-style-type: none"> • 80% of those presenting their Portfolio, acknowledges Technology was the field the saw significant improvement in their field • 84.6% acknowledge good to excellent preparation. • 96% of employers acknowledged this areas met their standards or was exemplary 	<p>Predicated on WVDE Policy 5202, CIEC 534, Application Software, has been added to all certificate and endorsement programs.</p>

II. Component / Course / Program Level

Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
Demonstrate an understanding of cultural diversity and the implications of these differences for early childhood setting.	Dr. Cal Meyer, Program Director for Elementary/Secondary Education	<ul style="list-style-type: none"> • Employer Follow-up Survey • Professional Education Unit Student Expectation Assessment • NCATE Standard 4 Assessment 	<ul style="list-style-type: none"> • 80% acknowledge as meeting standard to exemplary • 80% listing as good to excellent preparation • Must be met at “Acceptable” Level 	<ul style="list-style-type: none"> • 99% acknowledge as meeting standard to exemplary • 84.9% listing as good to excellent preparation • NCATE approved Standard 4 	Adding sections of CI 559, Multicultural Influences, to our Online Degree. Seeking to expand program into new NCATE Standards.
Plan long-term instructional programs based on student interest, abilities, backgrounds, and aptitudes.					
Demonstrate self-direction to become an independent, self-confident professional with a commitment to continued professional growth and development and lifelong learning.					

III. Strategic Areas of Focus for 2008-09 and Beyond

- **Outreach**: Statewide, regional and county delivery of degree, professional development and licensure program in Early Childhood Education
- **Technology**: Continued development of technology-based Early Childhood Education 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 2008-09

Continue development of technology-based graduate program/course delivery

- Complete e-degree program in Math through Algebra I.

Continue development of collaborative relationships

- RESA's
- Local school systems
- WVDE

Continue development/refinement of program assessment system

- Expand faculty knowledge base regarding NCATE/WVDE policies/procedures
- Redesign data collection/management system consistent with new NCATE/WVDE requirements, looking specifically at means to measure content outcomes in an online environment.
- Prepare annual assessment reports for Early Childhood degree programs
- Prepare SPA reports in preparation NCATE Reaccreditation.

Increase productivity in external grants/contracts

- Develop/submit 3 ITQ grant proposals
- Develop/submit Writing Project grant for continued funding
- Maintain and Expand 3rd party contracts

Increase external marketing/visibility for program area

- Identify new potential target populations
- Market e-degrees/professional development programs to the state and nationally via Websites, brochures and other effective means.

IV. Assistance Needed: As the program moved to full E-Based delivery, the program area became more proactive in the university's policy making for electronic delivery. With that change came the implementation of totally online Course Evaluations and the move to Vista 4. The changes require the level of IT Assistants we've been able to maintain this past year.

V. Lesson Learned

A. Improvements:

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

1. Implementation of E-Based delivery system with E-Based Capstone for all areas of emphasis.
2. Full implementation of an organized schedule rotation of courses.
3. Structured advisement to Program Coordinators, coordinating student Area of Emphasis with the right Coordinator of that emphasis.

B. Lessons Learned:

Electronic formatting is multi-faceted and requires both standards and policy. Formatting is far more than deciding content and process. With the state's mandate that Technology courses, meeting professional standards, must be implemented in all licensure programs, we've come to realize that the faculty must be involved at each level of development and be made aware of both the standards and the policing governing online delivery. This past year this program area took the following steps to insure such involvement:

1. Delegated greater involvement of the faculty into the design process of Core courses.
2. Secured faculty review and approval of the new capstone course CI 690.
3. Reported regularly the responsiveness of students with the online Course Evaluations.
4. Expanded the User's Meetings to include review of new software and new elements that can be use in program design.

APPENDIX A: PLANS OF STUDY

MARSHALL UNIVERSITY GRADUATE COLLEGE
PLAN OF STUDY - Master of Arts in Early Childhood Education
AREA OF EMPHASIS: Option II (K-6 or K-8 Licensed)

NAME:
 ADDRESS:

MUID:
 EMAIL:

TELEPHONE:

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. Curriculum in the Modern Sec School		Fall, Spr, Smr		3	
AREA OF EMPHASIS COURSES (18 hrs)						
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 in Early Childhood		Fall, Spr, Smr		3	
FCS 535	Administration of Day Care Centers		Fall, Spr, Smr		3	
EDF 513 or FCS 603	Human Growth and Development: Birth to 8		Fall, Spr, Smr		3	
CI 630	ECE - Practicum in Early Childhood Education		Fall, Spr, Smr		4	
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

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.....