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Program Outcomes Guide

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Program Title: AAS.ECE Early Childhood & Primary Grades Education   **Date:** Spring 2017

Program Team: Louise Wine, Mary Beth Chaney

Expected Learning Outcomes:
1. Students demonstrate principles, theories, and research related to development of children and young adolescents to construct learning activities.
2. Students apply the central concepts, tools of inquiry, and structures and can create meaningful learning experiences that develop student competence in subject matter and skills for various developmental levels.
3. Students demonstrate a high level of competence in English Language Arts and use concepts from reading, language, and child development, to demonstrate the teaching of reading, writing, speaking, viewing, listening, and thinking skills, and model application of developing skills to a variety of situations, materials, and ideas.
4. Students demonstrate knowledge of the roles, responsibilities, and skills necessary for child care program teaching and administration.

Assessment:
1. General Education Outcomes are assessed through the production of quality work in various classes, testing, and successful internships
2. Program outcomes are assessed with an electronic portfolio assessment.

Validation:

The professional portfolio is first developed in Foundations of Early Childhood Education and/or Introduction to Education. Students add to the portfolio throughout their academic coursework and samples from the areas will be placed in the portfolio. This assesses both the quality and quantity of produced.

The completed portfolio is presented during the semester of expected graduation. Portfolios are assessed using a rubric developed by the education faculty (Wine, Chaney, Stonestreet). In addition to the Education Department Faculty, one external validator was included in the assessment: a retired teacher from WCPS.

There were both required artifacts and optional artifacts, and each student had to provide a minimum of 11 documents total under the Knowledge & Content section and the Field Experience section. Students were required to provide both an electronic and a paper copy of their portfolio which is then presented by the student to the assessment team.

Results:

Eleven (11) portfolios were assessed for the AAS.ECE degree in preparation for Spring 2017 graduation. Several students needed to make modifications/additions to their portfolios and resubmit them, however, overall they were well done. Two (2) of those

students have yet to re-submit their final portfolios so have not yet achieved the graduation requirements. Student presentations of the portfolios indicated a clear understanding by the student of the various assignments/outcomes that were represented in the portfolio. Students had to include artifacts from the various discipline areas as well as the education courses.

Follow-up:

We did initial portfolio reviews earlier in the Spring semester this year, but this created more difficulty in receiving final submissions than in the past so will probably return to the original schedule of presentations beginning after Spring Break.   We will continue make some minor modifications to the expected artifacts to be sure that all discipline areas are adequately represented for each student portfolio. An overview of the expectations for the portfolio assessment will again be included in the annual Education Students Orientation.

Budget Justification:

Current resources are adequate