

**University of Alaska Southeast**

**School of Education**

Annual Assessment Report

Academic Year 2006-2007

**UAS Early Childhood Education Associate of Arts and  
Applied Science Program**

## **Kathrin W. McCarthy, MA**

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### **Section One: Description of the Assessment Plan**

The National Association for the Education of Young Children (NAEYC) standards for professional development of students at the AAS list five standards that institutions preparing teachers at the Associate degree level must meet. These standards were approved by NAEYC governing board July 2003. These standards are identical to the NAEYC Initial Licensure core standards. They distinguish themselves, and their themes from the initial licensure programs in the scope and depth of preparation. The term students or graduates of associate programs is used rather than candidates that NCATE uses in accrediting initial licensure and advanced programs. The five standards are 1) Promoting Child Development and Learning, 2) Building Family and Community Relationships, 3) Observing, Documenting, and Assessing to support Young Children and Families, 4) Teaching and Learning, and 5) Becoming a Professional. Within each standard there are several sub-standards listed. The courses offered by UAS for UA Statewide early childhood education program are delivered in collaboration with the College of Rural and Community Development (CRCD). All the AAS courses in the AAS major are aligned with the NAEYC standards for professional development of AA level students.

At UAS the early childhood AAS program developed both a formal and informal set of assessment criteria that student and graduates must meet. The rubrics for assessment were developed for each course using NAEYC standards and the six UAS competency goals. In this report, there are four areas of assessments: 1) Gate 1 application to the program 2) English Placement 2) portfolio examples 3) use as samples for evaluating student performance for fall 2005 to spring 2006.

UAS early childhood students who complete the associate of applied science degree in early childhood education must meet these requirements for admission and graduation.

#### ***Gate 1. Admission***

1. Students must apply
2. A GED or High School Diploma
3. Take the English Placement test.

Gate 2 .Coursework with no grade lower than C met expectations. Students with a grade of C deemed to be “ in progress,;”

#### **Gate 3: Capstone Practicum**

1. Portfolios

**Gate 1: Admission**

The information available from Big Blue and Banner for the AAS degree program . **As of Spring 07, Big Blue information shows 17 new students admitted into the AAS degree program. The total number of students admitted to UAS from year 2000 is 183.**

Duplicates of names on the list were not counted and have been removed from the count.

**Gate 2: Placement testing**

Placement testing continues to be a priority and is focus for the first advising contacts made with students,. The information on placement testing is still only partially available in banner. Placement testing is required John Bilderbeck, the UAS Learning Center coordinator provided me with data on the list of admitted students who have taken the placement test and their scores. This is on the list of students that are in the database.

The data used in compiling this report is data on students taking UAS classes in the fall 2006/ spring 2007 period. This includes students taking ECE classes who are admitted to UAS, and CRCD program.

**Section Two: Results**

The tables 1-6 provide information on the number of students that meet, did not meet and who exceeded expectations in the four assessments for fall 06 and spring 07. 1) practica or laboratory assignments NAEYC standard 1: Child Development and Standard 4: teaching , 2) portfolio, 3) observation, documentation, and reflection units, 4) Culturally Responsive teaching units with table 8 providing the aggregated data from the five standards and the four assessment areas. The aggregated data table indicates that the UAS ECE program did a good job preparing students to meet standard 1) promote child development and learning, all the assessment areas however 23% of the students in the aggregated data did not meet expectations for all the standards. 21% of the assessments show students meeting most of the requirements, in other words these students are deemed to be in progress. Other assessment aggregated data show that 56% of the students are meeting all the requirements for all five standards

**Table 1**  
**Fall 2006**  
**Practicum/laboratory Activities**

NAEYC Standards	N = Assessments collected as evidence	Does not meet expectations	In progress meets most of the Expectations	Meets Expectations
Standard 1. 1. Promoting child development and learning.	94	28 (34%)	25 (27%)	39 (41%)
2. Standard 2. Building relationships with family and community	94	28 (34%)	25 (27%)	39 (41%)
Standard 3: Observing, Documenting and Assessing	94	28 (34%)	25 (27%)	39 (41%)
Standard 4. Teaching and learning	94	28 (34%)	25 (27%)	39 (41%)

**Table 2:**  
**Spring 07**  
**Practicum/ laboratory Activities**

NAEYC Standards	N = Evidence	Does not meet expectations	In progress: meets most of the Expectations	Meets Expectations
Standard 1. 1. Promoting child development and learning.	116	21 (18%)	23 (20%)	72 (62%)
2. Standard 2. Building relationships with family and community	116	21 (18%)	23 (20%)	72( 62%)
Standard 3: Observing, Documenting and Assessing	116	21 (18%)	23(20%)	72 (62%)
Standard 4. Teaching and learning	116	21 (34%)	23 (20%)	72 (62%)

**Table 3**  
**Fall 06**  
**Portfolio Assessment**

NAEYC Standards	N = Assessments collected Evidence	Does not meet Expectations	Meets Expectations
1. Promoting child development and learning.	4	1 (25%)	3 (75%)
2. Standard 2. Building relationships with family and community	4	1 (25%)	3(75%)
Standard 3: Observing, Documenting and Assessing	4	1 (25%)	3 (75%)
Standard 4. Teaching and learning	4	1 (25%)	3 (75%)
Standard 5: Professionalism	4	1 (25%)	3 (75%)

**Table 4**  
**Spring 2007**  
**Portfolio Assessment**

NAEYC Standards	N = Assessments collected as evidence	In progress: meets most expectations	Meets Expectations
Standard 1. 1. Promoting child development and learning.	1	0 (0%)	1 (100%)
Standard 2: Building Family and Community Relationships	1	0 (0%)	1 (100%)
Standard 3. Observing, documenting and assessing to support young children and families.	1	0(0%)	1 (100%)
Standard 4. Teaching and learning	1	0 (0%)	1 (100%)
Standard 5. Becoming a Professional	1	0 (0%)	1 (100%)

**Table 5**  
**Fall 06**  
**Observation /Documentation / Reflection Activities**

NAEYC Standards	N = Assessments collected as evidence	Does not meet expectations	In progress Meets most expectations	Meets Expectations
Standard 1. 1. Promoting child development and learning.	88	34 (34 %)	24 (24 %)	41 (42%)
3. Observing, documenting and assessing to support young children and families.	88	34 (34%)	24 (24%)	41 ( 42%)
Standard 4. Teaching and learning	88	34 ( 34%)	24 ( 24%)	41 ( 42%)

**Table 6**  
**Spring 07**  
**Observation/Documentation / Reflection Activities**

NAEYC Standards	N = Assessments collected as evidence	Does not meet expectations	In progress – Meet most expectations	Meets Expectations
Standard 1. 1. Promoting child development and learning.	75	25 (21 %)	25 ( 21%)	56 (58%)
3. Observing, documenting and assessing to support young children and families.	75	25 (21%)	25 (21%)	56 ( 58%)
Standard 4. Teaching and learning	75	25 ( 21%)	25 ( 21%)	56 ( 58%)

**Table 7**  
**Fall 06**  
**Culturally Responsive Teaching**

NAEYC Standards	N = Assessments collected as evidence	Does not meet expectations	In Progress meets most Expectations	Meets Expectations
Standard 1. 1. Promoting child development and learning.	73	23 ( 30%)	25 (30 %)	34 (40 %)
2. Standard 2. Building relationships with family and community	73	23 (30%)	25 (30%)	34 ( 40%)
3. Observing, documenting and assessing to support young children and families.	73	23 ( 30%)	25 (30%)	34 (40%)
Standard 4. Teaching and learning	73	23 (30%)	26 ( 30%)	34 (40%)

**Table 8**  
**Fall 2006/Spring 2007**

**Performance Assessment Summary**

NAEYC Standards	N = Assessments collected as evidence	Does not meet expectations	In Progress Meet most Expectations	MeetsExpectations
Standard 1. 1. Promoting child development and learning. Practicum /lab	210	48 (23 %)	44 (21 %)	118 (56%)
Standard 2: Building Relationships with family and community	210	48 (23%)	44 (21%)	118 (56%)
3. Observing, documenting and assessing to support young children and families.	210	48 (23 %)	44 (21%)	118 (56%)
Standard 4.  Teaching and Learning	210	48 (23%)	44 (21%)	118 (56% )
Standard 5. Becoming a Professional	210	48 (23%)	44 (21%)	118 (56%)

## Section 3: Modifications to the Curriculum

During the fall 06 semesters the UA statewide early childhood faculty met every other week via audio conference. The Statewide are Sharon Vaska, Kuskokwim College, Kathrin McCarthy, University of Alaska SE, Cara Wicks –Ortega, University of Alaska SE and Patty Merritt, Tanana Valley College, University of Alaska Fairbanks. Veronica Plumb is a faculty member coordinating the statewide BA in Child Development and Families in CRCD. One change in the ECE curriculum at the AAS levels was made fall 06 adding the ECE 242 Child and Family Ecology 3 cr., available in 2007/08 catalogs at UAS or CRCD. See the assessment report for fall 05/ spring 06.

During the Christmas break and the beginning of the spring 07 semester, Patty Meritt was in India with the Rotary club until the end of January. Meetings took place regularly in her absence.

Because both two sections, one each of CRCD and UAS three credit classes were cancelled, it was decided that this was an opportunity to begin the process of making some major changes in the CRCD and UAS curriculum to create three credit classes that would in time eliminate the one credit classes. The rationale for these changes remains the same. Thus students will be taking one course and content will not be compartmentalized. Three credit courses will eliminate the necessity for the students to change their context and thinking about content of what they are learning. The faculty is thinking that 3 credit courses will create more coherent and comprehensive options for assessment using portfolios as the main assessment tool in each course. The faculty is also thinking that teaching and workloads will be improved by doing this.

### **Changes implemented in Fall 07:**

The faculty are all in agreement that improved ways of assessing student's learning, their capabilities and the affects of the course work on their teaching are needed. Changes fall 07 are the addition 1) of a one-page midterm report giving the student an overview of what homework and other class work must be completed and improved e.g. class participation, homework quality, missing assignments, 2) critical incident reports in all syllabi for UAS courses, 3) mailed course evaluations for students unable to access the internet, 4) a portfolio assignment in ECE 173, 5) research work on a Child Care Guide in ECE 220 and ECE 245 that includes the history of ECE in the student's community, and compare and contrast exercises that address where traditional child rearing and western theories and practices are congruent. The ECE 173 portfolio assignment will be added to portfolio assessment for fall 07. The ECE 220/ 245 Child Care Guides will be added to the assessment of culturally responsive teaching fall 07.

The goal of discovering and then ability to implement ones role as a professional and as teacher researcher are in forefront of improving the assessments of student's dispositions and their developing levels of awareness and self..

