

Weber State University
Biennial Report on Assessment of Student Learning



Department/Program: A.A.S. Early Childhood, B.S. Early Childhood, and B.S. Early Childhood Education Programs
Department of Child and Family Studies, College of Education

Academic Year of Report: 2018/19 (covering Summer 2017 through Spring 2019)

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A. Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department or academic program displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if this information is current, please place an 'X' below. No further information is needed.

The A.A.S. Early Childhood (EC) and B.S. Early Childhood and Early Childhood Education (ECE) Programs in the Department of Child and Family Studies at Weber State University prepare university students to become early childhood education professionals working with children and families in diverse settings. All three EC and ECE programs are currently Accredited Early Childhood Higher Education Programs by the National Association for the Education of Young Children (NAEYC).



B. Mission Statement

Please review the Mission Statement for your department or academic program displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if the mission statement is current, please place an 'X' below.; If the information is not current, please provide an update:

Mission Statement

The mission of the EC and ECE Programs at Weber State University is to provide a comprehensive curriculum that enables students to seek employment in the field of Early Childhood Education, working with children and their families from diverse backgrounds through knowledge gain, skill development, and applied practice.

Vision Statement

The vision of the EC and ECE Programs at Weber State University is to prepare well-qualified teachers of young children and inspire a lifetime of learning and responsible leadership, through a faculty dedicated to teaching, and the construction of knowledge. We aim to support adult learners in developing the knowledge, skills, and dispositions needed to reach their full potential as early childhood professionals. Our goal is that every student will be able to realize their dreams through coursework and field experiences tailored to their personal and career goals. We believe that adults are independent and autonomous learners that should be given opportunities to actively engage in shaping learning processes and content, with the guidance of experts in the field of early childhood as well as current practitioners. To accomplish this, we seek to cultivate a sense of personal ownership and community building that deepens educational experiences and truly engages adult students in developing evidence-based practices and professional competencies for working with diverse children and families.

Program Philosophy

The EC and ECE Programs at Weber State University adopted a philosophy that includes a perspective about how learning occurs and how teaching, relationships, and environment influence learning. The program's philosophy stresses the importance of preparing dedicated and skilled professionals to work in the learning community knowing diverse theories including, but not limited to, the views of Erikson, Piaget, Vygotsky, Bowlby, Maslow, Bandura, and Bronfenbrenner.

The EC and ECE programs recognize the responsibility of the faculty to interact with each student as an individual, value diversity, and recognize that the student's behavior is a direct reflection of his or her life experiences.

In keeping with the Weber State University's mission and the EC and ECE Programs' mission, we hold the following principles and strive to foster in students the awareness that:

- Learning occurs through active engagement.
- Connections to the real world are critical to learning.
- Critical thinking, reflection, and problem solving are skills that support success.
- Multiple measures of assessment provide a well-rounded insight of the learner's construction of knowledge.
- Knowing and understanding the families of children and the communities in which they live is key to enhancing a child's development and learning, and paramount to involving families and communities.
- Cultural diversity of the family and developmental diversity of the child must be understood and appreciated.
- Utilization of multiple learning modalities addresses a variety of learning styles.

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your academic program displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html>. In particular, review in light of recent strategic reporting and indicate any needed updates. If the outcomes are current, mark below.

As a requirement of the NAEYC Accreditation, the EC and ECE Programs align all major courses with the *NAEYC Standards for Early Childhood Professional Preparation (2009)* as student learning outcomes. Please see below the six NAEYC standards and key elements.

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.

1b: Knowing and understanding the multiple influences on early development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in young children's development and learning.

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
- 4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

- 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for young children and the early childhood profession

D-1. Curriculum

“A collection of courses is not a program. A curriculum has coherence, depth, and synthesis.”

(Linda Suskie; presentation at NWCCU Assessment Fellowship, June 19, 2019)

Please review the [Curriculum Grid](http://www.weber.edu/portfolio/departments.html) for your department or academic program displayed on the assessment site:
<http://www.weber.edu/portfolio/departments.html>.

Indicate in the curriculum grid where graduating student performance is assessed for each program outcome. In the ‘additional information’ section, please provide information about these assessments (e.g., portfolios, presentations, projects, etc.) This information will be summarized at the college and institutional level for inclusion in our NWCCU reporting on student achievement.

Required Courses in A.A.S. Early Childhood and B.S. Early Childhood & Early Childhood Education Programs	NAEYC Standards for Early Childhood Professional Preparation (2009) (Learning Outcomes for EC and ECE Programs)					
	NAEYC Standard 1	NAEYC Standard 2	NAEYC Standard 3	NAEYC Standard 4	NAEYC Standard 5	NAEYC Standard 6
CHF 1500 Human Development	Meets Social Science General Education Area Learning Outcomes					
CHF 2400 Family Relations	Meets Social Science General Education Area Learning Outcomes					
CHF 2500 Development of the Child (AAS & BS)	1a, 1b		3b			6c
CHF 2600 Introduction to Early Childhood (AAS & BS)	1a, 1b	2a		4a, 4b		6a, 6b, 6d, 6e
CHF 2610 Guidance Based on Developmental Theory (AAS & BS)	1c		3b, 3d	4a, 4b, 4c, 4d		6b
CHF 2620 Planning Creative Experiences for Young Children (AAS & BS)	1a, 1b, 1c		3a, 3c, 3d	4a, 4b, 4c, 4d	5a, 5b, 5c	
CHF 2670 STEM and Approaches to Learning in Early Childhood (AAS)	1a, 1c	2c			5a, 5b, 5c	
CHF 2860 Practicum (AAS)	1c	2a, 2b, 2c	3b, 3c, 3d	4a, 4b, 4c, 4d	5c	6b
CHF 2890 Cooperative Work Experience (AAS)	1b, 1c	2a, 2b		4d		6a, 6c, 6d
CHF 2990A Seminar in Child Development (AAS)				4b, 4d		6a, 6b, 6c, 6d, 6e

CHF 3500 Young Children at Risk (BS)	1a, 1b	2a, 2b	3a, 3b, 3c, 3d			6e
CHF 3570 Infants and Toddlers: Development and Practice (BS)	1a, 1b, 1c	2c	3b	4a		6c
CHF 3640 Working with Parents (BS)		2a, 2b, 2c				6a, 6b, 6e
CHF 4130 Language Development and Emergent Literacy in Early Childhood (BS)	1a, 1b, 1c		3a, 3b, 3c, 3d	4a, 4b, 4c, 4d	5a, 5b	6a, 6c, 6d
CHF 4670 STEM and Approaches to Learning in Early Childhood (BS)	1a, 1b, 1c	2b, 2c			5a, 5b, 5c	
CHF 4710 Advanced Guidance and Planning for Early Childhood Education (BS)	1a, 1b, 1c	2a, 2b, 2c	3a, 3b, 3c, 3d	4a, 4b, 4c, 4d	5a, 5b, 5c	6a, 6b, 6c, 6d, 6e
CHF 4720 Student Teaching in the Children's School (BS)	1a, 1b, 1c	2a, 2b, 2c	3a, 3b, 3c, 3d	4a, 4b, 4c, 4d	5a, 5b, 5c	6a, 6b, 6c, 6d, 6e
CHF 4730 Early Childhood/Early Childhood Education Program Development (BS)						6b, 6c, 6d
CHF 4890 Cooperative Work Experience (BS)	1b, 1c	2a, 2b		4d		6a, 6c, 6d
CHF 4990A Seminar in Child Development (BS)	1a, 1b, 1c	2a, 2b, 2c	3a, 3b, 3c, 3d	4a, 4b, 4c, 4d	5a, 5b, 5c	6a, 6b, 6c, 6d, 6e

Note^a: Define words, letters or symbols used and their interpretation; i.e. 1= introduced, 2 = emphasized, 3 = mastered or I = Introduced, E = Emphasized, U = Utilized, A = Assessed comprehensively; these are examples, departmental choice of letters/numbers may differ
Note^b: Rows and columns should be transposed as required to meet the needs of each individual department

Additional Information (details about graduating student assessment):

D-2. High Impact Educational Experiences in the Curriculum

In response to the recent USHE requirement that all students have at least 1 HIEE in the first 30 credit hours and 1 HIEE in the major or minor, we are asking programs to map HIEEs to curriculum using a traditional curriculum grid. This helps demonstrate how and where these goals are accomplished.

Courses	Program use of High Impact Educational Experiences		
	HIEE 1	HIEE 2	HIEE 3
CHF 2600 Introduction to Early Childhood	Early Childhood Showcase		
CHF 2610 Guidance Based on Developmental Theory	Early Childhood Showcase	Community Developmental Screening Day	Lab Experience
CHF 2620 Planning Creative Experiences for Young Children	Early Childhood Showcase	Community Developmental Screening Day	Lab Experience
CHF 2670 STEM & Approaches to Learning in Early Childhood	Early Childhood Showcase		
CHF 2860 Practicum			Practicum
CHF 2890 Cooperative Work Experience			Cooperative Work Experience
CHF 3500 Young Children at Risk		Community Developmental Screening Day	

CHF 3570 Infants and Toddlers: Development and Practice	Early Childhood Showcase		Lab Experience
CHF 4670 STEM & Approaches to Learning in Early Childhood	Early Childhood Showcase		
CHF 4710 Advanced Guidance & Planning for Early Childhood Education	Early Childhood Showcase		
CHF 4720 Student Teaching in the Children's School			Student Teaching
CHF 4730 Early Childhood/ Early Childhood Education Program Development	Early Childhood Showcase		
CHF 4890 Cooperative Work Experience			Cooperative Work Experience
CHF 4990A Seminar in Child Development	EC Showcase	Community Developmental Screening Day	

HIEEs include capstone courses or experiences, community-engaged learning, evidence-based teaching practices, internships, project-based learning, study abroad/away, supplemental instruction, team-based learning, undergraduate research, and pre-professional/career development experiences.

Additional information (HIEE planning, assessment, or other information):

HIEE #1: Early Childhood Showcase

Each fall semester, all students taking 2600, 2610, 2620, 2/4670, 4710, 4730, & 4990A are expected to participate in the Early Childhood Showcase held in the Shepherd Union Building Ballroom. Students select one assignment completed during the semester to represent their “best” work that they will develop into a poster presentation. Awards are given to exemplary presentation by a panel of early childhood professionals from our community. Students are expected to dress professionally. Family and friends are invited to the event. Students are assessed by their instructors on the efficacy of the poster in meeting assignment outcomes, their 2-minute verbal overview of the poster, and a reflection submitted after the Showcase.

The Early Childhood Showcase was started in the fall of 2015 as part of the Early Childhood/Early Childhood Education program’s efforts toward recruitment and retention of students in our program.

Objectives:

- ✓ To develop a sense of community
- ✓ To enhance professional identify
- ✓ To make learning visible
- ✓ To support the seamless connection between the MSL Children’s School

Based on the WSU HIEE Taxonomy, this learning experience meets the criteria for engagement at the following levels of impact:

- Performance Expectations-Foundation. Students are exposed to new ideas from other students in core early childhood program courses.
- Personal Investment-Integration. Students choose their “best” work to showcase in the context of other students in early childhood courses that connects them with their program of study and may give students insight regarding the progression of their coursework.
- Meaningful Interactions-Foundation. The presence of family, friends, and early childhood professionals from our community give students the opportunity to interact with others in a way that makes their learning visible.
- Diverse & Inclusive Experiences-Foundation/Integration. Due to the ability of students to interact with peers that are taking a variety of courses, other guests, and community professionals, they are exposed to different ideas that may connect them with new ideas.
- Quality Feedback-Integration. Feedback is given to each student through the process of judging and awards given to high quality posters. Students also receive real-time feedback from participants including faculty and other guests.
- Opportunities to Reflect and Integrate Learning-Integration. Students submit an assignment to reflect on the showcase experience and get feedback from course instructors.
- Practical Application-N/A. The nature of this assignment is not about application of skills but the dissemination of the knowledge gained from course participation.

- Demonstration of Competence-Transformation. The showcase acts as a small conference for students to present their work. It helps them develop a sense of community as learners in the early childhood program courses and to develop their professional identity and they demonstrate their learning.

HIEE #2: Community Developmental Screening Day Service Project

Each spring, since 2017, students in core early childhood courses are required to participate in a community service project helping parents complete ASQ Developmental Screenings for their young children in an event called *Spring into School Readiness* at the Newgate Mall in Ogden, Utah. Among the offerings available to the community families are ASQ-3 Developmental Screenings, activities for children, and entertainment. In addition to supporting developmental screenings, students also help provide activities and public relations for this event.

Planning with community partners including United Way, Ogden United Promise Neighborhood, Parents as Teachers, Help Me Grow, Welcome Baby, Weber Human Services, and Care About Childcare begins each November prior to the spring event.

Students participate in training requirements as part of their coursework. Students are required to: 1) participate in an ASQ training, 2) help with advertising the event to families in the community, 3) volunteer for 1.5 to 2 hours on the screening day, and 4) reflect on the event.

The primary purpose of this community service project is to increase the number of children from birth to age 6 enrolled in Help Me Grow Utah (<http://new.helpmegrowutah.org/>). Help Me Grow Utah uses the Ages and Stages Questionnaire (ASQ), a developmental screener designed for parents' use in screening their children from birth up to age six <http://agesandstages.com/>. When parents enroll in Help Me Grow Utah, they receive reminders to complete the ASQ with their children at home at regular intervals to monitor their child's development. This empowers parents with a better understanding of child development and some of the skills their child needs to prepare for kindergarten. Help Me Grow case managers also serve as support and advocates for enrolled families.

Based on the WSU HIEE Taxonomy this learning experience meets the criteria for engagement at the following levels of impact:

- Performance Expectations-Foundation/Integration. Students are expected to integrate new ideas and skills beyond a foundational level but there is not a rubric to evaluate performance.
- Personal Investment-Integration. This event takes place outside of class time. Participation is required both during and prior to the event through training, advertising, and involvement in the screening and other activities. These can bridge a student's personal interest and academic program as students encourage family members to participate in the event and may even have their own children screened.
- Meaningful Interactions-Integration. Students are encouraged to interact with community partners to build conversational relationships as a way to network with others. Students meet their peers from other classes and can develop relationships through the shared experience.
- Diverse & Inclusive Experiences-Integration/Transformation. Many of the families that participate in having their children screened come from diverse backgrounds and speak Spanish as their first language. Students who speak Spanish are of vital importance in

providing support for families and their children in this environment. This situation often exposes students to circumstances that differ from those which the students are familiar.

- Quality Feedback-Integration. The design of this learning experience does not lend itself well to specific feedback for students in the academic sense. However, it does include feedback from students learning about themselves and others that enhances their professional growth.
- Opportunities to Reflect and Integrate Learning-Transformation. The involvement with community families and children provides a rich environment for reflection that deepens learning and helps students become more aware of their own values and beliefs. Students must submit a reflection after the event that describes what they did to fulfill the requirements. They must explain what they learned about Help Me Grow and reflect on how the experience related to their own professional development.
- Practical Application-Integration. Through participating in this event, students must apply the knowledge and skills that they have been learning and developing in many courses needed to work with families and children who participate in this real-world/authentic experience.
- Demonstration of Competence-Foundation. The opportunity to demonstrate competence is observational and primarily kept between the student and faculty through feedback from the submitted reflection.

HIEE #3: Early Childhood Field Experiences

The structure of coursework in the Early Childhood (EC) and Early Childhood Education (ECE) Programs provides many opportunities for field experiences. Observations and placements in the Weber State University Melba S. Lehner (MSL) Children's School (laboratory preschool), the MSL Children's School Preschool Classroom at the WSU Community Education Center, and the Weber State University Charter Academy (laboratory kindergarten) are critical to meeting the outcomes in many of our core courses.

Field experiences are consistent with outcomes emphasized in NAEYC's standards, are well planned and sequenced, and allow students to integrate theory, research, and practice.

In CHF 2600 Introduction to ECE, students participate in 12 observation hours in a variety of community and campus settings with different ages of children. In CHF 2610 the Child Guidance course, students complete 24 hours throughout the semester in the lab school focusing on establishing trust relationships and applying positive guidance strategies based on child development theory. Students in the CHF 2620 Curriculum Planning course spend 24 hours a semester in the lab school focused on designing learning experiences based on developmentally appropriate practice, linked to standards, and theoretically supported. Students in the CHF 3570 Infant Toddler Development course spend 24 hours with 18 hours in the lab and 6 hours spent home visiting. During CHF 4710 Advanced Guidance and Planning concurrent with CHF 4720 Student Teaching, students spend approximately 300 hours in the MSL Children's School and take on the lead teacher role for 20 hours a week for five weeks. Before graduating, students complete 120 hours of cooperative work experience in CHF 2890/4890 with a community partner as a professional mentor to facilitate transition to the workforce.

Faculty and other supervisors help students make meaning of their experiences in early childhood settings and to evaluate those experiences against standards of quality.

Faculty use a variety of strategies to help students make meaning of their field experiences and evaluate their experiences against standards of quality. Examples include reflective journals that require students to connect field experiences to course concepts, focused observation and feedback, reflective documentation of learning experiences, critical thinking discussions comparing what was observed to evidence based practice, and evaluating and reflecting on video self-observations, and peer feedback.

Field experiences expose students to a variety of cultural, linguistic, and ethnic settings for early childhood care and education.

Based on the WSU HIEE Taxonomy this learning experience meets the criteria at the following levels:

- Performance Expectations-Transformation. Students' performance is evaluated with increasingly higher expectations as they progress through the program. Assessments include a wide variety of learning experiences, each graded with specific rubrics including key assessments used as part of the assessment plan required through NAEYC Early Childhood Higher Education Accreditation.
- Personal Investment-Transformation. All courses except the introductory course require extended investment building relationships requiring increasingly complex authentic interactions with teachers, other students, and children in their lab classroom.
- Meaningful Interactions-Transformation. Students engage in many powerful interactions with adults and children throughout their time in the field as they practice positive guidance strategies and use effective teaching strategies to plan, implement, and evaluate learning experiences with children.
- Diverse & Inclusive Experiences-Transformation. Students are required during their pre-service field experience to work in at least two different age groups in two different settings. This variety of settings means that they are exposed to children and families from diverse backgrounds with differing developmental levels and competencies including children with disabilities.
- Quality Feedback-Transformation. The Practice Based Coaching model that we use provides students with feedback from mentor teachers and instructors in several different formats throughout each semester. There are many opportunities to assist students in assessing their progress toward their goals.
- Opportunities to Reflect and Integrate Learning-Transformation. An essential component to the Practice Based Coaching model is student self-reflection. This is accomplished through weekly feedback and reflection forms, a self-assessment of practices, and reflections built into specific observation and teaching assignments. Student learning is deepened through this process helping them to clarify their beliefs and values in the process of becoming intentional teachers.
- Practical Application-Transformation. Each experience is a real-world opportunity for students to apply what they know, and skills they are learning in courses, in real time.
- Demonstration of Competence-Integration. These experiences are not intended to demonstrate competencies on a broad scale but within each course there exist many opportunities for students to demonstrate competencies.

E. Assessment Plan

Please update the Assessment Plan for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html>. Keep in mind that reporting will be done biennially instead of annually; that should be reflected in your assessment plan. Please ensure that Gen Ed courses are assessed/reported at least twice during a standard program review cycle.

A complete plan will include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.), and plans for continuous improvement.

Assessment plan:

Early childhood professional preparation focuses on outcomes or results for students and ultimately for children. Evidence of student learning outcomes is a stronger indicator of program quality than the details of how courses and field experiences are organized. The Weber State University AAS and BS Early Childhood and BS Early Childhood Education Programs received the NAEYC Early Childhood Higher Education Accreditation in Spring 2018. Program's assessment plan follows requirements of the national accreditation. Assessment data are not gathered by course. Instead, student learning is measured by **a total of 10 key assessments** between AAS and BS Programs. Each key assessment is selected from a major required course to demonstrate that every program graduate will be assessed in relation to every accreditation standard and key element.

Below are two Title Charts that list all 10 Key Assessment, one for the AAS Program, and the other for the BS Programs, followed by an Alignment Chart that shows how each Key Assessment aligns with NAEYC Standards and Key Elements.

Key Assessment Title Chart: A.A.S. Early Childhood

Key Assessment #	Name of Key Assessment	Course in Which the Key Assessment is Used	Description of Key Assessment
Key Assessment 1	Becoming an Early Childhood Professional	CHF 2990A Seminar in Child Development	<p>This Becoming an Early Childhood Professional assignment used in CHF 2990A Seminar in Early Childhood replaces the former KA1 CHF 2500 Development of the Child. Students complete this new key assessment during one of the last courses in the program considered a capstone experience. It is completed concurrently with a field experience course that provides opportunities for applied learning. For this key assessment, students create a philosophy expressing their beliefs about teaching and learning grounded in research and/or theory to support their understanding of effective teaching and positive guidance strategies as tools to reach positive child outcomes. Following an articulated philosophy, students provide explanations and analyses building an archive of artifacts and evidence illustrating how the program has prepared them to identify and be involved in the field of early childhood using ethical practices, engaging in inquiry, making critical, knowledge-based decisions, and becoming aware of important issues for advocacy as an early childhood professional.</p>
Key Assessment 2	Reflective Log	CHF 2610 Guidance based on Developmental Theory	<p>This Reflective Log is an assignment used in CHF 2610 Guidance based on Developmental Theory, a course in which students are required to complete two hours per week for 12 weeks and a total of 24 hours of field experience in the program's laboratory preschool, coached by a mentor teacher. After each weekly lab, students will write a log to document and reflect on: trust relationships with children in the classroom, intentional practice of positive guidance strategies, feedback provided by mentor teachers, results of a specific observational assessment, and build on experiences to plan for guidance practices for the next lab visit. Each week students are assigned a different observation task (see d.2 assessment directions for the complete list of observation tasks). In this key assessment, students are asked to use a Room Mapping Form to complete a 30-minute total observation of the location of the children using 10-minute time intervals. Students then analyze the information gained in this observation to learn about children's interests, engagement, peer relationships, and ability to sustain attention. This information is then used to intentionally plan the implementation of positive guidance strategies to meet the needs of individual children.</p>
Key Assessment 3	STEM Family Activities	CHF 2670 STEM and Approaches to Learning in Early Childhood	<p>This assessment is used in CHF 2670 STEM and Approaches to Learning in Early Childhood. Students will prepare learning activities that could be completed at home by children with their families and then documented in a way that children can share their experience back at school. Incorporated within this assignment are three of the five NAEYC Guidelines for Developmentally Appropriate Practice including a) teaching to enhance development and learning, b) planning curriculum to achieve important goals, and c) establishing reciprocal relationships with families. The assessment gives students opportunity to:</p> <ul style="list-style-type: none"> • demonstrate their knowledge and understanding of STEM concepts integrating math and

			<p>science by designing and implementing a learning activity</p> <ul style="list-style-type: none"> • identify appropriate math and science concepts using the curriculum focal points provided by the National Council of Teachers of Mathematics (NCTM), and the Framework for K-12 Science Education. • write specific learning objectives linked with the Utah Early Childhood Core Standards • describe process skills and effective teaching strategies for inquiry, exploration or play-based learning to be implemented by parents • present the activity to colleagues <p>Students are asked to provide a rationale for their choices that is based in their knowledge of child development theories and developmentally appropriate practice. An explanation about how this activity meaningful, challenging curricula in the STEM content areas by extending learning to the home will be provided. Activities should be professionally packaged and ready to be used by children and families.</p>
Key Assessment 4	Family Engagement Project	CHF 2860 Practicum	<p>This Family Engagement Project is new key assessment used in CHF 2860 Practicum. All students completing the AAS program are required to complete this practicum. This new key assessment replaces the old KA4 Case Study given in an introductory course. This decision was made because CHF 2860 is one of the last courses and the most extensive field experience (135 hrs.) opportunity in this program. As such it provides a perfect opportunity to engage families. Students will develop an engagement plan that is designed with two specific focus children and their families in mind. As part of this engagement child portfolios will be prepared to share with families using several means of observational assessment a documentation.</p>
Key Assessment 5	Webbing Observation	CHF 2620 Planning Creative Experiences for Young Children	<p>The Webbing Observation is an assessment completed by students taking CHF 2620 Planning Creative Experiences with Young Children. In addition to time in class and related course work, students are required to spend 2 hours each week in a lab classroom with children practicing skills related to course content and necessary for planning creative learning experiences with young children. This assessment allows students to develop skills for observing children, practice efficient and effective methods to document observations of individual child learning within the planned curriculum, and reflect on the meaning of their specific observations related to intentionally planning curriculum based on each child's interests and needs. Students choose two children to observe during child-directed time in the lab classroom. Both children are observed on the same day. During the observation, the students note what learning experiences the children participate in and if those experiences meet a documented need or interest of the child. Students document this process using an observational web format including individual child webs and a realtime curriculum planning web. At the conclusion of the observation period, students write a reflective evaluation of each child's experience based on what they know about the child and how this type of information could inform teaching interactions, curriculum planning, and assessment.</p>

Key Assessment Title Chart: B.S. Early Childhood and Early Childhood Education

Key Assessment #	Name of Key Assessment	Course in Which the Key Assessment is Used	Description of Key Assessment
Key Assessment 1	Advocacy Project	CHF 4990A Seminar in Child Development	The Advocacy Project is an assignment used in CHF 4990A Seminar in Child Development, a capstone course taken by students as they graduate from the Early Childhood or Early Childhood Education Program. In this key assessment, students are asked to select an issue to advocate for. This issue must be urgent and related to young children, families, and the early childhood profession. Students must use diverse evidence including personal experiences, official statistics, and published research findings to illustrate why the issue is critical and what educational practices and policies need to be in place. In addition, students are required to deliver the advocacy topic to a bigger audience orally and in a conference poster presentation format.
Key Assessment 2	Early Childhood Capstone Exam	CHF 4990A Seminar in Child Development	The Early Childhood Capstone Exam is an assignment used in CHF 4990A Seminar in Child Development, a capstone course taken by students as they graduate from the Early Childhood or Early Childhood Education Program. In this key assessment, students are asked to take a closed book, essay exam to respond four questions on guidance, developmentally appropriate practice, play, and ethics. Students must receive a minimum grade of 80% (B-) in the capstone exam in order to pass the CHF 4990A course.
Key Assessment 3	Weekly Lesson Plan Content Reflection	CHF 4720 Student Teaching in the Children's School	This assessment is used in CHF 4720 Student Teaching in the Children's School. Students reflect on their content area knowledge using their prepared lesson plan learning experiences for each of the five weeks they act as head teacher in the Melba S. Lehner Children's School. For each weekly lesson plan, the students will focus their reflection on a single content area including language and literacy, mathematics, science, social studies, and creative arts. This will give students the opportunity to reflect on how their plan integrated the specific content area skills and concepts, and demonstrated their understanding of that content area knowledge, resources, strategies, and appropriate practices to advance child learning based on the Instructional Support Domain of the Classroom Assessment Scoring System (CLASS) Pre-K.
Key Assessment 4	Family Involvement Plan	CHF 3640 Working with Parents	The Family Involvement Plan is an assignment used exclusively in CHF 3640 Working with Parents. A key element in this course is using Joyce Epstein's Model for Parental Involvement. This model describes six types of parental involvement including: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. For this assessment students create a plan for their classroom (or other professional role) for involving families with their children's learning. The plan for involving families in the classroom or in activities related to students' career choice should include the strategies, detailed description, potential barriers, and ways to promote success for each. Students will need to cover all six involvement types and have multiple strategies for each.

<p>Key Assessment 5</p>	<p>Child Profile</p>	<p>CHF 4710 Advanced Guidance and Planning</p>	<p>The Child Profile is an assignment used in CHF 4710 Advanced Guidance and Planning, a senior-level course taken concurrently with CHF 4720 Student Teaching in the Melba S. Lehner (MSL) Children’s School. All students completing this assessment are teaching 20 hours per week for 15 weeks in an early childhood classroom that serves children aged 2 to 6 years. This assessment requires students to document observation results for two children in physical, cognitive/language, and social/emotional developmental domains and to set up appropriate, domain-specific goals for the child’s development and learning. In each child profile, students provide an overall reflective summary and analysis to guide future teaching practice.</p>
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Chart of Key Assessments Aligned with NAEYC Standards and Key Elements

Standard 1: Promoting Child Development and Learning Key Elements	A.A.S. Key Assessment						B.S. Key Assessment					
	1	2	3	4	5		1	2	3	4	5	
1a. Knowing and understanding young children’s characteristics and needs, from birth through age 8.			X					X				
1b. Knowing and understanding the multiple influences on development and learning.					X		X					
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.		X			X			X				
Standard 2: Building Family and Community Relationships Key Elements	A.A.S. Key Assessment						B.S. Key Assessment					
	1	2	3	4	5		1	2	3	4	5	
2a. Knowing about and understanding diverse family and community characteristics.				X			X			X		
2b. Supporting and engaging families and communities through respectful, reciprocal relationships.				X						X		
2c. Involving families and communities in young children’s development and learning.				X						X		
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families Key Elements	A.A.S. Key Assessment						B.S. Key Assessment					
	1	2	3	4	5		1	2	3	4	5	
3a. Understanding the goals, benefits, and uses of assessment—including its use in the development of appropriate goals, curriculum, and teaching strategies for young children.					X						X	

3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.		X			X						X	
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.					X						X	
3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.				X							X	
Standard 4: Using Developmentally Effective Approaches Key Elements	A.A.S. Key Assessment						B.S. Key Assessment					
	1	2	3	4	5		1	2	3	4	5	
4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.		X						X				
4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.	X							X				
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.		X						X				
4d. Reflecting on own practice to promote positive outcomes for each child.		X						X				
Standard 5: Using Content Knowledge to Build Meaningful Curriculum Key Elements	A.A.S. Key Assessment						B.S. Key Assessment					
	1	2	3	4	5		1	2	3	4	5	
5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.			X						X			
5b. Knowing and using the central concepts, inquiry tools, and structures			X						X			

of content areas or academic disciplines.													
5c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child.			X						X				
Standard 6: Becoming a Professional Key Elements	A.A.S. Key Assessment						B.S. Key Assessment						
	1	2	3	4	5		1	2	3	4	5		
6a. Identifying and involving oneself with the early childhood field.	X						X						
6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.	X							X					
6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.	X						X						
6d. Integrating knowledgeable, reflective, and critical perspectives on early education.	X						X					X	
6e. Engaging in informed advocacy for young children and the early childhood profession.	X						X						

F. Report of assessment results for the most previous academic year:

The EC and ECE Programs decided to combine the university recommended evidence of learning worksheet with the NAEYC Accreditation data report form. Each of the following evidence tables includes:

- NAEYC Standards and Key Elements (learning outcome being assessed),
- Key Assessments (KA) that are chosen to measure each NAEYC key element (methods of measurement used),
- Number of students meeting expectations of each NAEYC key element, threshold being a score of **80%** or better,
- Number of students exceeding expectations of each NAEYC key element, threshold being a score of **90%** or better,
- Interpretation/reflection on findings,
- The course of action to be taken based upon the interpretation, and
- How that action will be evaluated (“closing the loop”).

a. Evidence of Learning: Key Assessments within the Major

Program(s): A.A.S. Early Childhood

Semesters of Application: Fall 2018/Spring 2019

NAEYC Standard 1	Key Assessment	Meets Expectations	Exceeds Expectations	Interpretation of Findings	Action Plan/Use of Results	“Closing the Loop”
Key Element 1a	KA3 STEM Family Activities	N = 0 % = 0	N = 0 % = 0	Standard 1a was not measured in this assessment Fall 2018 or Spring 2019. It was added in a revised version Fall 2019 based on recommendations of NAEYC Accreditation.	It will be important for the instructor to reflect on more data results with a continued openness to making revisions.	More focused instruction will be included to build students knowledge and understanding of young children’s characteristics and needs to design developmentally appropriate learning experiences.
Key Element 1b	KA5 Webbing	N = 0 % = 0	N = 0 % = 0	Standard 1b was not assessed Fall 2018 or Spring 2019. It was added in a revised version of this assessment Fall 2019 based on recommendations of NAEYC Accreditation.	New revisions were made Fall 2019 to add alignment with Standard 1b. Instructions and rubrics will be revised continuously to demonstrate explicit alignment with the depth and breadth of the standard, and to meet cognitive demands and skill requirements congruent with the standard.	As CHF 2620 moves into 100% online Spring 2021, further revisions need to be made to support the needs of online students.
Key Element 1c	KA2 Reflective Log	N = 6 % = 7%	N = 79 % = 91%	Most students demonstrate the competency to use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children (Standard 1c).	Continuous adjustments will be made to instructions and rubrics to clarify what is expected to meet the requirement demonstrating mastery of the outcome.	CHF 2610 in which KA2 Reflective Log is used includes students from other majors. Program needs to find a way to sort assessment data. As one course section will be taught 100% online Fall 2020, further revisions need to be made to support the needs of online students.
	KA5 Webbing	N = 0 % = 0	N = 0 % = 0	Standard 1c was not assessed Fall 2018 or Spring 2019. It was added in a revised version Fall 2019 based on recommendations of NAEYC Accreditation.	New revisions were made Fall 2019 to add alignment with Standard 1c. Instructions and rubrics will be revised continuously to demonstrate explicit alignment with the depth and breadth of the standard, and to meet cognitive demands and skill requirements congruent with the standard.	As CHF 2620 moves into 100% online Spring 2021, further revisions need to be made to support the needs of online students.

Program(s): B.S. Early Childhood & Early Childhood Education

Semesters of Application: Fall 2018/Spring 2019

NAEYC Standard 1	Key Assessment	Meets Expectations	Exceeds Expectations	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Key Element 1a	KA2 Capstone Exam	N = 8 % = 44%	N = 7 % = 39%	Three students (17%) failed to meet expectations between the two applications of the Capstone Exam.	The fact that 83% of students in two semesters were able to exceed or meet expectations is a fair indicator that students were well prepared to know and understand young children's characteristics and needs, from birth through age 8 (Standard 1a).	A unique thing about KA2 data is that two Early Childhood faculty do the grading anonymously. The average of the two ratings is the student's final score. It works particularly well with a strong rubric to increase reliability in grading. Every semester at least one student fails to meet expectations. A remediation plan is provided for students who fail to pass the capstone exam. They will need to petition to retake CHF 4990A, or retake the capstone exam only if they have passed the rest of coursework with at least 80% grades. Adaptations will be made in the future to support the needs of students with disabilities or ESL.
Key Element 1b	KA2 Advocacy Project	N = 0 % = 0%	N = 18 % = 100%	Every student has exceeded expectations in the two applications of the Advocacy Project. This is a great indicator that students were well prepared to understand the multiple influences on early development and learning (Standard 1b).	CHF 4990A Seminar in Child Development in which Advocacy Project is required will be taught using a hybrid formal beginning Fall 2019. Instructor will take an eLearning Certificate training during summer and fall of 2019. We believe this will enhance the instructional component to prepare students for more successfully completing this key assessment.	Students in the B.S. programs are at the ECE III level based on the national Power to the Profession Task Force. They need to be challenged more to demonstrate a more comprehensive understanding of multiple influences on early development and learning in mastery of Standard 1. Second-round revisions will be made to this key assessment to improve alignment with Standard 1.
Key Element 1c	KA2 Capstone Exam	N = 8 % = 44%	N = 7 % = 39%	Three students (17%) failed to meet expectations between the two applications of the Capstone Exam.	Application of knowledge and understanding to actual teaching practice is always a challenge. Students seemed to feel comfortable creating healthy, respectful, supportive, and challenging learning environments for young children (Standard 1c).	A unique thing about KA2 data is that two Early Childhood faculty do the grading anonymously. The average of the two ratings is the student's final score. It works particularly well with a strong rubric to increase reliability in grading. Every semester at least one student fails to meet expectations. A remediation plan is provided for students who fail to pass the capstone exam. They will need to petition to retake CHF 4990A, or retake the capstone exam only if they have passed the rest of coursework with at least 80% grades. Adaptations will be made in the future to support the needs of students with disabilities or ESL.

Program(s): A.A.S. Early Childhood

Semester of Application: Spring 2019

NAEYC Standard 2	Key Assessment	Meets Expectations	Exceeds Expectations	Interpretation of Findings	Action Plan/Use of Results	“Closing the Loop”
Key Element 2a	KA4 Family Engagement Project	N = 1 % = 100%	N = 0 % = 0	Course was not taught in Fall 2018. No interpretation at this time because of one student’s data.	This assignment has been revised with new instructions and new rubrics. Results from this assessment are used for program evaluation as part of the NAEYC accreditation annual report.	It is unclear where the loop is at this point. We are developing a fully online AAS in Early Childhood. Students who participate in that program will be required to complete this assessment. A higher N will provide information to analyze for improvements.
Key Element 2b	KA4 Family Engagement Project	N = 1 % = 100%	N = 0 % = 0	Course was not taught in Fall 2018. No interpretation at this time because of one student’s data.	This assignment has been revised with new instructions and new rubrics. Results from this assessment are used for program evaluation as part of the NAEYC accreditation annual report.	It is unclear where the loop is at this point. We are developing a fully online AAS in Early Childhood. Students who participate in that program will be required to complete this assessment. A higher N will provide information to analyze for improvements.
Key Element 2c	KA4 Family Engagement Project	N = 0 % = 0	N = 1 % = 100%	No interpretation at this time because of one student’s data.	This assignment has been revised with new instructions and new rubrics. Results from this assessment are used for program evaluation as part of the NAEYC accreditation annual report.	It is unclear where the loop is at this point. We are developing a fully online AAS in Early Childhood. Students who participate in that program will be required to complete this assessment. A higher N will provide information to analyze for improvements.

Program(s): B.S. Early Childhood & Early Childhood Education

Semesters of Application: Fall 2018/Spring 2019

NAEYC Standard 2	Key Assessment	Meets Expectations	Exceeds Expectations	Interpretation of Findings	Action Plan/Use of Results	“Closing the Loop”
Key Element 2a	KA1 Advocacy Project	N = 0 % = 0%	N = 18 % = 100%	Every student has exceeded expectations in the two applications of the Advocacy Project. This is a great indicator that students were well prepared to understand diverse family and community characteristics (Standard 2a).	CHF 4990A Seminar in Child Development in which Advocacy Project is required will be taught using a hybrid formal beginning Fall 2019. Instructor will take an eLearning Certificate training during summer and fall of 2019. We believe this will enhance the instructional component to prepare students for more successfully completing this key assessment.	Students in the B.S. programs are at the ECE III level based on the national Power to the Profession Task Force. They need to be challenged more to demonstrate a more comprehensive understanding of diverse family and community characteristics in mastery of Standard 2. Second-round revisions will be made to this key assessment to improve alignment with Standard 2.
	KA4 Family Involvement Plan*	N = 11 % = 58%	N = 6 % = 32%	The assessment is assigned in final third of the semester as students begin to synthesize their learning during this course. Most students demonstrate understanding of diverse family characteristics (Standard 2a).	Instructions and rubrics of the assessment will be revised to better demonstrate explicit alignment with the depth and breadth of the standard, and to meet the cognitive demands and skill requirements congruent with the standard.	Family involvement is critical for children, professional, and families. Without a clear plan, family involvement becomes limited or pushed aside. Many early childhood programs and all public schools have family involvements plan as part of the broader program, but teachers and other professionals who work with children and families need a plan for family involvement that is based on research and reflects their personal style. If early childhood educators and professionals understand the value of family involvement and how it fits into their own philosophy and curriculum approach, they will be more likely to implement the practices they include in this assignment when they are working in the field.
Key Element 2b	KA4 Family Involvement Plan*	N = 8 % = 42%	N = 7 % = 36%	The assignment is assigned in final third of the semester as students begin to synthesize their learning during this course. Most students demonstrate competency to build relationships with families (Standard 2b).	Instructions and rubrics of the assessment will be revised to better demonstrate explicit alignment with the depth and breadth of the standard, and to meet the cognitive demands and skill requirements congruent with the standard.	
Key Element 2c	KA4 Family Involvement Plan*	N = 9 % = 47%	N = 6 % = 32%	The assignment is assigned in final third of the semester as students begin to synthesize their learning during this course. Most students demonstrate competency to involve families in children’s development (Standard 2c).	Instructions and rubrics of the assessment will be revised to better demonstrate explicit alignment with the depth and breadth of the standard, and to meet the cognitive demands and skill requirements congruent with the standard.	

* KA4 data from Fall 2018 were missing.

Program(s): A.A.S. Early Childhood

Semesters of Application: Fall 2018/Spring 2019

NAEYC Standard 3	Key Assessment	Meets Expectations	Exceeds Expectations	Interpretation of Findings	Action Plan/Use of Results	“Closing the Loop”
Key Element 3a	KA5 Webbing	N = 4 % = 19%	N = 16 % = 76%	Most students demonstrate the understanding of the goals, benefits, and uses of assessment (Standard 3a).	New revisions were made Fall 2019 to add alignment with Standard 1b and 1c. Instructions and rubrics will be revised continuously to demonstrate explicit alignment with the depth and breadth of the standard, and to meet cognitive demands and skill requirements congruent with the standard.	Data from this this key assessment has been used to focus more intentionally on assessment in the cycle of planning learning experiences. It is used by students as part of the planning, implementing, and evaluating of the learning experiences they plan and implement with the children in the lab classrooms in which they are assigned.
Key Element 3b	KA2 Reflective Log	N = 2 % = 2%	N = 82 % = 94%	Most students demonstrate the knowledge about and use of observation, documentation, and other child assessment tools (Standard 3b).	Continuous adjustments will be made to instructions and rubrics to clarify what is expected to meet the requirement demonstrating mastery of the outcome.	CHF 2610 in which KA2 Reflective Log is used includes students from other majors. Program needs to find a way to sort assessment data. As one course section will be taught 100% online Fall 2020, further revisions need to be made to support the needs of online students.
	KA5 Webbing	N = 4 % = 19%	N = 15 % = 71%	Most students demonstrate the knowledge about using observation, documentation and other assessment tools (Standard 3b).	New revisions were made Fall 2019 to add alignment with Standard 1b and 1c. Instructions and rubrics will be revised continuously to demonstrate explicit alignment with the depth and breadth of standard, and to meet cognitive demands and skill requirements congruent with the standard.	Data from this this key assessment has been used to focus more intentionally on assessment in the cycle of planning learning experiences. It is used by students as part of the planning, implementing, and evaluating of the learning experiences they plan and implement with the children in the lab classrooms in which they are assigned.
Key Element 3c	KA5 Webbing	N = 6 % = 29%	N = 14 % = 67%	Most students demonstrate the competency to practice responsible assessment to promote positive outcomes of each child (Standard 3c).	New revisions were made Fall 2019 to add alignment with Standard 1b and 1c. Instructions and rubrics will be revised continuously to better demonstrate explicit alignment with the depth and breadth of the standard, and to meet cognitive demands and skill requirements congruent with the standard.	Data from this this key assessment has been used to focus more intentionally on assessment in the cycle of planning learning experiences. It is used by students as part of the planning, implementing, and evaluating of the learning experiences they plan and implement with the children in the lab classrooms in which they are assigned.
Key Element 3d	KA4 Family Engagement Project	N = 1 % = 100%	N = 0 % = 0	No interpretation at this time because of one student's data.	This assignment has been revised with new instructions and new rubrics. Results from this assessment are used for program evaluation as part of the NAEYC accreditation annual report.	It is unclear where the loop is at this point. We are developing a fully online AAS in Early Childhood. Students in that program will be required to complete this assessment. A higher N will provide information to analyze for improvements.

Program(s): B.S. Early Childhood & Early Childhood Education

Semester of Application: Fall 2018/Spring 2019

NAEYC Standard 3	Key Assessment	Meets Expectations	Exceeds Expectations	Interpretation of Findings	Action Plan/Use of Results	“Closing the Loop”
Key Element 3a	KA5 Child Profile	N = 2 % = 10%	N = 19 % = 90%	All students demonstrate the understanding of the goals, benefits, and uses of assessment (Standard 3a).	Instructions and rubrics of the assessment will be revised to better demonstrate explicit alignment with the depth and breadth of the standard, and to meet the cognitive demands and skill requirements congruent with the standard.	This key assessment allows students to understand and use systematic observations and documentation to support the development and learning of young children, which is an area that the program will continuously work on in early childhood teacher preparation.
Key Element 3b	KA5 Child Profile	N = 2 % = 10%	N = 19 % = 90%	All students demonstrate the knowledge about using observation, documentation and other assessment tools (Standard 3b).	Instructions and rubrics of the assessment will be revised to better demonstrate explicit alignment with the depth and breadth of the standard, and to meet the cognitive demands and skill requirements congruent with the standard.	This key assessment allows students to understand and use systematic observations and documentation to support the development and learning of young children, which is an area that the program will continuously work on in early childhood teacher preparation.
Key Element 3c	KA5 Child Profile	N = 2 % = 10%	N = 19 % = 90%	All students demonstrate the competency to practice responsible assessment to promote positive outcomes of each child (Standard 3c).	Instructions and rubrics of the assessment will be revised to better demonstrate explicit alignment with the depth and breadth of the standard, and to meet the cognitive demands and skill requirements congruent with the standard.	This key assessment allows students to understand and use systematic observations and documentation to support the development and learning of young children, which is an area that the program will continuously work on in early childhood teacher preparation.
Key Element 3d	KA5 Child Profile	N = 6 % = 29%	N = 15 % = 71%	All students demonstrate the knowledge about assessment partnerships with families and colleagues (Standard 3d).	Instructions and rubrics of the assessment will be revised to better demonstrate explicit alignment with the depth and breadth of the standard, and to meet the cognitive demands and skill requirements congruent with the standard.	This key assessment allows students to understand and use systematic observations and documentation to support the development and learning of young children, which is an area that the program will continuously work on in early childhood teacher preparation.

Program(s): A.A.S. Early Childhood

Semesters of Application: Fall 2018/Spring 2019

NAEYC Standard 4	Key Assessment	Meets Expectations	Exceeds Expectations	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Key Element 4a	KA2 Reflective Log	N = 23 % = 26%	N = 61 % = 70%	The majority of students demonstrate an understanding of positive relationships and supportive interactions as foundation of their work with children (Standard 4a).	Continuous adjustments will be made to instructions and rubrics to clarify what is expected to meet the requirement demonstrating mastery of the outcome.	CHF 2610 in which KA2 Reflective Log is used includes students from other majors. Program needs to find a way to sort assessment data. As one course section will be taught 100% online Fall 2020, further revisions need to be made to support the needs of online students.
Key Element 4b	KA1 Becoming an EC Professional	N = 0 % = 0	N = 1 % = 100%	No interpretation at this time because of one student's data.	This assignment has been revised with new instructions and new rubrics. Results from this assessment are used for program evaluation as part of the NAEYC accreditation annual report.	It is unclear where the loop is at this point. We are developing a fully online AAS in Early Childhood. Students who participate in that program will be required to complete this assessment. A higher N will provide information to analyze for improvements.
Key Element 4c	KA2 Reflective Log	N = 19 % = 22%	N = 64 % = 74%	The majority of students demonstrate the competency to use developmentally appropriate teaching practice (Standard 4c).	Continuous adjustments will be made to instructions and rubrics to clarify what is expected to meet the requirement demonstrating mastery of the outcome.	CHF 2610 in which KA2 Reflective Log is used includes students from other majors. Program needs to find a way to sort assessment data. As one course section will be taught 100% online Fall 2020, further revisions need to be made to support the needs of online students.
Key Element 4d	KA2 Reflective Log	N = 10 % = 11%	N = 68 % = 78%	The majority of students demonstrate reflective skills in teaching practice (Standard 4d).	Continuous adjustments will be made to instructions and rubrics to clarify what is expected to meet the requirement demonstrating mastery of the outcome.	CHF 2610 in which KA2 Reflective Log is used includes students from other majors. Program needs to find a way to sort assessment data. As one course section will be taught 100% online Fall 2020, further revisions need to be made to support the needs of online students.

Program(s): B.S. Early Childhood & Early Childhood Education

Semesters of Application: Fall 2018/Spring 2019

NAEYC Standard 4	Key Assessment	Meets Expectations	Exceeds Expectations	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Key Element 4a	KA2 Capstone Exam	N = 8 % = 44%	N = 7 % = 39%	Three students (17%) failed to meet expectations between the two applications of the Capstone Exam.	The fact that 83% of students in two semesters were able to exceed or meet expectations is a fair indicator that students were well prepared to know and understand positive relationships and supportive interactions as the foundation of their work with young children (Standard 4a).	A unique thing about KA2 data is that two Early Childhood faculty do the grading anonymously. The average of the two ratings is the student's final score. It works particularly well with a strong rubric to increase reliability in grading. Every semester at least one student fails to meet expectations. A remediation plan is provided for students who fail to pass the capstone exam. They will need to petition to retake CHF 4990A, or retake the capstone exam only if they have passed the rest of coursework with at least 80% grades. Adaptations will be made in the future to support the needs of students with disabilities or ESL.
Key Element 4b	KA2 Capstone Exam	N = 8 % = 44%	N = 7 % = 39%	Three students (17%) failed to meet expectations between the two applications of the Capstone Exam.	The fact that 83% of students in two semesters were able to exceed or meet expectations is a fair indicator that students were well prepared to know and understand effective strategies and tools for early education (Standard 4b).	
Key Element 4c	KA2 Capstone Exam	N = 8 % = 44%	N = 7 % = 39%	Three students (17%) failed to meet expectations between the two applications of the Capstone Exam.	Application of knowledge and understanding to actual teaching practice is always a challenge. Students seemed to feel comfortable using a broad repertoire of developmentally appropriate teaching /learning approaches (Standard 4c).	
Key Element 4d	KA2 Capstone Exam	N = 8 % = 44%	N = 7 % = 39%	Three students (17%) failed to meet expectations between the two applications of the Capstone Exam.	Students seemed to feel comfortable reflecting on own practice to promote positive outcomes for each child (Standard 4d).	

Program(s): A.A.S. Early Childhood

Semester of Application: Fall 2018

NAEYC Standard 5	Key Assessment	Meets Expectations	Exceeds Expectations	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Key Element 5a	KA3 STEM Family Activities	CHF 2670 AAS N = 0* % = 0 CHF 4670 N = 4 % = 50%	CHF 2670 AAS N = 0 % = 0 CHF 4670 N = 2 % = 21%	*The course for this assessment is cross-listed for both lower division and upper division credit. The students this semester were all enrolled in the upper division CHF 4670. The data including here is for the BS students, which is not part of our annual NAEYC review but still gives helpful information.	Since this assessment is used in our AAS program these results are not used as part of our program assessment. These results were used to evaluate this assessment. This assignment has been revised to clarify instructions and rubrics. Course instruction has been updated to include more skill building needed for this assessment.	The biggest loop that needs to be closed is that we had zero students register for the class at the 2000 lower division level. We believe this will change as we continue to develop our online AAS in Early Childhood program. Adjustments may need to be made to better fit the online format.
Key Element 5b	KA3 STEM Family Activities	CHF 2670 AAS N = 0* % = 0 CHF 4670 N = 3 % = 47%	CHF 2670 AAS N = 0 % = 0 CHF 4670 N = 3 % = 38%	*The course for this assessment is cross-listed for both lower division and upper division credit. The students this semester were all enrolled in the upper division CHF 4670. The data including here is for the BS students which is not part of our annual NAEYC review but still gives helpful information.	Since this assessment is used in our AAS program these results are not used as part of our program assessment. These results were used to evaluate this assessment. This assignment has been revised to clarify instructions and rubrics. Course instruction has been updated to include more skill building needed for this assessment.	The biggest loop that needs to be closed is that we had zero students register for the class at the 2000 lower division level. We believe this will change as we continue to develop our online AAS in Early Childhood program. Adjustments may need to be made to better fit the online format.
Key Element 5c	KA3 STEM Family Activities	CHF 2670 AAS N = 0* % = 0 CHF 4670 N = 4 % = 54%	CHF 2670 AAS N = 0 % = 0 CHF 4670 N = 2 % = 31%	*The course for this assessment is cross-listed for both lower division and upper division credit. The students this semester were all enrolled in the upper division CHF 4670. The data including here is for the BS students which is not part of our annual NAEYC review but still gives helpful information.	Since this assessment is used in our AAS program these results are not used as part of our program assessment. These results were used to evaluate this assessment. This assignment has been revised to clarify instructions and rubrics. Course instruction has been updated to include more skill building needed for this assessment.	The biggest loop that needs to be closed is that we had zero students register for the class at the 2000 lower division level. We believe this will change as we continue to develop our online AAS in Early Childhood program. Adjustments may need to be made to better fit the online format.

NAEYC Standard 5	Key Assessment	Meets Expectations	Exceeds Expectations	Interpretation of Findings	Action Plan/Use of Results	“Closing the Loop”
Key Element 5a	KA3 Weekly Lesson Plan Content Reflection	N = 15 % = 68%	N = 7 % = 32%	All students met or exceeded expectations.	Continue to use the Weekly Lesson Plan Content Reflections for allowing students to reflect on their curriculum planning and implementation. Results show that students are able to reflect appropriately based on their curriculum planning and implementation with an understanding of the different content areas.	N/A. All students met or exceeded expectations.
Key Element 5b	KA3 Weekly Lesson Plan Content Reflection	N = 15 % = 68%	N = 7 % = 32%	All students met or exceeded expectations.	Continue to use the Weekly Lesson Plan Content Reflections for allowing students to reflect on their curriculum planning and implementation. Results show that students are able to reflect appropriately based on their curriculum planning and implementation with an understanding of the different content areas.	N/A. All students met or exceeded expectations.
Key Element 5c	Lesson Plan Content Reflection	N = 5 % = 62.5	N = 3 % = 37.5	All students met or exceeded expectations.	Continue to use the Weekly Lesson Plan Content Reflections for allowing students to reflect on their curriculum planning and implementation. Results show that students are able to reflect appropriately based on their curriculum planning and implementation with an understanding of the different content areas.	N/A. All students met or exceeded expectations.

Program(s): AAS. Early Childhood

Semester of Application: Spring 2019

NAEYC Standard 6	Key Assessment	Meets Expectations	Exceeds Expectations	Interpretation of Findings	Action Plan/Use of Results	“Closing the Loop”
Key Element 6a	KA1 Becoming an EC Professional	N = 1 % = 100%	N = 0 % = 0	No interpretation at this time because of one student’s data.	This assignment has been revised with new instructions and new rubrics. Results from this assessment are used for program evaluation as part of the NAEYC accreditation annual report.	It is unclear where the loop is at this point. We are developing a fully online AAS in Early Childhood. Students who participate in that program will be required to complete this assessment. A higher N will provide information to analyze for improvements.
Key Element 6b	KA1 Becoming an EC Professional	N = 1 % = 100%	N = 0 % = 0	No interpretation at this time because of one student’s data.	This assignment has been revised with new instructions and new rubrics. Results from this assessment are used for program evaluation as part of the NAEYC accreditation annual report.	It is unclear where the loop is at this point. We are developing a fully online AAS in Early Childhood. Students who participate in that program will be required to complete this assessment. A higher N will provide information to analyze for improvements.
Key Element 6c	KA1 Becoming an EC Professional	N = 0 % = 0	N = 1 % = 100%	No interpretation at this time because of one student’s data.	This assignment has been revised with new instructions and new rubrics. Results from this assessment are used for program evaluation as part of the NAEYC accreditation annual report.	It is unclear where the loop is at this point. We are developing a fully online AAS in Early Childhood. Students who participate in that program will be required to complete this assessment. A higher N will provide information to analyze for improvements.
Key Element 6d	KA1 Becoming an EC Professional	N = 0 % = 0	N = 1 % = 100%	No interpretation at this time because of one student’s data.	This assignment has been revised with new instructions and new rubrics. Results from this assessment are used for program evaluation as part of the NAEYC accreditation annual report.	It is unclear where the loop is at this point. We are developing a fully online AAS in Early Childhood. Students who participate in that program will be required to complete this assessment. A higher N will provide information to analyze for improvements.
Key Element 6e	KA1 Becoming an EC Professional	N = 1 % = 100%	N = 0 % = 0	No interpretation at this time because of one student’s data.	This assignment has been revised with new instructions and new rubrics. Results from this assessment are used for program evaluation as part of the NAEYC accreditation annual report.	It is unclear where the loop is at this point. We are developing a fully online AAS in Early Childhood. Students who participate in that program will be required to complete this assessment. A higher N will provide information to analyze for improvements.

Program(s): B.S. Early Childhood & Early Childhood Education

Semesters of Application: Fall 2018/Spring 2019

NAEYC Standard 6	Key Assessment	Meets Expectations	Exceeds Expectations	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Key Element 6a	KA1 Advocacy Project	N = 0 % = 0%	N = 18 % = 100%	Every student has exceeded expectations in the two applications of the Advocacy Project. This is a great indicator that students were well prepared to involve themselves with the early childhood field (Standard 6a).	CHF 4990A Seminar in Child Development in which Advocacy Project is required will be taught using a hybrid formal beginning Fall 2019. Instructor will take an eLearning Certificate training during summer and fall of 2019. We believe this will enhance the instructional component to prepare students for more successfully completing this key assessment.	Students in the B.S. programs are at the ECE III level based on the national Power to the Profession Task Force. They need to be challenged more to demonstrate a more comprehensive engagement in the early childhood professional world in mastery of Standard 6. Second-round revisions will be made to this key assessment to reflect the main goal of improving alignment with Standard 6.
Key Element 6b	KA2 Capstone Exam	N = 8 % = 44%	N = 7 % = 39%	Three students (17%) failed to meet expectations between the two applications of the Capstone Exam.	Most students demonstrate high competencies knowing about and upholding ethical standards and other early childhood professional guidelines (Standard 6b), which is something they have been trained hard on throughout the program.	A unique thing about KA2 data is that two Early Childhood faculty do the grading anonymously. The average of the two ratings is the student's final score. It works particularly well with a strong rubric to increase reliability in grading. Every semester at least one student fails to meet expectations. A remediation plan is provided for students who fail to pass the capstone exam. They will need to petition to retake CHF 4990A, or retake the capstone exam only if they have passed the rest of coursework with at least 80% grades. Adaptations will be made in the future to support the needs of students with disabilities or ESL.
Key Element 6c	KA1 Advocacy Project	N = 0 % = 0	N = 18 % = 100%	Every student has exceeded expectations in the two applications of the Advocacy Project. This is a great indicator that students were well prepared to engage in	CHF 4990A Seminar in Child Development in which Advocacy Project is required will be taught using a hybrid formal beginning Fall 2019. Instructor will take an eLearning Certificate training during summer and fall of 2019.	Students in the B.S. programs are at the ECE III level based on the national Power to the Profession Task Force. They need to be challenged more to demonstrate a more comprehensive engagement in the early childhood professional world in mastery of

				collaborative learning and use technology effectively. (Standard 6c).	We believe this will enhance the instructional component to prepare students for more successfully completing this key assessment.	Standard 6. Second-round revisions will be made to this key assessment to reflect the main goal of improving alignment with Standard 6.
Key Element 6d	KA1 Advocacy Project	N = 0 % = 0	N = 18 % = 100%	Every student has exceeded expectations in the two applications of the Advocacy Project. This is a great indicator that students were well prepared to use integrative knowledge and critical perspectives (Standard 6d).	CHF 4990A Seminar in Child Development in which Advocacy Project is required will be taught using a hybrid formal beginning Fall 2019. Instructor will take an eLearning Certificate training during summer and fall of 2019. We believe this will enhance the instructional component to prepare students for more successfully completing this key assessment.	Students in the B.S. programs are at the ECE III level based on the national Power to the Profession Task Force. They need to be challenged more to demonstrate a more comprehensive engagement in the early childhood professional world in mastery of Standard 6. Second-round revisions will be made to this key assessment to reflect the main goal of improving alignment with Standard 6.
	KA5 Child Profile	N = 10 % = 48%	N = 11 % = 52%	All students demonstrate the skill to interpret and integrate data from multiple assessments (Standard 6d).	Instructions and rubrics of the assessment will be revised to better demonstrate explicit alignment with the depth and breadth of the standard, and to meet the cognitive demands and skill requirements congruent with the standard.	This key assessment allows students to understand and use systematic observations and documentation to support the development and learning of young children, which is an area that the program will continuously work on in early childhood teacher preparation.
Key Element 6e	KA1 Advocacy Project	N = 0 % = 0	N = 18 % = 100%	Every student has exceeded expectations in the two applications of the Advocacy Project. This is a great indicator that students were well prepared to advocate for young children and their own early childhood profession (Standard 6e).	CHF 4990A Seminar in Child Development in which Advocacy Project is required will be taught using a hybrid formal beginning Fall 2019. Instructor will take an eLearning Certificate training during summer and fall of 2019. We believe this will enhance the instructional component to prepare students for more successfully completing this key assessment.	Students in the B.S. programs are at the ECE III level based on the national Power to the Profession Task Force. They need to be challenged more to demonstrate a more comprehensive engagement in the early childhood professional world in mastery of Standard 6. Second-round revisions will be made to this key assessment to reflect the main goal of improving alignment with Standard 6.

Additional narrative (optional – use as much space as needed):

b. Evidence of Learning: General Education Courses

(Area-specific EOL grids can be found at http://weber.edu/oie/Complete_Rubrics.html; they can replace this page.)

Course: CHF 1500 Human Development

Semesters taught: Summer 2017- Spring 2019

Sections included: ALL

Evidence of Learning: Courses within the Major						
<u>Measurable Learning Outcome: Students will...</u>	<u>Method of Measurement*</u>	<u>Target Performance</u>	<u>Actual Performance</u>	<u>Interpretation of Findings</u>	<u>Action Plan/Use of Results</u>	<u>"Closing the Loop"</u>
Gen ED SS Outcome 1: "Interactions between individuals and society" Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.	Showing knowledge gain through examination performance. Results from 10(7) multiple choice questions on exam; pretest and posttest.	75% of students showing mastery at or above 70%; Significant change in mastery from pre-post.	17-18: Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 80% showing content mastery at 70% or above; $t(691) = -14.53, p < .001$.	Students demonstrated an increased understanding of how individuals and groups influence and are influenced by social contexts, institutions, physical environments and global process.	Faculty continue to review and test effective teaching strategies to support students in understanding concepts related to this outcome. <i>Due to consistent accurate responses to a question in the pre-test, demonstrating the majority of student arrive with this knowledge, three questions were removed SU 18.</i>	
			18-19: Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 75% showing content mastery at 70% or above; $t(850) = 129.62, p < .001$			
Gen ED SS Outcome 2: "Application of concepts, theories, and methods". Students will apply basic social science concepts, theories,	Showing knowledge gain through examination performance. Results from 14 (12) multiple choice		17-18: Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 72% showing content mastery at 70% or above; $t(691) = -26.48, p < .001$	Students demonstrated an increased understanding of how to apply basic social science concepts, theories	Faculty continue to review and test effective teaching strategies to support students in understanding concepts related to this outcome.	

and/or methods to a particular issue and identify factors that influence change.	questions on exam; pretest and posttest		18-19: Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 68% showing content mastery at 70% or above; $t(851) = -33.89, p < .001$	and methods to developmentally related issues and identify factors that influence change.	<i>Due to consistent accurate responses to a question in the pre-test, demonstrating the majority of student arrive with this knowledge, two questions were removed SU 18.</i>	
Gen ED SS Outcome 3: "Diverse Perspectives" Students will identify an argument about a social phenomenon and understand alternative explanations.	Showing knowledge gain through examination performance. Results from 11 multiple choice questions on exam; pretest and posttest		17-18: Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 65% showing content mastery at 70% or above; $t(691) = -29.81, p < .001$	Students demonstrated an increased understanding of how to identify an argument about a social phenomenon related to development and understand alternative explanations.	Faculty continue to review and test effective teaching strategies to support students in understanding concepts related to this outcome.	
			18-19: Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 65% showing content mastery at 64%; $t(851) = -5.764, p < .001$			
Gen ED DV Outcome 1: "Describe his/her own perspective as one among many."	Showing knowledge gain through examination performance. Results from 3 multiple choice questions on exam; pretest and posttest		17-18: Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 74% showing content mastery at 70% or above;; $t(691) = -27.01 p < .001$	Students demonstrated an increased ability to describe his/her own perspective as one among many.	Faculty continue to use the current teaching strategies to support students in understanding concepts related to this outcome.	
			18-19: Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 68% showing content mastery at 70% or above; $t(851) = 8.25 p < .001$			
Gen ED DV Outcome 2: "Identify values and	Showing knowledge gain through		17-18: Student performance on post-tests for this learning outcome	Students demonstrated an	Faculty continue to review and test effective	

biases that inform the perspectives of oneself and others.”	examination performance. Results from 3 multiple choice questions on exam; pretest and posttest		indicated an adequate level of understanding of the content with 85% showing content mastery at 70% or above; $t(688) = -35.32$ $p < .001$	increased ability to identify values and biases that inform the perspectives of oneself and others.	teaching strategies to support students in understanding concepts related to this outcome.	
			18-19: Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 70% showing content mastery at 70% or above; $t(851) = -19.08$ $p < .001$			
Gen ED DV Outcome 3: “Recognize and articulate the rights, perspectives, and experiences of others.”	Showing knowledge gain through examination performance. Results from 3 multiple choice questions on exam; pretest and posttest		17-18: Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 75% showing content mastery at 70% or above; $t(654) = -17.679$, $p < .001$	Students demonstrated an increased ability to recognize and articulate the rights, perspectives, and experiences of others.	Faculty continue to review and test effective teaching strategies to support students in understanding concepts related to this outcome.	
			18-19: Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 75% showing content mastery at 70% or above; $t(851) = -34.15$, $p < .001$			

*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

It is proposed that these assessment results will be reviewed by the General Education Improvement & Assessment Committee, who will provide feedback on evidence of continuous improvement.

Additional narrative (optional – use as much space as needed):

Evidence of Learning: General Education						
<u>Measurable Learning Outcome:</u> Students will...	<u>Method of Measurement*</u>	<u>Target Performance</u>	<u>Actual Performance</u>	<u>Interpretation of Findings</u>	<u>Action Plan/Use of Results</u>	<u>“Closing the Loop”</u>
<p>Gen ED SS Outcome 1: “Interactions between individuals and society” Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.</p>	Showing knowledge gain through examination performance.	75% of students showing mastery at or above 70%; Significant change in mastery from pre-post.	<p>Student performance on post-tests for this learning outcome indicated an adequate level understanding of the content with 83% showing content mastery at 70%. Students showed an average of 18% increase from pretest to posttest; $t(460) = -23.191, p < .001$</p>	Students demonstrated an increased understanding of how individuals and groups influence and are influenced by social contexts, institutions, physical environments and global process.	<p>Faculty continue to review and test effective teaching strategies to support students in understanding concepts related to this outcome. <i>Due to consistent accurate responses to a question in the pre-test, demonstrating the majority of student arrive with this knowledge, one question was removed for the upcoming year.</i></p>	
<p>Gen ED SS Outcome 2: “Application of concepts, theories, and methods”. Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.</p>	Showing knowledge gain through examination performance.		<p>Results from 14 multiple choice questions on exam; pretest and posttest student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 79% showing content mastery at 70%. Students showed an average of 20% increase from pretest to posttest; $t(383) = -24.753, p < .001$</p>	Students demonstrated an increased understanding of how to apply basic social science concepts, theories and methods to developmentally related issues and identify factors that influence change.	<p>Faculty continue to review and test effective teaching strategies to support students in understanding concepts related to this outcome. Due to consistent accurate responses to a question in the pre-test, demonstrating the majority of student arrive with this knowledge, two questions were removed for the upcoming year.</p>	

<p>Gen ED SS Outcome 3:</p> <p>“Diverse Perspectives” Students will identify an argument about a social phenomenon and understand alternative explanations.</p>	<p>Showing knowledge gain through examination performance.</p>		<p>Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 61% showing content mastery at 70%.</p> <p>Students showed an average of 19% increase from pretest to posttest; $t(433) = -20.771, p < .001$</p>	<p>Students demonstrated an increased understanding of how to identify an argument about a social phenomenon related to development and understand alternative explanations.</p>	<p>Faculty continue to review and test effective teaching strategies to support students in understanding concepts related to this outcome</p>	
<p>Gen ED DV Outcome 1:</p> <p>“Describe his/her own perspective as one among many.”</p>	<p>Showing knowledge gain through examination performance.</p>		<p>Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 54% showing content mastery at 70%.</p> <p>Students showed an average of 4% increase from pretest to posttest; $t(336) = -8.372, p < .001$</p>	<p>Students demonstrated an increased ability to describe his/her own perspective as one among many.</p>	<p>Faculty continue to use the current teaching strategies to support students in understanding concepts related to this outcome</p>	
<p>Gen ED DV Outcome 2:</p> <p>“Identify values and biases that inform the perspectives of oneself and others.”</p>	<p>Showing knowledge gain through examination performance.</p>		<p>Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 50% showing content mastery at 70%.</p> <p>Students showed an average of 8% increase from pretest to posttest; $t(323) = -11.625, p < .001$</p>	<p>Students demonstrated an increased ability to identify values and biases that inform the perspectives of oneself and others.</p>	<p>Faculty continue to use the current teaching strategies to support students in understanding concepts related to this outcome</p>	

<p>Gen ED DV Outcome 3:</p> <p>“Recognize and articulate the rights, perspectives, and experiences of others.”</p>	<p>Showing knowledge gain through examination performance.</p>		<p>Student performance on post-tests for this learning outcome indicated an adequate level of understanding of the content with 18% showing content mastery at 70%.</p> <p>Students showed an average of 5% increase from pretest to posttest; $t(350) = -13.287, p < .001$</p>	<p>Students demonstrated an increased ability to recognize and articulate the rights, perspectives, and experiences of others.</p>	<p>Faculty continue to review and test effective teaching strategies to support students in understanding concepts related to this outcome.</p>	
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*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

It is proposed that these assessment results will be reviewed by the General Education Improvement & Assessment Committee, who will provide feedback on evidence of continuous improvement.

Additional narrative (optional – use as much space as needed):

** CHF 2400 - Family Relations was granted approval as a General Education course and as a General Education - Diversity course beginning fall semester 2019. Therefore, the data reported in the chart above only included the sections of the course taught Fall semester 2018 and Spring semester 2019.

Appendix A

Most departments or programs receive a number of recommendations from their Five/Seven-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

Date of Program Review: 11/26/2018	Recommendation	Progress Description
Recommendation 1	Accept the findings of NAEYC and the EC and ECE Programs' response to the accreditation site visit, in support of WSU's internal review process.	
Recommendation 2	Anticipate that all conditions will be met and look forward to hearing from the program again in 7 years, during the 2024/2025 review cycle.	<p>March 2019: First Annual Reports were submitted to NAEYC Commission of Early Childhood Higher Education Accreditation.</p> <p>June 2019: B.S. EC and ECE Programs met all conditions and received the full NAEYC Accreditation. AAS EC Program met all conditions except one.</p> <p>March 2020: AAS EC Program will submit Second Annual Report to clear one last remaining condition.</p>

Additional narrative:

Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty Headcount	2017-18	2018-19
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)		
Full-time Tenured	2	2
Full-time Non-Tenured (includes tenure-track)	2	2
Part-time and adjunct	1	4
With Master's Degrees		
Full-time Tenured		
Full-time Non-Tenured		
Part-time and adjunct		
With Bachelor's Degrees		
Full-time Tenured		
Full-time Non-tenured		
Part-time and adjunct		
Other		
Full-time Tenured		
Full-time Non-tenured		
Part-time		
Total Headcount Faculty		
Full-time Tenured	2	2
Full-time Non-tenured	2	2
Part-time	1	4

Please respond to the following questions.

- 1) First year student success is critical to WSU's retention and graduation efforts. We are interested in finding out how departments support their first-year students. Do you have mechanisms and processes in place to identify, meet with, and support first-year students? Please provide a brief narrative focusing on your program's support of new students:
- a. Any first-year students taking courses in your program(s).

Advisement is used as a tool to assist students in clarifying their goals and career plans. The Department of Child and Family Studies employs a Senior Academic Advisor who assists majors with planning their academic coursework. The mission of the advising office is to assist all program majors to realize their academic potential. This is achieved by individual advising sessions using advisor tools such as Starfish and Cattrack and making referrals to appropriate community and campus resources.

The program ensures that all students have equitable access to a comprehensive support system including appropriate academic advisement, career counseling, financial aid information, academic support services, and other resources from admission to the completion of their education. Advising is viewed as an ongoing process aimed at helping students utilize the University's resources to succeed in reaching their academic goals. Some of the specific services offered through the academic advisor include individual appointments, information sessions, campus orientations, dissemination of data, advising brochures and Graduation Maps, review of graduation requirements, involvement at university events (i.e., Major Fest, Scholarship Day, Multicultural Fairs, Transfer College Days, etc.), updating of the department website, and maintaining student files and records to track and support students' progress toward graduation.

- b. Students declared in your program(s), whether or not they are taking courses in your program(s)

On a regular basis, program faculty review the performance of students in relation to learning outcomes (including NAEYC standards) and provide students with advice and counseling regarding their progress and potential in the program and early childhood profession.

In consultation with the student, the Senior Academic Advisor designates a member of the faculty in the Early Childhood (EC) and Early Childhood Education (ECE) programs to work with each student majoring in these fields. Majors are encouraged to use both the academic and their faculty advisor while attending Weber State University. The Faculty Advisor for EC majors works with the student to recommend and approve courses to fulfill the 15-credit hour requirement for a specialization if a minor has not been declared. Courses chosen for the specialization are individualized for students that will advance them toward their career goals and plans.

The program makes every effort to ensure that students complete their course of study in a way that recognizes and supports each student's goals and characteristics.

The Senior Academic Advisor and the Faculty Advisor both work with students to help them determine the best path for each based on individual goals and the support needed. Our program has several options for students who want to work professionally with young children. Many students are non-traditional already having some experience working in the field, currently raising families, or returning to school after raising their families. For some individuals the AAS degree is a good choice or a good milestone on the way to their BS in EC. For other students, who want to obtain a state teaching license, the ECE or even the double major in ECE and Elementary Education are better options because they want to teach in the K-12 setting public or private school setting but are most interested in working with the younger children.

Students earning an A.A.S. or B.S. in Early Childhood work one-on-one with their faculty advisors to meet the requirements of CHF 2890/4890 Cooperative Work Experience. In this course faculty advisor's help students determine a location in which they can receive professional mentoring from someone already working in the field. Students may choose to work in a Head Start setting, a preschool or child care center, a family preschool or child care, or in another type of setting such as home visiting, and even United Way programs. It is really up to the student to choose a placement location that will best help them use and develop the skills and competencies they will need for their careers after graduation.

- 2) A key component of sound assessment practice is the process of 'closing the loop' – that is, following up on changes implemented as a response to your assessment findings, to determine the impact of those changes/innovations. It is also an aspect of assessment on which we need to improve, as suggested in our NWCCU mid-cycle report. Please describe the processes your program has in place to 'close the loop'.