Keweenaw Bay Ojibwa Community College
2018-2020 Early Childhood Education Program Assessment Plan & Reporting

Early Childhood Education Department Mission

To prepare students for effective teaching in early childhood settings and effective learning in university settings by providing an academic program that incorporates 1) knowledge of both child development and the academic disciplines, 2) cultural understanding and sensitivity, particularly toward Anishinaabe culture, and 3) teaching, learning, and interpersonal skills.

Assessment Plan Focus

1. Prepare early childhood professions to effectively apply early childhood knowledge in the classroom setting.
2. Promotes high standards to enable professionals to support young children and their families.
3. Foster understanding of the importance of respecting diversity when working with young children.

Program Learning Outcomes

Upon completion of the Early Childhood Education program, students will be able to:

1. Provide developmentally appropriate learning environments.
2. Demonstrate culturally sensitive relationship-building techniques for engaging diverse families in their children's learning.
3. Use child assessment information to design programs/practices for young children.
4. Use developmentally appropriate approaches for teaching and learning.
5. Apply competencies of an early child professional.

Keys to this report

- **CLO = course learning outcome**. The majority of data in the following spreadsheets were collected by directly assessing designated course learning outcomes through exams, writing assignments, lab reports, or other graded activities.
- **PLO = program learning outcome.** These outcomes are typically assessed at the program-end level through the KBOCC Assessment Committee's evaluations of students' Capstone (BS297) poster projects.
- **CCA = co-curricular activities.** The KBOCC Assessment Committee defines co-curricular activities as "structured learning activities outside of coursework that address college-wide or program learning outcomes. Examples typically include special departmental events that are directly linked to learning outcomes. Where these outcomes are assessed, findings are included in this report.

Outcomes from the following additional departmental activities are typically included in the departmental *evaluation report*:
- **Extra-curricular activities** that promote student engagement and success, including student support and student life activities
- **Community outreach** activities that support the College's engagement with the local and tribal communities. These activities may provide volunteer service, information about the College, learning experiences for community members, or opportunities for collaboration between the College and community groups.

Period included in this report: Fall 2018 through Spring 2020

Goal 1: Provide developmentally appropriate learning environments.

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected Results)	Findings (Actual Results)	Action or Recommendation
Provide developmentally appropriate learning environments.	List all courses measuring this objective for the following: **Fall 2018- CE101** Assignment- Create a well-designed and well-organized learning environment for preschool or kindergarten that supports children's growth and development, Create Daily Routine Cards for your classroom and Essay to compare and contrast NAEYC Standard of Conduct and seven Teachings of the Grandfathers	80% or more of students will meet or exceed expectations of C or better.	7/8. 85% received a C or better. One student dropped from class.	Outcome Met
	Spring 2019-CE105 CLO- Analyze the environment for safety and developmental appropriateness	80% or more of students will meet or exceed expectations of C or better.	4/5. One student received a lower grade because of turning it in late	Outcome Met

Fall 2019-CE110 Assignment-classroom management plan	80% or more of students will meet or exceed expectations of C or better.	50 points. 1/2. I changed this outcome because I did this one my other class.	We would go over more information about curriculums used in ECE classrooms and I would give them more time to finish the assignment. I would like to take them to other centers to observe.

		80% or more of students will meet or exceed expectations of a minimum consensus score of 2 on assessment rubric.		
	PLO (Spring 2018): Capstone project for ECE graduates. (Betsy) (Rebecca)		Consensus score- 2 Consensus score- 2.8	Outcome Met Outcome Met
	PLO (Fall 2019): Capstone Project for ECE graduate (Alexis)		Consensus score- 3	Outcome Met

Goal 2: Demonstrate culturally-sensitive relationship-building techniques for engaging diverse families in their children's learning.

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected Results)	Findings (Actual Results)	Action or Recommendation
Demonstrate culturally-sensitive relationship-building techniques for engaging diverse families in their children's learning.	List all courses measuring this objective for the following: **Fall 2018-CE110** Assignment/CCA- As a group, students prepared and facilitated a Parent Engagement Event for Little Eagles and OCC	80% or more of students will meet or exceed expectations of C or better.	7 out of 8 got 85% or above. One student dropped from class.	Outcome met
	Spring 2019-CE115 CLO- Describe how cultural differences may affect child guidance	80% or more of students will meet or exceed expectations of C or better.	No data reported	No data reported
	Fall 2019-CE237 Assignment- Students were required to interview a parent, teacher or student who was working with an inclusive classroom. This could be a parent of a child in an inclusive classroom, a teacher who taught an inclusive classroom or a	80% or more of students will meet or exceed expectations of C or better.	5/5.	Outcome met

	student who had been a part of an inclusive classroom.			
	PLO (Spring 2018): Capstone project for ECE graduates. (Betsy) (Rebecca) PLO (Fall 2019): Capstone project for ECE graduates. (Alexis)	80% or more of students will meet or exceed expectations of a minimum consensus score of 2 on assessment rubric.	Consensus score- 2.6 Consensus score- 2 Consensus score- 2	Observe whether objective is met or provide a corrective action to support student accomplishment of this objective. Outcome Met Outcome Met Outcome met

Goal 3: Use child assessment information to design programs/practices for young children.

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected Results)	Findings (Actual Results)	Action or Recommendation
Use child assessment information to design programs/practices for young children.	List all courses measuring this objective for the following: **Fall 2018-CE119** Assignment-Child Development Associate (CDA) Portfolio	Student must have Completed 120 hours of formal early childhood education training, covering the growth and development of children ages 3 to 5 years old, with no fewer than 10 training hours in each of the eight CDA subject areas.	Pass - 1/1.	Outcome Met
	Spring 2019-CE220 CLO- Understanding the goals, benefits, and uses of assessments	80% or more of students will meet or exceed expectations of C or better.	No CLO information was obtained on this learning outcome	Data needs to be carefully collected
	Fall 2019-CE101 Assignment- Mid-Term Project Observations @ Little Eagles	80% or more of students will meet or exceed expectations of C or better.	50 points. 2/2.	Outcome Met- I am happy with the way this assignment turned out I feel that they got a lot from observing students at Little Eagles. I would have the students consult with the teachers to go over their observations before turning them in for a grade.

		80% or more of students will meet or exceed expectations of a minimum consensus score of 2 on assessment rubric.		
	PLO (Spring 2018): Capstone project for ECE graduates. (Betsy)		Consensus score- 2	Outcome Met
	(Rebecca)		Consensus score- 2	Outcome Met
	PLO (Fall 2019): Capstone project for ECE graduates. (Alexis)		Consensus score- 2	Outcome met

Goal 4: Use developmentally appropriate approaches for teaching and learning.

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected Results)	Findings (Actual Results)	Action or Recommendation
Use developmentally appropriate approaches for teaching and learning.	List all courses measuring this objective for the following: **Fall 2018-CE118** CLO- Plan and implement creative activities **Spring 2019-CE105** Assignment-Meal Planner	80% or more of students will meet or exceed expectations of C or better. 80% or more of students will meet or exceed expectations of C or better.	No CLO information was obtained on this learning outcome Rubric (50 pts). 5 out of 7 students completed the activity. 5 of the students completed the menu tool without errors and was graded based off of the rubric.	Data needs to be carefully collected
	Fall 2019- CE237 Assignment- Students were required to interview a parent, teacher or student who was working with an inclusive classroom. This could be a parent of a child in an inclusive classroom, a teacher who taught an inclusive classroom or a student who had been a part of an inclusive classroom.	80% or more of students will meet or exceed expectations of C or better.	5/5	This semester I provided 8 of the 10 questions they could use in their interview. The next time I do this activity I want to only provide 5 of the 10 to allow them to come up with more of the questions on their own, to really think about what inclusion is and what they want to know more about it and its effects on the students/staff/parents.

	Spring 2020-CE218 CLO-Plan and implement creative activities		No CLO information was obtained on this learning outcome	Data needs to be carefully collected
	PLO (Spring 2018): Capstone project for ECE graduates. (Betsy) (Rebecca) PLO (Fall 2019): Capstone project for ECE graduates. (Alexis)	80% or more of students will meet or exceed expectations of a minimum consensus score of 2 on assessment rubric.	Consensus score- 2.6 Consensus score- 2.6 Consensus score- 3	Outcome Met Outcome Met Outcome met

Goal 5: Apply competencies for an early childhood professional.

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected Results)	Findings (Actual Results)	Action or Recommendation
Apply competencies for an early childhood professional.	List all courses measuring this objective for the following: **Fall 2018-CE101** CLO- Describe fundamental principles of the early childhood profession	80% or more of students will meet or exceed expectations of C or better.	8/8 - 85% or more received an C or above completed the Interview, Interview questions and Early Childhood Philosophy Essay.	Outcome met. Video tape the interviews and reflect on them with students as a team.
	Spring 2019-CE275 CLO-Reflect on ones on educational experience	80% or more of students will meet or exceed expectations of C or better.	No CLO information was obtained on this learning outcome	Data needs to be carefully collected
	Fall 2019-CE275 Assignment- ECE Philosophy Statement	80% or more of students will meet or exceed expectations of C or better.	25 points. 1/1. They were both assigned the activity one did not attempt at all	Provide examples of previous statements
	Spring 2020-CE275 CLO-Synthesize academic knowledge to present self as an ECE professional		No CLO information was obtained on this learning outcome	Data needs to be carefully collected

		80% or more of students will meet or exceed expectations of a minimum consensus score of 2 on assessment rubric.		
	PLO (Fall 2018): Capstone project for ECE graduates. (Betsy) (Rebecca) PLO (Fall 2019): Capstone project for ECE graduates. (Alexis)		Consensus score- 2.5 Consensus score- 2 Consensus score- 3	Outcome Met Outcome Met Outcome met

Early Childhood Course Learning Objectives

Courses	Course Learning Outcomes	General Education Learning Outcomes Met By	Degree Program Learning Objectives Met By
CE101 Introduction to Early Childhood Education	1. Describe fundamental principles of the early childhood profession 2. Describe the influence of key historical individuals on early childhood education 3. Access useful information resources in the discipline 4. Analyze personal strengths and challenges 5. Define the domains of child development childhood profession 6. Describe the influence of key historical individuals on early childhood education 7. Access useful information resources in the discipline 8. Analyze personal strengths and challenges Define the domains of child development	1,3,4,5	1, 2, 3, 5
CE105 Health, Safety and Nutrition	1. Explain the elements of a balanced diet 2. Analyze the environment for safety and developmental appropriateness. 3. Apply up-to-date health, safety and nutrition information from authoritative sources. 4. Plan developmentally appropriate lessons for safe, healthy lifestyles.	1,3,4,5,6	1, 2, 3, 4

CE110 **Developmentally** **Appropriate** **Programming and** **Practices**	1. Explain the key components of a developmentally appropriate program 2. Outline developmental changes in young children 3. Explain how the domains of child development are inter-related 4. Describe major theories of learning and development 5. Explain the need for culturally appropriate practice 6. Conduct assessment observations	1,2,3,5	1, 2, 3, 4, 5,6
CE111 **Infant & Toddler** **Programming**	1. Explain the caregiver's role 2. Develop activities that match the child's developmental level 3. Assess development and learning by recording observations 4. Evaluate indoor and outdoor environments for safety and appropriateness 5. Discuss culturally sensitive practices that demonstrate support for diverse families	1, 5, 9	1, 2 ,3, 4, 5
CE115 **Pre-School Classroom** **Management and** **Child Guidance**	1. Explain the roles parents, teachers, and communities play in the Early Childhood triad 2. Analyze components of positive communication within the Early Childhood triad 3. Apply Tribal & State licensing and credentialing requirements to ECE planning tasks 4. Identify strategies to maintain an effective early childhood program 5. Employ commonly used practices to keep required records 6. Describe key components of personnel policies. 7. Identify key organizations that are resource	1,3,5	1,2,4,5

CE118 Creative Teaching Methods	1. List ways in which children benefit from a creative environment 2. Describe the relationship between creativity and curriculum 3. Describe the role of play and exploration in promoting creativity 4. Plan and implement creative activities 5. List considerations that teachers need to take into account when developing creative activities	1,3	1, 2, 4
CE119 CDA Preparation Seminar	1. Identify behaviors that demonstrate a commitment to professionalism 2. Describe the requirements for achieving the CDA credential 3. Define terms associated with the CDA Process 4. Develop a Professional Resource File 5. Access professional and family resources 6. Submit a Direct Assessment Application to the Council for Professional Recognition	1,3,4,5	1, 3, 4, 5
CE220 Observation and Assessment in Early Childhood	1. Describe young children's characteristics and needs. 2. Identify the goals, benefits, and uses of assessment. 3. Practice observations, documentation, and other appropriate assessment tools and approaches. 4. Describe the benefits of developing positive relationships. 5. Apply effective approaches, strategies, and tools for early education	1,2,3	1, 2, 3, 4, 5
CE223 Children's Literature	1. Identify the major genre of children literature 2. Explain the functions of literature for children 3. Identify children's literature by and about Native Americans. 4. Critique art in children's literature 5. Plan and present literary activities for a preschool setting 6. Explain the four key components of early literacy	1,3,4,6	1, 2, 4

CE237 Children with Special Needs	1. Identify benefits of inclusive environments 2. Trace society's changing attitudes toward children with disabilities 3. Define the major categories of impairments 4. Describe ways to facilitate learning for children with disabilities	1,2,3,5	1, 2, 3, 4, 5
CE275 ECE Practicum	1. Provide developmentally appropriate learning environments. 2. Demonstrate culturally sensitive relationship-building techniques for engaging diverse families in their children's learning. 3. Use assessment information to design programs/practices for young children. 4. Use developmentally appropriate approaches for teaching and learning. 5. Apply competencies of an early childhood professional. 6. Articulate personal, academic, or professional goals 7. Formulate a plan to facilitate achievement of defined goals 8. Reflect on one's own educational experience 9. Synthesize academic knowledge to present self as an ECE professional	1,3,5,6	1, 2, 3, 4, 5
CE290 Early Childhood Program Management	1. Explain the roles parents, teachers, and communities play in the Early Childhood triad 2. Analyze components of positive communication within the Early Childhood triad 3. Apply Tribal & State licensing and credentialing requirements to ECE planning tasks 4. Identify strategies to maintain an effective early childhood program 5. Employ commonly used practices to keep required records 6. Describe key components of personnel policies. 7. Identify key organizations that are resources for child care programs	1,3,4,5	1, 2, 3, 4, 5

CE297 **Early Childhood** **Professional**	1.Provide developmentally appropriate learning environments 2. Demonstrate culturally sensitive relationship-building techniques for engaging diverse families in their children's learning. 3. Use child assessment information to design programs/practices for young children. 4. Use developmentally appropriate approaches for teaching and learning. 5. Apply competencies of early childhood professional.	1,2,3,4,5,6	1,2,3,4,5
PY101 **Psychology**	1. Explain the advantages and disadvantages of the various research and assessment methods in the field of psychology. 2. Recognize major schools of psychology 3. Identify significant contributions to each school of psychology 4. Summarize the nature vs nurture perspective 5. Describe key insights of developmental approaches in psychology 6. Describe major psychological disorders 7. Discuss various approaches to treatment of psychological disorders 8. Discuss the interrelationship of psychological and physical health	3,4,5,6	1, 4
PY210 **Child Psychology**	1. Identify key issues in the study of child psychology 2. Use terminology correctly 3. Describe effects of heredity and the environment on development 4. Summarize key points of major developmental theories 5. Outline physical, cognitive, linguistic, and socio-emotional development from the neonatal stage to adolescence 6. Identify distinctive impacts of Native American culture on child development	2,3,4,5,6	1, 2, 5

Early Childhood Education PLO/Course Curriculum Map

1. Provide developmentally appropriate learning environments.

   - CE101 Introduction to Early Childhood Education
   - CE105 Health, Safety and Nutrition
   - CE110 Developmentally Appropriate Programming and Practices
   - CE111 Infant & Toddler Programming
   - CE115 Pre-School Classroom Management and Child Guidance
   - CE118 Creative Teaching Methods
   - CE119 CDA Preparation Seminar
   - CE220 Observation and Assessment in Early Childhood
   - CE223 Children's Literature
   - CE237 Children with Special Needs
   - CE275 ECE Practicum
   - CE290 Early Childhood Program Management
   - CE297 Early Childhood Professional
   - PY101 Psychology
   - PY210 Child Psychology

2. Demonstrate culturally sensitive relationship-building techniques for engaging diverse families in their children's learning.

   - CE101 Introduction to Early Childhood Education
   - CE105 Health, Safety and Nutrition
   - CE110 Developmentally Appropriate Programming and Practices
   - CE111 Infant & Toddler Programming
   - CE115 Pre-School Classroom Management and Child Guidance
   - CE118 Creative Teaching Methods
   - CE220 Observation and Assessment in Early Childhood
   - CE223 Children's Literature
   - CE237 Children with Special Needs
   - CE275 ECE Practicum
   - CE290 Early Childhood Program Management
   - CE297 Early Childhood Professional
   - PY210 Child Psychology

3. Use child assessment information to design programs/practices for young children.

- CE101 Introduction to Early Childhood Education
- CE105 Health, Safety and Nutrition
- CE110 Developmentally Appropriate Programming and Practices
- CE111 Infant & Toddler Programming
- CE119 CDA Preparation Seminar
- CE220 Observation and Assessment in Early Childhood
- CE237 Children with Special Needs
- CE275 ECE Practicum
- CE290 Early Childhood Program Management
- CE297 Early Childhood Professional

4. Use developmentally appropriate approaches for teaching and learning.

- CE105 Health, Safety and Nutrition
- CE110 Developmentally Appropriate Programming and Practices
- CE111 Infant & Toddler Programming
- CE115 Pre-School Classroom Management and Child Guidance
- CE118 Creative Teaching Methods
- CE119 CDA Preparation Seminar
- CE220 Observation and Assessment in Early Childhood
- CE223 Children's Literature
- CE237 Children with Special Needs
- CE275 ECE Practicum
- CE290 Early Childhood Program Management
- CE297 Early Childhood Professional
- PY101 Psychology

5. Apply competencies of an early child professional.

- CE101 Introduction to Early Childhood Education
- CE110 Developmentally Appropriate Programming and Practices
- CE111 Infant & Toddler Programming
- CE115 Pre-School Classroom Management and Child Guidance

- CE119 CDA Preparation Seminar
- CE220 Observation and Assessment in Early Childhood
- CE237 Children with Special Needs
- CE275 ECE Practicum
- CE290 Early Childhood Program Management
- CE297 Early Childhood Professional
- PY210 Child Psychology

EARLY CHILDHOOD EDUCATION

ASSOCIATE OF SCIENCE DEGREE

Students completing this program will earn the Associate of Science degree and will be prepared to work at Head Start or other preschool settings as a teacher, paraprofessional, or child care provider. Students intending to continue for a Bachelor's degree should carefully check with their advisor regarding the requirements of their planned transfer college.

Learning Outcomes

Upon completion of the Early Childhood Education program, students will be able to:

1. Provide developmentally appropriate learning environments.
2. Demonstrate culturally sensitive relationship-building techniques for engaging diverse families in their children's learning.
3. Use child assessment information to design programs/practices for young children.
4. Use developmentally appropriate approaches for teaching and learning.
5. Apply competencies of an early child professional.
6. Engage in informed advocacy for children and the profession.

General Education Requirements	Credits
EN102 College Composition I	3
EN202 College Composition II	3
Lab Science Elective	4
Mathematics Elective (Choose MA103 or higher)	4
Humanities Elective (Choose any non-OS humanities-designated course)	4
Social Science Elective (Choose any non-PY social science-designated course)	4
LS103 College Success	2
Subtotal	**24**

Anishinaabe Awareness Requirement	Credits
OS110 Ojibwa Language and Culture I	4
Anishinaabe Awareness Elective (At least two credits of electives must be designated Anishinaabe Awareness; may be duplicate credits)	--
Subtotal	**4**

Early Childhood Education Requirements	Credits
CE101 Introduction to Early Childhood Education	3
PY101 Psychology	4
PY210 Child Psychology	4
CE110 Developmentally Appropriate Programming and Practice	3
CE115 Child Guidance	3
CE218 Creative Teaching Methods	3
CE220 Observation and Assessment in Early Childhood Education	3
CE223 Children's Literature	3
CE237 Children with Special Needs	3
CE275 ECE Practicum	2
CE297 Early Childhood Capstone	3
Early Childhood Electives (Choose from HL201, CE111, CE207, CE290, CE299 with approval of project plan, OS225 or SO201)	3
Subtotal	**37**

CHILD DEVELOPMENT CERTIFICATE DEGREE

Upon completion, students will be prepared to apply for the Child Development Associate (CDA) credential awarded by the Council for Professional Recognition in Washington, D.C., which credentials the early childhood education profession.

Certificate Requirements

CE119 CDA Preparation Seminar - 2
CE118 Creative Teaching Methods - 3
HL201 Human Nutrition - 3
CE220 Observation and Assessment in Early Childhood Education - 3
CE 275 ECE Practicum - 2
Electives (Choose from CE111, CE110, CE223, CE 115 Child Guidance) - 3
Total Credits Required 16

** Students completing the CDA Certificate may apply the sixteen (16) credit hours from their content classes toward the A.S. Degree in Early Childhood Education.

CDA assessment is designed as a means of measuring the overall performance of caregivers working in several settings including center-based programs serving infants and toddlers or preschool children, and home visitor programs. KBOCC is one of many educational institutions participating in this national program.

Step 1: To be eligible to apply for the CDA credentialing, students must:

1. **High School Education:** Have a valid High School Diploma/GED or enrollment as a junior or senior in a high school career/technical program in early childhood education.
2. **Professional Education:** 120 clock hours, including 10 hours of each of the 8 CDA Subject Areas
3. **Work Experience:** Within three years of submitting application have 480 hours of experience working with children ages 3-5
4. **Final requirement:** Six months of submitting application submit family questioners and professional Portfolio

Step 2: Application Process:

1. Candidate must identify a CDA Professional Development Specialist and obtain her or his identification number.
2. Secure your director's permission for your verification visit
3. Submit the CDA application to the council and pay the assessment fee

Step 3: Demonstrate:

Once the council has approved the application and payment has been processed, the following can be scheduled and completed:
- Your verification visit
- Your CDA Exam

Strengths/Weaknesses of the ECE Program

Strengths
- I strive to provide an active Learning hands-on Approach to learning in the classroom at KBOCC
- ECE students apply what they learned in the classroom to everyday situation at the Little Eagles GSRP Program.
- ECE students find field trips, hands-on projects and site visits valuable
- ECE Dept. Chair developed and added a 16 credit Child Development Certificate
- ECE Classroom is at KBOCC Wabanug campus is designed like an ECE preschool classroom

Weaknesses
- ECE Capstone class is in need of more professional outcome for students
- High School student dual enrollment is low in ECE classes
- Alignment with NAEYC Standards in all the ECE classes offered at KBOCC
- Ability to Collect consistent data

Recommendations
- Accreditation with NAEYC's Higher Learning for Program Review
- Continued implementation of online ECE classes
- Continue to work on developing and integrating the process of ECE students developing a Professional portfolio
- Recruit high school student into the dual enrollment ECE classes
- Create a share Point Folder for ECE department for the syllabus and other info to be kept and easily attained by adjuncts