

Undergraduate: Early Childhood Education

Assessment Data

BS ECE Academic Year	Number of Students	GPA	GRADES FOR ED491B	GRADES FOR ED498B
AY2004-2005	2	3.69	4.00	CR
AY2005-2006	10	3.66	3.36	CR
AY2006-2007	11	3.73	4.00	CR
AY2007-2008	7	3.58	3.71	CR

AS ECE Academic Year	Number of Students	GPA	GRADES FOR ED297
AY2004-2005	7	3.79	4.00
AY2005-2006	4	3.73	3.75
AY2006-2007	5	3.60	4.00
AY2007-2008	5	3.53	4.00

Scores:	4-A
	3-B
	2-C
	1-D
	0-F
	CR/NR-CREDIT/NON CREDIT

Scores:	4-A
	3-B
	2-C
	1-D
	0-F

Analysis and Reflection

Chaminade' Education division have been assessing students mainly through student grade point average and student grades for the student practicum courses as well as evaluation that exist within the student practicum. The Chaminade education division has embraced the concept of Plan, Teach, Assess, Reflect and Adapt (PTARA) in regards to teacher candidate outcomes. Only recently has PTARA been melded into the early childhood education program. Therefore, time is needed to gather data to evaluate the PTARA outcomes.

Formative evaluation throughout the undergraduate baccalaureate and associate program is accomplished by the professors and each student's advisor, to ensure that: candidates have a B or better in all education courses; candidates maintain a cumulative GPA of 2.75 or higher; and candidates have observation and participation and student teaching evaluations that demonstrate satisfactory grades in meeting NAEYC standards.

Summative evaluation for the early childhood education undergraduate baccalaureate and associate programs are based on successful completion of the: 1) Exit portfolio in the student teaching seminar course that contains the teacher candidates' experiences, and are related to the NAEYC professional teaching standards; 2) successful completion of all the assignments that demonstrates their ability to plan, teach, assess, reflect, and adapt; and 3) satisfactory student teaching participation supervised by the student teaching seminar course instructor.

Formative evaluation indicates that all students are meeting the GPA and course grades of B or better requirements. The observation and participation and student teaching evaluations showed 98% satisfactory grades. The number of students completing the student practicum course has really

fluctuated over the AY 2004-2008. These ECE students had an average GPA of 3.58 to 3.73 and student practicum course grade ranged from 3.36 to 4.00.

Summative evaluation gathered from the student teaching practicum instructor indicates that wide range of student demographics is a challenge for the instructor to implement generic formative assessment. However, in general most of the students have teaching experience and exhibit successful experience throughout their student practicum. In general, the student teacher's implementation of assessment and evaluation skills lacked compared to planning and teaching. Another area of improvement can be in the area of professionalism where more reflection and adaptation skills are implemented including awareness of early childhood professionalism to bring better understanding of current thought and practice.

Recommendation: Assessment tools such as LiveText needs to be implemented to get an accurate data efficiently in the future for meeting program outcomes and NAEYC standards. Data on student teaching evaluations need to be collected in a more systematic and successful way. This is needed so faculty can closely monitor student strengths and more quickly identify student weaknesses. In subsequent years, additional data results from Student Teaching Seminar Exit Portfolios will be added and will be another source of information to help judge student success with program outcomes and NAEYC standards.