ASSESSMENT PLAN/REPORT FOR

Early Childhood Education – Tampa
(Academic Degree Program and Campus)

2002-2003
(Assessment Period Covered)

Bachelor’s
(Degree Level)

Summer, 2004
(Date Submitted)

Planning Instructions:

1. Early Childhood Education graduates will demonstrate evidence of proficiency in Florida’s 12 Accomplished Practices.

2. Early Childhood Education graduates will demonstrate the ability to effectively plan for instruction.

3. Early Childhood Education graduates will demonstrate the ability to use effective, proactive guidance and classroom management techniques.
Student Learning Outcome #1

What will students know or be able to do or believe? Be specific.

1. Students completing the Early Childhood Education program will demonstrate evidence of proficiency in Florida’s 12 Accomplished Practices.

ASSESSMENT PLAN

**Means of Assessment:**
Final Internship Evaluation

**Criteria for Success:**
95% of the graduates from the Early Childhood Education Program will demonstrate evidence of proficiency on Florida’s 12 Accomplished Practices. Proficiency or acceptable performance is defined as a rating of 3 or above.

ASSESSMENT REPORT

Findings:
There is no data available at this time.

Use of Results:
There is no data available at this time.

**Means of Assessment #2:**
Final Portfolio completed by the student

**Criteria for Success:**
95% of the graduates from the Early Childhood Education Program will demonstrate evidence of proficiency on Florida’s 12 Accomplished Practices. Proficiency or acceptable performance is defined as a rating of 3 or above.

ASSESSMENT REPORT

Findings:
100% of the students completing their final internship demonstrated a level of expected proficiency.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2002</td>
<td>2</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>18</td>
</tr>
</tbody>
</table>
Use of Results:
The findings indicate that the Early Childhood Program graduates are being successfully prepared. In order to better discern if there are individual needs, the program will modify the portfolio rubric to include specific Likert Scale items that detail the Florida Accomplished Practices. Currently, the Florida Accomplished Practices are correlated with the Program Outcomes.
Student Learning Outcome #2

What will students know or be able to do or believe? Be specific.

2. Early Childhood Education graduates will demonstrate the ability to effectively plan for instruction.

ASSESSMENT PLAN

Means of Assessment:
College of Education Principal’s Survey – Accomplished Practices Item #10
College of Education Principal’s Survey—Perceptions of Performance Items #25, #31, #32

Criteria for Success:
80% of the graduates from the Early Childhood Education Program will demonstrate the ability to effectively plan for instruction at a level of “Acceptable,” “Satisfactory,” or “Strong” as measured by their principal’s rating of their performance.

ASSESSMENT REPORT

Findings:
Principal Survey: Spring 2003 – Accomplished Practices Ratings for Early Childhood Education

<table>
<thead>
<tr>
<th>Accomplished Practice</th>
<th>Not Acceptable Performance</th>
<th>Acceptable Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Planning</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Principal Survey: Spring 2003 – Perceptions of Performance Ratings for Early Childhood Education

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Weak</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Strong</th>
<th>Outstanding</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item #25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Planning and conducting lessons that are interdisciplinary | 0% | 0% | 25% | 31% | 44% | 0%
| Item #31    |      |      |              |        |             |            |
| Planning activities that meet the needs of the individual as well as the needs of the group | 0% | 0% | 19% | 38% | 44% | 0%
| Item #32    |      |      |              |        |             |            |
| Planning lessons that both meet the learners’ current needs and prepares them for the next | 0% | 0% | 20% | 33% | 47% | 0%

NOTE: Cumulative percentages that exceed 100 are due to rounding.
Use of Results:
The findings indicate that we are successfully preparing our Early Childhood Education students to effectively plan for instruction. The department has agreed to change our definition of acceptable performance from 3 or higher to 4 or higher.
Outcomes Assessment Plan/Report

Student Learning Outcome #3

What will students know or be able to do or believe? Be specific.

3. Early Childhood Education graduates will demonstrate the ability to use effective, proactive guidance and classroom management techniques.

ASSESSMENT PLAN

Means of Assessment:
College of Education Principal’s Survey – Accomplished Practices Item #9
College of Education Principal’s Survey—Perceptions of Performance Items #5, #7, #8, #28, #29

Criteria for Success:
80% of the graduates from the Early Childhood Education Program will demonstrate the ability to use effective, proactive guidance and classroom management techniques at a level of “Acceptable,” “Satisfactory,” or “Strong” as measured by their principal’s rating of their performance.

ASSESSMENT REPORT

Findings:
Principal Survey: Spring 2003 – Accomplished Practices Ratings for Early Childhood Education

<table>
<thead>
<tr>
<th>Accomplished Practice</th>
<th>Not Acceptable Performance</th>
<th>Acceptable Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Learning Environments</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>15</td>
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Principal Survey: Spring 2003 – Perceptions of Performance Ratings for Early Childhood Education

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Weak</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Strong</th>
<th>Outstanding</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item #5 Presenting material in a manner that holds student attention.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>44%</td>
<td>56%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Item #7 Using instructional time effectively.</td>
<td>0%</td>
<td>0%</td>
<td>7%</td>
<td>33%</td>
<td>60%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Item #8 Maintaining instructional momentum.</td>
<td>0%</td>
<td>0%</td>
<td>7%</td>
<td>27%</td>
<td>67%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
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<td>0</td>
<td>1</td>
<td>4</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Item #28 Establishing classroom routines such as collecting homework, distributing papers, etc.</td>
<td>0%</td>
<td>0%</td>
<td>7%</td>
<td>27%</td>
<td>67%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>10</td>
<td>0</td>
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<tr>
<td>Item #29 Involving students in establishing classroom rules for behavior.</td>
<td>0%</td>
<td>0%</td>
<td>20%</td>
<td>20%</td>
<td>60%</td>
<td>0%</td>
</tr>
<tr>
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<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>0</td>
</tr>
</tbody>
</table>

NOTE: Cumulative percentages that exceed 100 are due to rounding.
Outcomes Assessment Plan/Report

Use of Results:
The findings indicate that we are successfully preparing our Early Childhood Education students to effectively plan for instruction. The department has agreed to change our definition of acceptable performance from 3 or higher to 4 or higher.