**Annual Assessment Report for 2020-2021 AY**

Reports completed on assessment activities carried out during the 2020-2021 AY will be due September 30th 2021 and must be e-mailed to the Director of Assessment, Dr. Douglas Fraleigh (douglasf@csufresno.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. For purposes of this report, you should only report on two or three student learning outcomes (department’s choice) even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: LEBSE Degree: MA in Early Childhood Education

Assessment Coordinator: Dr. Feiyan Chen

1. Please list the learning outcomes you assessed this year.
   1. SLO: Students will understand and be able to describe various aspects of the process of cognitive development as defined by Jean Piaget and related researchers.
   2. SLO: Students will demonstrate competencies in written English.
2. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? **Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

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| **SLO:** Students will understand and be able to describe various aspects of the process of cognitive development as defined by Jean Piaget and related researchers.  **SLO:** Students will demonstrate competencies in written English.  Assignment:  Students’ understanding of children’s cognitive development was evaluated by the assignment on reading Piaget's book through the whole semester in Spring 2021. After the reading, students wrote a 6-10 page review. The review include the following elements:   * The intention of the book (what was Piaget looking at or for?), * How did Piaget study the particular concept, and, * How are the concepts uncovered applicable to your understanding of and your work with children. * As a preview for this assignment you will test children at a variety of ages, on Piagetian notions of conceptual understanding (see specific assignments below).   Each student will identify various developmental issues related to the development of concepts in young children, locate and read related literature, and write a formal analysis 6-10 pages in length reviewing the concept and drawing conclusions about the issue. The student’s writing should demonstrate:  • comprehensibility;  • clear organization and presentation of ideas;  • an ability to arrange ideas logically so as to establish a sound scholarly argument;  • thoroughness and competence in documentation;  • an ability to express in writing a critical analysis of existing scholarly/professional literature in the student’s area of interest; and  • an ability to model the discipline’s overall style as reflected in representative journals.  **Benchmark:**  The below rubric was used for the assessment. In order to demonstrate writing proficiency, the  students must receive a score of “3” in each area. We expected that 100% of the students  would achieve 3 (accomplished) or higher score on the rubric.   |  |  |  |  | | --- | --- | --- | --- | | **Scoring Level** | **Style and Format** | **Mechanics** | **Content and Organization** | | **4** - Exemplary | In addition to meeting the requirement for a “3,” the paper is consistent with APA throughout. Models the language and conventions used in related scholarly/professional literature. Would meet the guidelines for an APA publication. | In addition to meeting the requirements for a “3,” the paper is essentially error free in terms of mechanics. Writing flows smoothly from one idea to another. Transitions help establish a sound scholarly argument and aid the reader in following the writer’s logic. | In addition to meeting the requirements for a “3,” excels in the organization and presentation of ideas related to the topic. Raises important issues or ideas which may not have been represented in the literature cited. Would serve as a good basis for further research on the topic. | | **3 - Accomplished**  **(Benchmark)** | While there may be minor errors, APA conventions for style and format are used consistently throughout the paper. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources. Style and format contribute to the comprehensibility of the paper. Models the discipline’s overall journalistic style. | While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout. Errors do not interfere significantly with comprehensibility. Transitions and organizational structures such as subheadings are used which help the reader move from one point to another. | Follows all requirements for the paper. Topic is timely and carefully focused. Clearly outlines the major points related to the topic; ideas are logically arranged to present a sound scholarly argument. Paper is interesting and holds the reader’s attention. Does a creditable job summarizing related literature. | | **2** - Developing | While some APA conventions are followed, others are not. Paper lacks consistency of style and/or format. It may be unclear which references are direct quotes and which are paraphrased. Based on the information provided, the reader would have some difficulty referring back to cited sources. Significant revisions would contribute to the comprehensibility of the paper | Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions make reading difficult and interfere with comprehensibility. Writing does not flow smoothly from point to point; lacks appropriate transitions. | While the paper represents the major requirement, it is lacking is substantial ways. The content may be poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content may be ignored or inadequately explored. Overall, the content and organization needs significant revision to represent a critical analysis of the topic. | | **1** - Beginning | APA conventions are not followed. Fails to demonstrate thoroughness and competence in documentation. Lack of appropriate style and format make reading and comprehensibility problematic. | Paper contains numerous errors in spelling, grammar, and/or sentence structure which make following the logic of the paper extremely difficult | Analysis of existing scholarly/professional literature on the topic is inadequate. Content is poorly focused and lacks organization. The reader is left with little understanding of the topic. | |
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1. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient. Also indicate your benchmark (e.g. 80% of students will be designated as proficient or higher) and indicate the number of students who met that benchmark.

The total number of students enrolled in the class LEE 235 was 21. All students submitted and passed the assignment.

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|  | % of students meeting the benchmark | **4**  Exemplary | **3**  **Accomplished**  **(Benchmark)** | 2  Developing | 1  Beginning |
| **Style and Format** | 100% | 62% | 38% | 0 | 0 |
| **Mechanics** | 100% | 57% | 43% | 0 | 0 |
| **Content and Organization** | 100% | 76% | 24% | 0 | 0 |

In the data analysis, all students met the benchmark or exceeded it.

1. What changes, if any, do you recommend based on the assessment data?

No changes are needed at this moment because all students met the benchmark.

1. If you recommended any changes in your response to Question 4 in your previous assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report please write N/A as your answer to this question.

N/A.

1. What assessment activities will you be conducting during AY 2021-22?

The program is considering assessment of the following outcomes in AY 2021–22.

SLO: Students will demonstrate competence in their ability to apply ECE knowledge at the advanced level through evidence from ECE core courses and 45 hours of supervised field assignments at two ECE levels.

SLO: Students will demonstrate knowledge of research methods and findings in early childhood education and effective translation of research into practice.

The ECE ePortfolio from LEE 241 Fieldwork in Early Childhood Education will be used for the assessment.

1. Identify and discuss any major issues identified during your last Program Review and in what ways these issues have or have not been addressed.

N/A.