Annual Academic Assessment Report Cover Sheet

Assessment reports are due the 1st Wednesday after the Fall Term
Email to: assessment@unlv.edu

Program Information:

<table>
<thead>
<tr>
<th>Program Assessed</th>
<th>M.ED. in Early Childhood Education</th>
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<tbody>
<tr>
<td>Department</td>
<td>Dept. of Educational &amp; Clinical Studies</td>
</tr>
<tr>
<td>College</td>
<td>Education</td>
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<tr>
<td>Department Chair</td>
<td>Monica Brown, Ph.D.</td>
</tr>
<tr>
<td>Assessment Coordinator</td>
<td>Jeff Gelfer, Ph.D.</td>
</tr>
<tr>
<td>Date Submitted</td>
<td>December 20, 2016</td>
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Contact Person for This Report

<table>
<thead>
<tr>
<th>Name</th>
<th>Jeff Gelfer, Ph.D. Coordinator of Early Childhood Programs</th>
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</thead>
<tbody>
<tr>
<td>Phone</td>
<td>895-1327</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:gelfer@unlv.nevada.edu">gelfer@unlv.nevada.edu</a></td>
</tr>
</tbody>
</table>

Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- What are the student learning outcomes? Please provide a numbered list.
- Which learning outcomes were assessed?
- How were they assessed? (Programs must use at least one direct assessment of student learning.)
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  - activities requiring originality, critical analysis and expertise.
  - the development of extensive knowledge in the field under study.
- What was learned from the assessment results?
- How did the program respond to what was learned?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.
STUDENT LEARNING OUTCOMES (SLO’s)

The specific SLO’s for the Bachelor of Education (M.ED) in Early Childhood Education are:

1. Students will understand the central concepts, tools of inquiry and structures of the discipline as well as the creation of learning and developmental experiences that make these aspects of content meaningful.
2. Students will understand how individuals learn and how to develop and generate opportunities that support intellectual, social, emotional, physical and language development.
3. Students will understand how individuals differ in their approaches to learning and development and will know how to create opportunities that are equitable and adaptable to the needs of diverse learners.
4. Students will understand the planning processes based upon knowledge of content, learner characteristics, the community and curriculum goals and standards and will develop high quality educational programs.
5. Students will understand formal and informal assessment strategies and evaluation of the learner’s continuous intellectual, social, emotional, physical and language development and will select specific strategies to plan instructional programs that meet students.
6. Students will understand a variety of instructional methods and will know how to choose appropriate methods of specific situations, while developing critical thinking, problem solving, decision-making and performance skills.
7. Students will understand the ethical relationships with parents, school colleagues, and organizations in the larger community to support the individual’s development and will develop plans for high quality collaboration.
8. Students will engage in reflective practice by continually evaluating the effects of their choices and actions on students, adults, parents and other professionals in the learning community and will actively seek opportunities to grow professionally.

Assessment:

The following Learning Outcomes were assessed in the courses listed:

ECE-709  SLO’s  1, 2, 3, & 4
ESP-775  SLO’s  4, 5, & 6
ECE-781  SLO’s  1, 2, 3, 4, 5, 6, 7, 8

To analyze ECE-709’s SLO’s 1, 2, 3, & 4 student data were collected using the following tool:
KWL Paper: The KWL RESEARCH PAPER is less formal than a regular research paper but a means that can be use to help organize learning about a particular topic. KWL is a learning strategy used to identify new research. It also works well as an organizing framework for engaging learners in any new material in nearly any new situation. The purpose of this assignment is for the student to identify some aspect of early childhood education that they want to know more about and do individual research. The critical aspect of this assignment is that the topic should be of interest to the student.

UULO addressed: Intellectual Breadth and lifelong Learning Inquiry and Critical Thinking Communication
To analyze ESP-775’s SLO’s 4, 5, & 6 student data were collected using the following tool:

**Lesson plan adaptations:** Each student is expected to **adapt 2 typical preschool/primary grade lesson/activity plans** for students with disabilities in the general classroom and present them with pages stapled neatly. Included for each adapted lesson/activity, must be a specification of the materials, instructional format, adaptations and/or modifications, a instructional setting and references. Each Lesson Plan Adaptation should include a copy of the original lesson plan in addition to the adaptation requirements. Each lesson must be unique and should vary across age/grade levels (pre K-2).

**UULO addressed:** *Intellectual Breadth and lifelong Learning Inquiry* and *Critical Thinking Communication Global/Multicultural Knowledge and Awareness*

To analyze ECE-781’s SLO’s 4, 7, & 8, student data were collected using the following tool:

**Action Research Project:** Each student enrolled will complete a six week implementation project. The project will focus on a deficit in the area of cognition or social skills of a student or group of students in an early childhood setting. The skill will be identified and an intervention will be determined based on each individual case. Each student will use an activity matrix to identify when and where each skill will be addressed throughout the day. Students will use an individual daily activity plan (IDAP) to organize lessons that will address the deficit skill. Each student will complete 4-7 page paper of the project. The paper should include the following:

**UULO addressed:** *Intellectual Breadth and lifelong Learning Inquiry* and *Critical Thinking Communication Global/Multicultural Knowledge and Awareness Citizenship and Ethic*
### Assessment Results:

**SLO’s 1, 2, 3, & 4**

**Observation Journal Project:**

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Number of Students</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scoring Target</td>
<td>(90-100%)</td>
<td>Scoring Acceptable</td>
<td>(80-89%)</td>
</tr>
<tr>
<td>Scoring Unacceptable</td>
<td>(0-79%)</td>
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<tr>
<td><strong>ECE-709</strong></td>
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**SLO’s 4, 5, & 6**

**Service Learning Project:**

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<tr>
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<th>Number of Students</th>
<th>Number of Students</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scoring Target</td>
<td>(90-100%)</td>
<td>Scoring Acceptable</td>
<td>(80-89%)</td>
</tr>
<tr>
<td>Scoring Unacceptable</td>
<td>(0-79%)</td>
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<tr>
<td><strong>ESP-775</strong></td>
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<td>14</td>
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**SLO’s 1, 2, 3, 4, 5, 6, 7, 8,**

**Action Research Project:**

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
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<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scoring Target</td>
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<td>Scoring Acceptable</td>
<td>(80-89%)</td>
</tr>
<tr>
<td>Scoring Unacceptable</td>
<td>(0-79%)</td>
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<td></td>
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<tr>
<td><strong>ECE-781</strong></td>
<td>26</td>
<td>2</td>
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### Findings from Assessment Results:

Overall student data from ECE-709 acknowledged that they were successful in the ability to generate a research paper investigating and collecting literature relevant to a topic of study and organized it into a research paper using quantitative and qualitative data. Students scored in on the target range on the KWL paper (100% overall).

Overall student data from ESP-775 acknowledged that they demonstrated originating an intervention plan and implementing it within the early childhood classroom. The plan included baseline data collection, objectives, strategies and assessment and evaluation. Seventy-six percent (76% overall) of students scored in the Target range and twenty-four percent (24% overall) scored acceptable on the Lesson Plan Adaptations.

Overall student data from ECE-781 demonstrated that they were successful in identifying an educational problem, designing an intervention to extinguish the problem, use baseline data, implement the intervention over a period of time, collect data and originate a research action paper demonstrating the project. Ninety-three percent (93% overall) of students scored in the Target range and seven percent (7%
Areas for Improvement

ECE-709
SLO’s 1, 2, 3, & 4

Students achieved in the Target range on the KWL Project. Requiring students to take EPY-702 as a prerequisite yielded great student efficacy this year.

ESP-775
SLO’s 4, 5, & 6

While the majority of students achieved in the Target range on the Lesson Plan Adaptations Project, almost 24% did not. Last year we recommended that this class should be taken after the students have taken ESP-773, and ESP-774. These are the assessment and curriculum classes in early childhood special education that would provide a more substantial understanding of implementing and designing. We are just beginning requiring ESP-773 and ESP-774 as prerequisites.

ECE-781
SLO’s 1, 2, 3, 4, 5, 6, 7, 8,

All the students achieved Target range on the Action Research Projects. This is their final class before they take their comprehensive exams and is the culminating class.
Appendix A
<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format (10%)</th>
<th>Completion of oral Presentation (20%)</th>
<th>Completion of Written Presentation (70%)</th>
</tr>
</thead>
</table>
| 3           | * Clear and logical  
* Easy to follow  
* Typed  
* Appropriate grammar and spelling | *Provides sufficient info*  
* Some areas are discussed  
* issues-  
* research  
* content | * Provides sufficient information  
* Some areas are discussed:  
* Introduction  
* Research  
* Literature  
* Summaries  
* Reflection |
| 2           | *Somewhat logical sequence and order  
* Difficult to follow  
* Typed | *Provides sufficient info.*  
* Some areas are discussed  
* issue  
* research  
* content | * Provides significant information  
* All major areas are discussed:  
* Introduction  
* Research  
* Literature  
* Summaries  
* Reflection |
| 1           | *No logical sequence  
* Not typed  
* Poor grammar and spelling | *Provides little info. * * No areas are discussed | * Provides little info  
* No areas are discussed |
Lesson plan adaptations (100 Points): Each student is expected to adapt 2 typical preschool/primary grade lesson/activity plans for students with disabilities in the general classroom and present them with pages stapled neatly. Each is worth a total of 50 points. One must be completed by the midterm (see syllabus for date due) and the remaining one is due the last week of regularly scheduled classes. Included for each adapted lesson/activity, must be a specification of the materials, instructional format, adaptations and/or modifications, a instructional setting and references. Each Lesson Plan Adaptation should include a copy of the original lesson plan in addition to the adaptation requirements. Each lesson must be unique and should vary across age/grade levels (pre K-2). See handout for further description.
RESEARCH PROJECT Criteria

PART I

Power Point Presentation of completed project (50 points)
Each student will provide an 8-10 minute power point presentation of project. The presentation should include the following;
* How student/group was identified.
* How the original skill level was tested for a baseline.
* How/When was the implementation facilitated in the classroom (unit and individual plans)
* What was the data collection process and what do the results suggest?
* How was generalization facilitated to the home environment?
* Was the project successful? Why or why not
* What would you do differently next time?

Part II

Write up of final project/summary of findings (100 points)
Each student will complete 4-7 page paper of the project. The paper should include the following;
* How student/group was identified.
* How the original skill level was tested for a baseline.
* How/When was the implementation facilitated in the classroom (unit plans and individualized plans)?
* What was the data collection process and what do the results suggest?
* How was generalization facilitated to the home environment?
* Was the project successful? Why or why not?
* What would you do differently next time?