ECE Online Assessment Overview
2013

The Early Childhood Education Online programs offers the associate degree in early childhood care and education with the associated associate license, and a continuation program through to the bachelor's degree in early childhood with a specialization in children ages birth to five. (18 BSED4 ECEB5-DL and 18 AAS-DL ECLC).

Due to the integrated relationship of these programs, assessments are shared, with an additional capstone project required in the bachelor's degree.

The CAEP Assessments are all collected in the AAS online program. Other assessment data is collected from instructors completing electronic rubrics in the identified courses below. The PreK Associate license, which addresses state standards, also included an assessment and evidence demonstrating impact on student learning.

AAS DEGREE – INFANT/TODDLER

Lesson Planning
Instruction/Practice	Physical, Cognitive, Language Development
Instruction/Practice	Social Emotional Development
Instruction/Practice	Learning Environments
Practice	Infant Toddler Care and Education

Supporting Learning
Instruction/Practice	Responsive Environments

AAS DEGREE – PRESCHOOL and PRE-K ASSOCIATE LICENSE

Lesson Planning
Instruction/Practice	Language and Literacy
Instruction/Practice	Foundations of Math & Science
Instruction/Practice	Creative Arts
Practice	PreK Student Teaching
Practice	Infant Toddler Care and Education
Formal Assessment	PreK Internship Capstone

Comprehensive Performance Evaluation
Formal Assessment	PreK Internship Capstone

Candidate Disopositions
Formal Assessment	PreK Internship Capstone

BIRTH – 5 BS DEGREE

Lesson Planning
Instruction/Practice   Language and Literacy
Instruction/Practice   Foundations of Math & Science
Instruction/Practice   Creative Arts
Instruction/Practice   Physical, Cognitive, Language Development
Instruction/Practice   Social Emotional Development
Instruction/Practice   Play and Development
Practice   PreK Student Teaching
Practice   Infant Toddler Care and Education
Formal Assessment   PreK Internship Capstone
Formal Assessment   Reflections in Teaching

Enganging Students and Supporting Learning
Instruction/Practice   Developmental Concerns and Family Partnerships
Instruction/Practice   Learning Strategies
Instruction/Practice   Collaboration

Assessments
Instruction/Practice   Assessment and Evaluation
Instruction/Practice   Language Development

Comprehensive Performance Evaluation
Formal Assessment   PreK Internship Capstone
Formal Assessment   Reflections in Teaching

Candidate Dispositions
Formal Assessment   PreK Internship Capstone
Formal Assessment   Reflections in Teaching

Curriculum Mapping Matrix: Linking Program Outcomes to Curriculum

Key
I = Introduced
D = Developed
A = Assessed

18 BSED4 ECEB5-DL referred to as Birth to 5 (age 5) baccalaureate degree

Required Courses Identified in the P-1

Program Learning Outcomes	ECE 1005 LEO	ECE 2000-SS CD1	ECE 1020 HSN	ECE 2025 Families Schools Communities	ECE 2010 Classroom Org	ECE 2015 Language & Literacy	ECE 3010 Math & Science	ECE 2020 Creative Arts	ECE 2040 Infant Toddler Care & Edu	ECE 2080 PreK Student Teaching	ECE 2085 PreK Internship	ECE 2005 Developmental Transitions	ECE 2045 Physical Cognitive Language Dev	ECE 2050 Social Emotional Dev Guidance	ECE 3014 Developmental Concerns and Family Ptnsh	ECE 3015 Children's Literature	ECE 3025 Assessment and Eval in ECE	ECE 3030 Social Issues	ECE 3035 Administration and Leadership	ECE 3040 Play and Development	ECE 4024 Learning Strategies	ECE 4025 Language Development	ECE 4045 Collaboration	ECE 4090 Reflections in Teaching
Graduates will be able to use their understanding of infants and toddlers or preschool children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.	I	I	I D	I	I D	I D	I D	I D	D A	D	D A	ID	ID	ID	ID	D	D	D	D	D	I D	D	D	A
Graduates will be able to apply their knowledge of the importance and complex characteristics of infants and toddlers or preschool children's families and communities to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.		I	I	ID					D	D A	D A		ID		D	ID				D		D	DA	A
Graduates will be able to explain the goals, benefits, and uses of assessment. They are able to utilize systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.		I D	D		D	D	D	D	D	D	D A		D	D	ID		D A		I			D		
Graduates will be able to integrate their understanding of and relationships with infants and toddlers or preschool children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academics to design, implement, and evaluate experiences that promote positive development and learning for all children.	I				I D	I D	I D	I D	I D	A	A		ID	ID	ID	D						D		
As members of the early childhood profession, graduates will be able to utilize ethical guidelines and other professional standards related to early childhood practice. They are able to apply knowledgeable, reflective, and critical perspectives in their work. They are informed advocates for sound educational practices and policies.	I	I		I D					D	A					ID			D	D	DA				

**Compatibility Report for Curriculum Mapping
Worksheet - B-5.xlsx
Run on 8/6/2013 15:45**

The following features in this workbook are not
supported by earlier versions of Excel. These features
may be lost or degraded when opening this workbook
in an earlier version of Excel or if you save this
workbook in an earlier file format.

Significant loss of functionality	**# of occurrences**	**Version**
This file originally contained features which were not recognized by this version of Excel. These features are not preserved when saving an OpenXML file to the XLSB file format, or vice versa.	1	Excel 2007

Assessment Infrastructure –CECH   for CAEP Accredited Programs

This attachment is to accompany Special Education (SPED) and Early Childhood Education (ECE) assessment plans submitted August 8, 2013:

18 BSED SPED **(18 BSED-LM and 18 BS ED- LN)**	Baccalaureate degree in Special Education (leading to Ohio licensure). These two PASLAs help us track SPED undergraduate students who have concentrations in Language Arts/Math (LM) and those students who select concentrations in Language Arts/Natural Science (LN).
18 MED-DL SPED-DL	Master's degree in Special Education; offered in online format only.
18 BSED ECE	Early Childhood Education baccalaureate degree, Ohio Pre Kindergarten to Grade 3 licensure included
18 BSED4 ECEB5-DL	Early Childhood Education baccalaureate, working with children Birth to age 5, online degree
18 AAS-DL ECLC	Early Childhood Learning Community , online Associate's degree/pathway to baccalaureate degree

The School of Education receives assessment support from the CECH Office of Assessment and Continuous Improvement (OACI). The data collection and summarization is managed by that office. Data is entered through web-based rubrics and assessments by the end of each semester. Over the summer OACI generates program specific reports and provides them electronically and in hardcopy to each program. By December 15, each program faculty is required to have analyzed the data provided and develop "next steps" in terms of program improvement. These next steps are returned to OACI and a report is generated. Any curriculum changes must be submitted by review by March 15.

OACI also has a web site that has all the assessment documents that were developed and maintained through our major accrediting body: Council for the Accreditation of Educator Preparation (CAEP). [The National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) were combined into CAEP recently.]

CECH has a web site that has links to ALL our CAEP programs and their assessment data. There is a section entitled "Signature Embedded Assessments" as well as Initial Licensure Programs submitted through Specialized Program Associations. Each of those links has between 6-8 assessments required by our professional organizations. Data from past assessments is also on that site. [ASIDE: CECH and UC is among the first universities to become accredited by CAEP – our visit was November 2012; Board of Directors Spring 2013 to award us CAEP accreditation for 7 years.]

NCATE/CAEP page on the CECH web site:

http://www.uc.edu/cech-accreditation/educator-prep.html

Policies and procedures for data collection, analysis, and use are summarized in these three improvement cycles, documented in the description of our assessment system and provided here:

Candidate Performance and Program Improvement Cycle

For Fall Semester Program Meetings (Summer Work)
The following data is aggregated and summarized for decision-makers in program areas: • Admissions data • Praxis II data • Cohort application data • Intern/Student Teacher Evaluations • Candidate Dispositions Progress Report data • Data about program completers • Follow-up data • New SPA standards • Performance on all SPA assessments • Handbook and candidate materials reviewed • Data posted to web site
By December 1 (Program faculty responsible)
• Data-based decisions made regarding the programs submitted to OACI • Summary report by program area submitted to University Council on Educator Preparation/Associate Deans • Areas needing attention identified • Curriculum proposals for curriculum adjustment/maintenance generated • Candidates informed of program improvements in response to data • Submission of new programs to Ohio Department of Education for fall approval cycle
By November 15, Fall Semester (Program Faculty responsible; Program Coordinator)
• Finalize major curriculum changes and develop proposals to be considered by the School leadership • Submit curriculum proposals to the School Leadership • Monitor progress of proposals
During Spring Semester, April 1 (Program Coordinator submits info to appropriate office)
• Record approved curriculum changes • Update curriculum map • Update curriculum guides, degree progress audits (DARS), program outlines • Update evaluation forms for spring semester distribution • Submit updates to bulletins to Associate Dean [there is discussion at the university level about the need for bulletins if the info is on our web sites]
Late Spring Semester (by April 15)-Program Coordinator works with Dean's office, SSC
• Dean's office submits official updates to bulletins [see note above about bulletin] • Dean's office submits official updates to website [Units are responsible for updating their websites directly or through their Web liaison. Faculty are asked to work with Ric Stackpole to make changes to curriculum guides and program outlines.] • Implement program improvements; continue to collect data on candidates and programs

Unit Operations Improvement Cycle for accreditation purposes

For Fall Semester Program Meetings (Summer Work)   Unit Heads, Dean's office
The following data is aggregated and summarized for decision-makers in program areas: • Prior year budget results   • Budget projects for current academic year   • Results of administrator evaluations   • Accreditation annual reports   • Faculty productivity   • Student Satisfaction Survey results   • Reports on grants and projects   • Candidate employment rates   • Handbook and candidate materials reviewed by program faculty
By December 1 (Program Coordinators, School Leadership team, Unit Head)
• Identify areas needing attention and report to OACI via Program Development Plan   • Launch searches for faculty vacancies for the next fall   • Identify potential grant opportunities
During Fall Semester (November 15) (completed by Program Coordinators)
• Submit curriculum proposals to School leadership   • Monitor progress of proposals   • Explore potential areas of outreach
During Spring Semester (by March 1) Unit Head, CECH Graduate Director, Unit Grad Directors
• Complete course schedules for coming year   • Complete load reporting for academic year   • Finalize Graduate Assistant/Graduate Incentive Award allocation
By March 15 (Office of Assessment and Continuous Improvement)
• Initiate Student Satisfaction Survey (after reviewing survey items with OACI Advisory Group)
Late Spring Semester (by April 15)
• Dean's office submits official updates to bulletins [see note above about bulletin]   • Dean's office submits official updates to website [Units are responsible for updating their websites directly or through their Web liaison. Faculty are asked to work with Ric Stackpole to make changes to curriculum guides and program outlines.]   • Implement program improvements; continue to collect data on candidates and programs

P-12 Student Outcomes Improvement Cycle for Council for the Accreditation of Educator Preparation (CAEP) programs only

For Fall Semester Program Meetings (Summer Work)   completed by OACI
The following data is aggregated and summarized for decision-makers in program areas: • Aggregation and content analysis of teacher evaluations of graduates   • Support value added project (Dr. Julie Morrison)   • Generate edTPA (teacher performance assessment) impact on student learning reports   • Track employment of graduates
By December 1 (Program Faculty lead by Program Coordinators, Unit Head)
• Identify additional data sources for impact on p-12 student outcomes   • Programs review data reports in view of program design and clinical experiences   • Programs review syllabi in views of evidence and research based practices
Spring Semester (March 1) OACI completed by OACI
• Aggregate and generate reports from data sources
By March 15 (Program Faculty, report submitted by Program Coordinators, Unit Head)
• Programs generate report on program and clinical experiences to improve potential for positive impact on student learning
Late Spring Semester (April 15)
• Dean's office submits official updates to bulletins [see note above about bulletin]   • Dean's office submits official updates to website [Units are responsible for updating their websites directly or through their Web liaison. Faculty are asked to work with Ric Stackpole to make changes to curriculum guides and program outlines.]   • Implement program improvements; continue to collect data on candidates, programs, and outcomes