1. Overview of Annual Assessment Project(s)

1a. Assessment Process Overview: Provide a brief overview of the intended plan to assess the program this year. Is assessment under the oversight of one person or a committee?

In the Early Childhood program students are assessed every year to gather data for accreditation purposes. Please note that this is a small program and therefore the number of students assessed is small.

1b. Implementation and Modifications: Did the actual assessment process deviate from what was intended? If so, please describe any modification to your assessment process and why it occurred.

The assessment process continued as intended this past year. No deviations occurred.
**2. Student Learning Outcome Assessment Project:** Answer questions according to the individual SLO assessed this year. If you assessed an additional SLO, report in the next chart below.

**2a. Which Student Learning Outcome was measured this year?**

| SLO #3: Develop empathic, respectful, and congruent interpersonal skills and abilities to work successfully with groups and individuals from diverse backgrounds in educational, community, and mental health settings. |

**2b. What assessment instrument(s) were used to measure this SLO?**

Fieldwork evaluations conducted by supervisors, dispositions survey, graduating class survey

**2c. Describe the participants sampled to assess this SLO: discuss sample/participant and population size for this SLO.**

Students included in the assessment program included first year students involved in fieldwork experience (N=26), as well as graduating student’s evaluation of the program (n=2).

**2d. Describe the assessment design methodology:**

This was a cross-sectional comparison. The assessment occurred with first year and graduating class for 2009-2010.

**2e. Assessment Results & Analysis of this SLO:**

Scale used (1-5: 1= poorly to 5=very competently)

Supervisors gave first year (m=3.96) students an overall positive evaluation on their cultural competence. First year students rated as critically important (m=4.56) developing empathic, respectful, and congruent interpersonal skills and abilities to work successfully with groups and individuals from diverse backgrounds in educational, community, and mental health settings. Graduates (n=2) felt that after completing the program (m=5.00) they felt more competent in their ability to develop positive and caring interpersonal relationships among faculty, school, and community partners, as opposed to when they began the program.

**2f. Use of Assessment Results of this SLO:**

Think about all the different ways the results were or will be used. For example, to recommend

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changes to course content/topics covered, course sequence, addition/deletion of courses in program, student support services, revisions to program SLO’s, assessment instruments, academic programmatic changes, assessment plan changes, etc. Please provide a clear and detailed description of how the assessment results were or will be used.

There will be more effort to have more students participate in the assessment process.

Some programs assess multiple SLOs each year. If your program assessed an additional SLO, report the process for that individual SLO below. If you need additional SLO charts, please cut & paste the empty chart as many times as needed. If you did NOT assess another SLO, skip this section.

2a. Which Student Learning Outcome was measured this year?

2b. What assessment instrument(s) were used to measure this SLO?

2c. Describe the participants sampled to assess this SLO: discuss sample/participant and population size for this SLO. For example, what type of students, which courses, how decisions were made to include certain participants.

2d. Describe the assessment design methodology: Was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (comparing freshmen with seniors)? If so, describe the assessment points used.

2e. Assessment Results & Analysis of this SLO: Provide a summary of how the data were analyzed and highlight important findings from the March 30, 2009, prepared by Bonnie Paller
data collected.

2f. **Use of Assessment Results of this SLO:** Think about all the different ways the results were (or could be) used. For example, to recommend changes to course content/topics covered, course sequence, addition/deletion of courses in program, student support services, revisions to program SLO’s, assessment instruments, academic programmatic changes, assessment plan changes, etc. Please provide a clear and detailed description of each.

3. **How do your assessment activities connect with your program’s strategic plan?**

   Our assessment activities are part of our strategic plan, as we need to continually gather data to report to accreditation agencies.

4. **Overall, if this year’s program assessment evidence indicates that new resources are needed in order to improve and support student learning, please discuss here.**

   N/A

5. **Other information, assessment or reflective activities not captured above.**

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6. Has someone in your program completed, submitted or published a manuscript which uses or describes assessment activities in your program? Please provide citation or discuss.

No, not yet.