



Planning and Evaluation Tracking

College Year: Results for 2009-2010

NEW GOALS FOR 2010-11

Division of: Behavioral Studies

Person Responsible: Jerry Moller/D. Harding

Department of: Child Development/ECE

Person Responsible: Marcy Clare Munger

Purpose Statement: To train caregivers, directors, managers, Title I Aides, paraprofessionals, and childcare providers to work with infants - preschool children in preschool environments, after school programs while concentrating on areas of growth, development and age appropriate curriculum and program management within these various childcare professions.

Goal Statement #1: Deliver continuing education coursework needed to complete credentialing requirements (GOAL #3 FROM PREVIOUS Pet Form)

Objectives/Outcomes (including assessment tools and standards): To collaborate with community partners in order to deliver continuing education that meets standards for state licensing and credentials in the early childhood professions.

Results: Amarillo College, through the Child Development Department partnered with Region 16, the Panhandle Association for the Education of Young Children, Work Source, school districts, Department of Family and Protective Services and Mental Health and Mental Retardation to deliver 5 conferences. Three conferences focused on early childhood education and one was on parenting education and one on multicultural awareness.

Use of Results (including improvements and revisions): **

Analysis: We were able to reach around 1000 people with training options this past year. This was an effort that required a good deal of coordination but did offer 40 hours of continuing education opportunities for early childhood professionals and families. These trainings were in high demand if offered on Saturday but less well attended if offered on week days. We held the conferences at the Business and Industry Center, the Civic Center and on Washington Street Campus.

Plan of Action: We will offer the trainings again; four at the Business and Industry Center and one on West Campus. We will use a Saturday format for three conferences and a week day for the other two. We will advertise in more locations for the conferences.

Goal Statement #2: Build community partnerships to strengthen resources for families and agencies working with young children. (Goal #4 from previous PET)

Objectives/Outcomes (including assessment tools and standards): Partnerships in the community supported early childhood training and education goals with an investment of \$ 1500. These dollars were raised to create a scholarship for education students at the Mayor's Breakfast for Friends of Young Children on April 30, 2010. The scholarship is called the Bruce Beck Scholarship and will be sustained by fund raising by the TEACH club in the future years. On July 27th the Melonye Curtis Memorial Conference raised \$800.00 to add to the Melonye Curtis Scholarship for the Child Development majors.

Results: The economy has impacted the amount of gifts given to scholarships but with in kind gifts and discounts such as a \$500 gift from the St. Joseph's Child Development Center to support the lunch at the Melonye Curtis Memorial Conference, we were able to raise a few more dollars for scholarship.

Use of Results (including improvements and revisions):

Analysis: Conferences targeted to help build scholarships for Amarillo College students helped raise needed support for conference dollars and allowed us to have a low cost conference offering high quality training.

Plan of Action: Offer conferences for management credit hours in the summer that will add funds to the Melonye Curtis Scholarship at the AC Foundation.

Goal Statement #3: Assess basic core competencies along five dimensions that could be considered essential to effectiveness in a child development program and profession.

Objectives/Outcomes (including assessment tools and standards): A five question assessment covering five core competencies in a multiple choice format was given in the fall semester of 2009. The questions were embedded in other testing materials.

Results: While the assessment was administered, only six students took and completed both pre and post tests. As well, the Outcomes Analyst suggested that the assessment question results might not be valid due to such low numbers. The analysis of the data showed that across all five questions, students did better on the post test than the pre test, and all results were significant.

Use of Results (including improvements and revisions):

Analysis: Due to the small numbers of participants, and the critique of the format suggested by the Outcomes Analyst, this data was analyzed, but its usefulness was questioned.

Plan of Action: A new assessment was designed and administered to Child Care students in the Spring of 2010. A retrospective outcome assessment design will allow students to rate their proficiencies across various core competencies, and attitudes related to confidence in personal abilities related to childcare practices will also be assessed. This is reflected in Goal 4 below.

Goal Statement #4: Assess learner's attitudes related to their sense of their own progress and professional development, personal competence, and confidence to work in their field, as well as assessing the areas that they see needing improvement.

Objectives/Outcomes (including assessment tools and standards): A retrospective outcome assessment will be administered to students in the CDE program at the end of the Spring of 2010 semester. Using a likert scale, students will rate their attitudes related to their professional development, competence, confidence and areas needing improvement. The format will include five question pairs. An example would be stated as "At the beginning of this program I would rate myself as (1-5, poor - excellent) on my confidence and ability in ahandling a discipline issue in young children" followed by, "After taking this course, I would rate myself as (1-5, poor to excellent) on my confidence and ability to handle a disci;line issue in young children". This scale may be embedded in the final exam.

Results: The retrospective analysis was given at the end of the Spring 2010 semester to 13 female students in the Child Care program. Seven students were above the age of 30, 1 between 25 & 30, 4 between 23 and 25 and 1 below 23 years of age. The group included 8 White, non-Hispanic, 2 White, Hispanic, and 3 African American students. Six were freshmen below 30 hours class time, 4 were sophomores with 30 to 60 hours and 3 had over 60 hours of college credit.

The first four items on the assessment were demographics related to age, race, gender and level of schooling. The other 16 items on the outcome assessment included 8 pairs of questions, stated as "Before I took this course", and "Since taking this course". Students rated themselves "before and after" using a Likert scale with 1= poor, 2 = not very good, 3 = moderate; 4 = fairly developed or pretty good, and 5 = to excellent or well developed. Paired items 5 and 6 asked about understanding the ways children develop; items 7 and 8 examined appreciation for each child's individuality; items 9 and 10 looked at students understanding of the use of "discipline" rather than punishment; items 11 and 12 examined an understanding of nature and nurture (biology and experience) in shaping children; item pairs 13 and 14, as well as 15 and 16, looked at personal confidence in being able to find appropriate resources for working with children and their ability to work at age appropriate levels with children; and item pairs 17 and 18, as well as 19 and 20, asked students to rate their ability to engage children based on their level of development, and to discern their needs, based on their level of development.

A paired sample t test was used to compare group means on each of the item pairs. All pairs showed a significant shift from a lower level of understanding, appreciation, feeling of confident or ability, to a higher level, according to the likert ratings, with all results being significantly better at the .000 level. While all item pairs showed improvement, individual means were examined to look at those items with less improvement than others. However, all standard deviations and mean differences between paired items were fairly consistent (from .8 to 1.1). The fact that the number of students was so small may suggest a problem with validity. However, the fact that the numbers of participants was small, and the differences were highly significant between the item pairs, suggests that the effect size of the course in improving student's knowledge, appreciation, understanding, abilities and sense of confidence was quite large.

Use of Results (including improvements and revisions):

Analysis: After careful analysis, it seemed that students rated themselves as having made improvements in the child care program, along with having gained a greater understanding and appreciation for the individuality and development of each child, along with a greater ability and sense of confidence in applying the knowledge they had gained to issues of professional child care.

Plan of Action: The students will be assessed during the initial enrollment into the program either a certificate program or associate degree program and again during the semester in which they graduate. We will use a questionnaire for those who enroll as new students and then again in the semester that they complete to assess student accomplishments and recommendations to the improvement of the program.

Goal Statement #5 for 2010-2011: Assess the effectiveness of our department purpose from the perspectives of program graduates who are working in the field of early childhood and graduates who are continuing in educational programs.

Objectives/Outcomes (including assessment tools and standards): During the fall and spring semester 2010- 2011, an interview will be used with 25- 35 graduates of the program. Questions will focus on key aspects of the Amarillo College degree plan and course objectives to determine which elements have been helpful, instructive or useful in the years following graduation from Amarillo College.

Results: Results will be assessed by compiling the reflections of the 25 - 35 graduates who have either gone on to enroll in educational programs or have found work in the educational field. Patterns of responses will be examined to assess areas in which the program can be improved.

Use of Results (including improvements and revisions):

Analysis: Use of results are pending data collection and analysis.

Plan of Action: pending on analysis