Eastern West Virginia Community and Technical College
COURSE ASSESSMENT REPORT

Course Title and Number: EDF 276 Early Childhood Capstone	Academic Term and Year of Assessment Activity Spring 2006; Spring 2007; Summer 2007; Fall 2007; Fall 2008
Report Submitted By: Debra Backus	Course Delivery Format : Independent Study, individual student conference; e-mail
Date Report Submitted: June 2010	Number of Students Assessed: 6
	Number of Sections Included: 5

Course Role in the Curriculum Provide a description of the role the course serves in the curriculum (i.e. general education requirement, program technical core, restricted elective, etc.). Note all as appropriate.
The capstone is the final course required for the Early Childhood Development, A.A.S. degree. This course is intended to provide an opportunity for students to demonstrate the integration of learning acquired in courses throughout the degree program.

Assessment Methods Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.
Students defined a topic of interest and then developed their project. Subsequent projects were expanded to include the students' philosophy of education, attendance at early childhood training conference, and case studies. A rubric was utilized to assess the level of achievement.   See attached.

Assessment Results Provide a summary of results including tables/charts. Incorporate information from previous assessments as appropriate. Append additional pages if necessary. If appending, include notation in box to "See attached".
The students have not performed at the level anticipated. The first two students were required to define a topic and then develop a project. Additional and more structured assignments were given to subsequent groups to try to develop and strengthen student writing and critical thinking skills.

Course Level Assessment Summary of Outcomes, Indicators and Results Course Title and Number EDF 276 Early Childhood Capstone Number of students in assessment sample = 6 Number of Sections in Assessment = 5				
Learning Outcomes (Insert learning outcomes assessed during this cycle)	Indicator (Insert indicators used for each outcome: exam question, scoring rubric, etc. Be specific)	Percent of Correct Responses	Percent of Incorrect Responses	Performance Standard Met (80%)* (yes or no)
Outcome 1:	Define a topic for critical investigation	100%	0%	Y
Outcome 2:	Identify critical issues impacting problem resolution	50%	50%	N
Outcome 3:	Analyze and provide recommendations based on facts and available information from multiple sources	0%	100%	N
Outcome 4:	Apply effective written communication skills	33%	67%	N

Conclusions and Action Plan
Provide a brief summary of conclusions derived based on analysis of data. Identify action plan for improvement or maintaining current performance levels. Append additional pages if necessary. If appending, include notation in box to "See attached".
Students did not have well developed writing skills and did not apply MLA/APA citing standards even when given general document guidelines and information on formatting web sites and references. Students were able to retrieve information but did not know how to write a research paper and did not show evidence of critical thinking. When given case studies they tended to report facts rather than apply their knowledge to specific cases and did not bring in supporting evidence or research. **When given the single research paper, students did not have the skills to develop their ideas. Some projects lacked any summary and most had grammatical and typographical errors. Several students were given the opportunity to re-submit their projects.** **It is recommended that students be given several different types of projects. Development of their philosophy of education, a standard topic to all students for a research project and case studies to give students an opportunity to integrate the coursework on several different levels.** **The program curriculum needs to be examined to identify courses that can strengthen students writing skills and understanding of research papers.** **This course is offered as an independent study but student may benefit from face-to-face class meetings several times during the semester in a seminar format. Students did not keep in contact with the instructor or ask for critique of the projects. Most submitted them on time but then the instructor had to return for revision. A more structured class would offer the students more feedback throughout the semester and discussion among students would strengthen all of the projects.**

Effective Date for Changes or Curriculum Proposal Submission to LOT (if recommended)	**Proposed Date for Reassessment**

Assessment Committee Approval (To be posted by Assessment Committee Chair)	**LOT Review** (To be posted by Assessment Committee Chair)
Date: 6-23-10 (SB-G)	**Date: 8-2-10 (SB-G)**

Objective/Criteria	Performance Indicators			
	Advanced (5 points)	**Proficient (3 points)**	**Not Yet There (1 point)**	**Not there at all (0 points)**
Development of Ideas	Well-developed ideas; introduces new ideas	Developing ideas	Poorly developed ideas	Statements of fact, no development of ideas
Evidence of Critical Thinking	Clear evidence of critical thinking—application, analysis, synthesis and evaluation. Clarity of argument, depth of insight into theoretical issues, originality, relevance. Sometimes includes unusual insights. Arguments are well supported	Beginnings of critical thinking, generally accurate, but could be improved with more analysis and creative thought. Tendency to report facts rather than address issues.	Poorly developed critical thinking	Does not apply, analyze or give insight into topics
Research to support projects	References for all research information and in correct format. References support topic.	References for research information supports topic. References for some information are in correct format.	Reference are limited and not all supported of topic	No references cited.
Grammar/spelling	No spelling or grammar errors.	Three or less spelling and/or grammar errors	Four or more spelling and/or grammar errors	Grammar and spelling are not at minimum standard.
Timelines	Assignments deadlines are met	Most assignment deadlines are met.	Most assignments do not meet deadlines	No deadline met.