Program Data Analysis Report

Department Name: Early Childhood/Special Education

Date: May, 2013

Contact Person: Dr. Maureen Walcavich

Program: Early Childhood Graduate

Directions:

1. Review the program assessment data located in D2L
2. List 6 to 8 assessments for each program in the box provided for Program Assessments. Examine the data collection for each program. Be sure to review both the fall and spring data collection. Answer the following questions for each program assessment placing the information in the appropriate column:
   - What does the data indicate for your program?
   - What areas of concern if any do you have regarding this assessment?
   - What recommendations for you have regarding any revisions for this assessment?
   - What program changes if any does this data suggest?

Graduate Unit Data

<table>
<thead>
<tr>
<th>Program Assessment</th>
<th>Data Analysis</th>
<th>Recommendations</th>
<th>Implementation Date</th>
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</thead>
</table>
| ECED 700 Case Study| Data from Fall, 2012 (N=17) indicate that none of the students met target in all areas. 12 out of 17 met target on application of Bronfenbrenner’s Macrosystems, 13 out of 17 met target on application of Bronfenbrenner’s Mesosystem; 14/17 met target on application of Bronfenbrenner’s Exosystem and all but one met target in Microsystem. 10 out of 17 met target on “Reflection of Impact of Systems” | Based on the data analysis, the following recommendations are made:  
   - Review the definitions of the four levels of the ecological systems  
   - Discuss the impact of the systems in a live chat. | Summer, 2013 |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Data from Spring, 2012 (N=25)</th>
<th>Data from Summer, 2012 (n=24)</th>
<th>Data from Fall, 2012 (N=12)</th>
<th>Data from Spring, 2012. (N=26).</th>
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<tbody>
<tr>
<td>ECED 715 Curriculum Action Project</td>
<td>84-92% of students met target in 4 of 6 areas. The two areas of concern identified last spring, writing a correct Bibliography and Evaluating the Curricular approach remain areas of concern.</td>
<td>23 students met target or acceptable in all areas. The only area of concern was the 3 levels of differentiating activities.</td>
<td>Written summary and evaluation of the PIERS remains an area of concern. 50% of students met target. 58% of students met target in the area of Formal and Informal Assessments. The data on Observations show that this area has improved from 43% meeting target to 50%.</td>
<td>All students met target or acceptable in 7/9 categories. The lowest number of students who met target was 19/26 in the Write</td>
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<tr>
<td>ECED 720 Math/Science Learning Center</td>
<td>Based on the dare analysis, the following recommendations are made: - Add a power point on writing citations in APA style to the course resources. - Post quality examples of well written evaluations of curricular approaches to the course materials.</td>
<td>Based on data analysis, the following recommendation is made: - Provide examples of clearly labeled activities of differentiating instruction (i.e., above, target, and below) - Continue providing labels and SAS websites to maintain strong scores.</td>
<td>Based on the data analysis, the following recommendations are made: - Post quality examples of well written summaries and evaluations to the course materials. - Review expectations for the write ups for formal and informal assessments.</td>
<td>Based on the data analysis, the following recommendation is made: - Review the criteria for family literacy programs.</td>
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<tr>
<td>Course</td>
<td>Data Description</td>
<td>Recommendation</td>
<td>Spring 2014</td>
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| ECED 750 Action Research | Data from Spring, 2012 (N=17). 13 students out of 17 met target for Results and 7 met target for implications | Based on the data analysis, the following recommendation is made:  
- Continue to provide models of reports that have exemplary results and implication sections  
- Consult with the instructors of EDUC 788  
- Discuss implications on a chat before the reports are turned in. | Spring 2014 |