

Teacher Education Department
ECE: Early Childhood Education Program

CITE Learning Outcome:

Students will demonstrate digital literacy through the creation of a website/podcast as part of their Advocacy Projects.

Assessment Reporting Period: Spring 2026

I. Course Learning Outcome

Students will demonstrate digital literacy through the creation of a website and/or podcast as part of their Advocacy Project.

II. Assessment Source and Course

This assessment was conducted in ECE 210 using the Advocacy Project assignment. Students selected an issue affecting children, families, educators, or communities and created a website, podcast, or written advocacy product. The project required students to define a problem, conduct research, develop advocacy actions, and communicate information to a public audience. A total of 21 projects were reviewed.

III. Assessment Measure

The Advocacy Project served as a direct assessment measure of students' ability to demonstrate digital literacy and apply computational thinking skills within an advocacy context. Students were required to identify and define an issue, evaluate and summarize research, communicate information through digital media, develop advocacy actions, and create a Frequently Asked Questions (FAQ) section. The project provided an authentic opportunity for students to engage with real-world issues while creating public-facing digital content.

Computational Thinking Skills Assessed

Statement of the Problem – Abstraction

Research Source Summaries – Information Evaluation; Pattern Recognition and Synthesis

Small Advocacy Action – Algorithmic Organization

Large Advocacy Action – Algorithmic Reasoning

FAQ Section – Abstraction

Together, these components required students to organize information, evaluate evidence, communicate ideas, and develop logical action plans.

IV. Assessment Method

Student projects were reviewed using the ECE 210 Advocacy Project CITE Assessment Rubric. Projects were evaluated across five criteria and rated as Exceeds Expectations, Meets Expectations, or Novice/Did Not Meet Expectations. Results were aggregated to determine overall patterns of student performance. In addition to the quantitative review, faculty observations gathered during project implementation were analyzed to identify strengths, challenges, and instructional implications.

ECE 210: Advocacy Project: CITE Assessment Rubric

Criteria	CT Skill
Statement of the Problem	Abstraction (identifying the essential elements of the issue)
Research Source Summaries	Information Evaluation (selecting and evaluating credible sources) Pattern Recognition and Synthesis (identifying themes across sources)
Small Advocacy Action	Algorithmic Organization (step-by-step reasoning about action)
Large Advocacy Action	Algorithmic Reasoning (logical sequencing of stakeholder actions)
FAQ Section	Abstraction (distilling essential questions and explanations)

V. Analysis of Findings

The assessment results indicate that students successfully demonstrated the learning outcome through the creation of advocacy-focused websites, podcasts, and written projects. Across all five rubric categories, the majority of projects met or exceeded expectations. Students demonstrated the ability to identify issues, evaluate information, communicate research findings, and propose actions designed to promote awareness and change.

Overall, the strongest areas of performance were the Statement of the Problem and Large Advocacy Action categories. Students were generally successful in defining issues and envisioning broader advocacy efforts. Areas for continued growth include research synthesis and helping students distinguish between ambitious policy goals and advocacy actions that are realistic and actionable.

Statement of the Problem

All 21 projects met or exceeded expectations. Students generally demonstrated a clear understanding of the issue they selected and were able to explain why the issue was important. This finding suggests that students were successful in applying abstraction by

identifying the essential elements of a complex problem and communicating those elements clearly.

Research Source Summaries

Nineteen of twenty-one projects met or exceeded expectations. Students were generally able to locate relevant information and summarize research findings. However, some students experienced difficulty distinguishing scholarly sources from non-scholarly sources and required support evaluating source credibility and synthesizing information across multiple sources.

Small Advocacy Action

Nineteen projects met or exceeded expectations. Students demonstrated a strong understanding of small-scale advocacy actions and were generally able to identify realistic steps that individuals or small groups could take to address an issue.

Large Advocacy Action

This category demonstrated the highest percentage of Exceeds ratings. Students frequently proposed awareness campaigns, policy initiatives, stakeholder engagement efforts, and community-based actions. However, some students proposed actions that would require significant policy changes or resources beyond their sphere of influence.

FAQ Section

The FAQ section was a consistent strength. Students generally demonstrated the ability to anticipate audience questions and communicate information in accessible language. Faculty reported that students performed well on this component overall.

Table 1. Quantitative Results

Criterion	Exceeds (N)	Exceeds (%)	Meets (N)	Meets (%)	Novice (N)	Novice (%)
Statement of the Problem	7	33.3%	14	66.7%	0	0.0%
Research Source Summaries	7	33.3%	12	57.1%	2	9.5%
Small Advocacy Action	8	38.1%	11	52.4%	2	9.5%
Large Advocacy Action	11	52.4%	7	33.3%	3	14.3%
FAQ Section	6	28.6%	12	57.1%	3	14.3%

Interpretation: Across all criteria, at least 85% of projects met or exceeded expectations. These findings indicate that students successfully demonstrated the targeted learning outcome.

Figure 1.

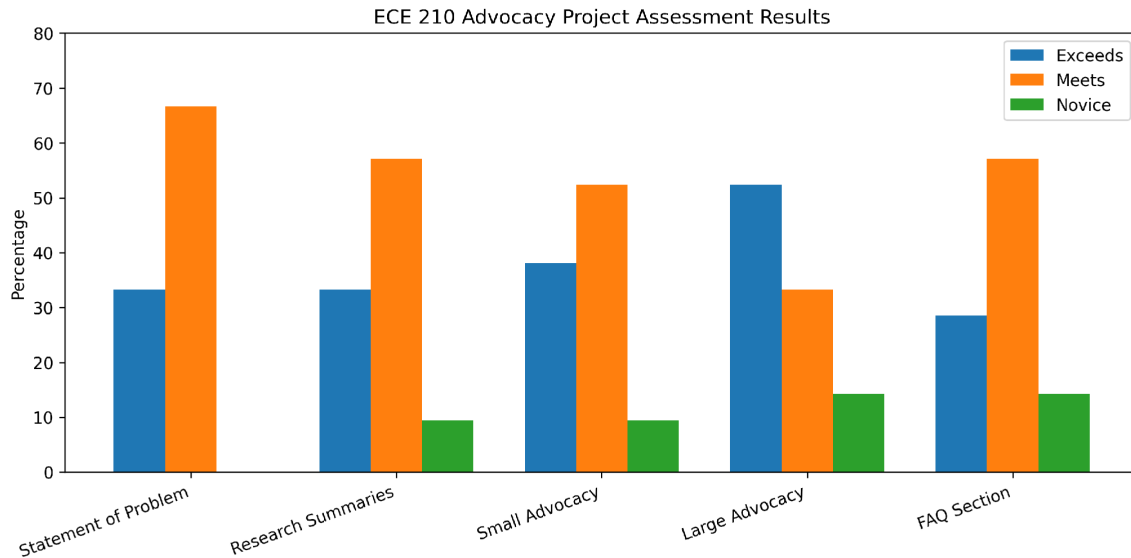


Table 2. Qualitative Findings: Strengths and Challenges

Criterion	What Worked Well	Challenges Observed
Statement of the Problem	Brainstorming templates helped students organize ideas and identify key elements of an effective problem statement.	Students initially struggled to determine where to begin and what information should be included.
Research Source Summaries	Research workshops helped students locate relevant sources and understand how to use evidence to support advocacy.	Students often struggled to distinguish scholarly and non-scholarly sources and needed support evaluating source quality.
Small Advocacy Action	Students generally understood the concept of a small advocacy action and were able to create realistic action plans.	Some students needed support making actions more specific and actionable.
Large Advocacy Action	Students demonstrated strong understanding of broader advocacy efforts and stakeholder involvement.	Some proposed actions required policy changes or resources beyond what could realistically be accomplished.
FAQ Section	Students were generally successful in anticipating audience questions and communicating information clearly.	Few significant challenges were observed in this component.

VI. Overall Patterns and Methodology Effectiveness

The Advocacy Project proved to be an effective assessment measure because it required students to engage in authentic inquiry, research, communication, and advocacy. Students were not simply recalling information; they were applying information to a meaningful issue and creating products designed for public audiences.

Faculty observations suggest that structured supports played an important role in student success. Brainstorming templates were particularly effective in helping students develop strong problem statements, while research workshops supported students in locating and evaluating sources. Once students had established a clear understanding of their issue, they generally performed well when developing advocacy actions.

Common project topics included educational equity, teacher preparation, special education, early intervention, bilingual education, family engagement, nutrition, play-based learning, housing instability, and screen time. These topics provided meaningful opportunities for students to connect course content with contemporary issues affecting young children and families.

Learning Outcome Status: Met.

Students successfully demonstrated digital literacy through the creation of advocacy-focused websites, podcasts, and written projects. The majority of projects met or exceeded expectations across all rubric categories, indicating successful achievement of the learning outcome.

VII. Action Plan and Next Steps

Faculty will continue using the Advocacy Project as a signature assessment. Based on the findings, future instruction should:

- Continue using brainstorming templates to support development of problem statements.
- Continue offering in-class workshops focused on identifying scholarly sources.
- Provide additional instruction on evaluating source credibility and synthesizing information across multiple sources.
- Help students distinguish between realistic advocacy actions and actions that require broad policy change.
- Continue emphasizing audience awareness and public communication through websites and podcasts.

These supports are expected to strengthen student performance in research and advocacy planning while maintaining strengths in communication and problem identification.

VIII. Next Assessment Cycle

The next assessment cycle will occur according to the department assessment schedule. Future assessments may compare results across semesters to determine whether instructional supports improve performance in source evaluation, research synthesis, and advocacy planning.

Appendix A

<https://sites.google.com/view/website-ideas-fo-ece-210s-soci/home>

<https://sites.google.com/view/ishmael-/home>

<https://sites.google.com/view/theimportanceofcrt?usp=sharing>

<https://sites.google.com/view/inequalitypoverty>

<https://sites.google.com/view/special-education-ece?usp=sharing>

https://docs.google.com/document/d/1h9pdK6YbM_ZJNXcPwUS6sEvZs7LNXPC3BwqrVu8nVcU/edit?usp=sharing

<https://docs.google.com/document/d/1ifaRYpWOFdk7XBPYz8CUHJeWvKsQTzs-wldkXAWwjIE/edit?usp=drivesdk>

<https://sites.google.com/view/underprepared-teachers-in-ece?usp=sharing>

<https://sites.google.com/view/lackofplay/home>

<https://sites.google.com/view/disparityinschools/home?authuser=0>

<https://sites.google.com/view/htt123/home>

<https://sites.google.com/view/acesstoearlyintervention/home>

<https://sites.google.com/view/k-t-ece210website/home>

<https://sites.google.com/view/teacherpreparation/home>

<https://sites.google.com/view/housinginequal/home>

<https://sites.google.com/view/eceassessment/home>

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<https://sites.google.com/view/nutritionece/home>

<https://sites.google.com/view/thelackofplay?usp=sharing>

<https://sites.google.com/view/does-screen-time-impact-ece/home>