

The review and analysis of program outcomes assessment data provide an essential input into the college-wide continuous improvement of instructional programs. The goal is to facilitate broader discussions that produce recommendations for and implementation of data-based improvements by individual faculty or groups of faculty. Improving instruction based on this type of data also supports College compliance with SACSCOC principles for institutional effectiveness regarding instructional programs.

This **data guide** assist faculty with the interpretation of program outcomes assessment data. Faculty should carefully review each data summary and discuss the related exploratory reflections. These reflections will provide a basis for responses to the *Program Outcomes Annual Assessment Report*.

The data summarized below were submitted by faculty via SOS during Fall 2022.

Reflection Questions

1. Upon review of the success rates, are there any outcomes that seem particularly problematic?
 - a. If the rates are low, what could be done to improve success on that outcome?
 - b. If the rates are high, how were those success rates achieved? What is being done particularly well that could benefit other programs?
 - c. Are students with **45-60 SCH** performing at expected levels in preparation for graduation? Are you satisfied with your students' performance?
2. How are you assessing each outcome?
 - a. What assessment methods are used? Review the appendix *Faculty Assessment Methodology* at the end of the data report.
 - b. Are the methods of assessment appropriate for the outcomes? (e.g. requires students to perform in a manner expected by the outcome).
 - c. What additional instructional strategies could be implemented to improve success rates?
3. To what extent is the program assessing all outcomes? Do current practices provide adequate assessment?
 - a. Across all outcomes, to what extent have courses/faculty reported "No Data for Other Reasons" or "Faculty Indicated Outcome Not Assessed" or "No Response from Faculty?" Perhaps explore with faculty why there was no data available or why outcomes were not assessed within the course. Consider what may be done within the program to reduce instances where faculty do not submit any response.
 - b. What may be done to improve the scope and frequency of assessment?
 - c. What are the leading causes of non-assessment of outcomes?

***Per FERPA regulations, when discussing data, in order to protect students' identities please do not discuss or identify individual students.*

Child Development Outcomes Assessed

- Outcome 1: *Students will be able to use developmentally appropriate practices to support children's learning.*
- Outcome 2: *Students will be able to communicate effectively with children, families, co-workers, and the community.*
- Outcome 3: *Students will be able to exhibit ethical behavior and professional responsibilities as required by the field of early childhood.*
- Outcome 4: *Students will be able to utilize technology to manage professional responsibilities.*
- Outcome 5: *Students will be able to create an equitable environment inclusive of all children, families, colleagues, and community.*
- Outcome 6: *Students will be able to implement knowledge of regulatory agencies that govern early childhood programs.*

Child Development Outcomes NOT Assessed

- *Students will be able to interpret observations and assessments to plan and implement child centered curriculum.*

Courses Identified for Child Development Outcomes Assessment

- CDEC 1323
- CDEC 1356
- CDEC 1359
- CDEC 1413
- CDEC 1417
- CDEC 1458
- CDEC 2326
- CDEC 2328
- CDEC 2366
- CDEC 2422
- TECA 1303
- TECA 1311
- TECA 1318

Courses Sampled for Child Development Outcomes Assessment

Sampled Courses	Total Sections	Total Enrollments	Number of Students Assessed in One or More Outcomes	
			N	%
CDEC 1356	1	13	0	0.0%
CDEC 1359	1	15	0	0.0%
CDEC 1413	1	10	7	70.0%
CDEC 1417	2	34	17	50.0%
CDEC 2326	1	20	0	0.0%
CDEC 2328	2	34	21	61.8%
CDEC 2366	2	16	10	62.5%
CDEC 2422	2	39	13	33.3%
TECA 1303	4	64	28	43.8%
TECA 1311	2	43	32	74.4%
TECA 1318	2	29	9	31.0%

Results for Outcome 1: Students will be able to use developmentally appropriate practices to support children's learning.

Students declared in the program

Note: No students with 45 SCH or more who declared in the program were enrolled to be assessed.

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1417	2	40.0%	.	.	.	.	.	.	.	.	.	.	3	60.0%
Total	2	40.0%	.	.	.	.	.	.	.	.	.	.	3	60.0%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	2	40.0%	.	.	.	.	.	.	.	.	.	.	3	60.0%
Male	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Hispanic or Latino Origin	.	.	.	.	.	.	.	.	.	.	.	.	3	100.0
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	.	.	.	.	.	.	.	.	.	.	.	.	3	100.0
22 - 24	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
25 - 34	.	.	.	.	.	.	.	.	.	.	.	.	.	.
35 - 49	.	.	.	.	.	.	.	.	.	.	.	.	.	.
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	1	33.3%	.	.	.	.	.	.	.	.	.	.	2	66.7%
Did NOT Receive Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
First Generation														
First Generation	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
NOT First Generation	1	25.0%	.	.	.	.	.	.	.	.	.	.	3	75.0%

Results for Outcome 1: Students will be able to use developmentally appropriate practices to support children's learning.

Students NOT declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1417	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Total	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1417	14	50.0%	.	.	3	10.7%	.	.	.	.	.	.	11	39.3%
Total	14	50.0%	.	.	3	10.7%	.	.	.	.	.	.	11	39.3%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	15	51.7%	.	.	3	10.3%	.	.	.	.	.	.	11	37.9%
Male	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	3	42.9%	.	.	1	14.3%	.	.	.	.	.	.	3	42.9%
Hispanic or Latino Origin	12	57.1%	.	.	2	9.5%	.	.	.	.	.	.	7	33.3%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	8	80.0%	.	.	2	20.0%	.	.	.	.	.	.	.	.
18 - 21	2	28.6%	.	.	1	14.3%	.	.	.	.	.	.	4	57.1%
22 - 24	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
25 - 34	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
35 - 49	3	50.0%	.	.	.	.	.	.	.	.	.	.	3	50.0%
50 & Over	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
Pell Status														
Received Pell	2	22.2%	.	.	1	11.1%	.	.	.	.	.	.	6	66.7%
Did NOT Receive Pell	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
No FASFA on Record	13	72.2%	.	.	2	11.1%	.	.	.	.	.	.	3	16.7%
First Generation														
First Generation	7	46.7%	.	.	.	.	.	.	.	.	.	.	8	53.3%
NOT First Generation	8	57.1%	.	.	3	21.4%	.	.	.	.	.	.	3	21.4%

Results for Outcome 2: Students will be able to communicate effectively with children, families, co-workers, and the community.

Students declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
CDEC 1359	.	.	.	.	.	.	.	.	.	.	.	.	.	3	100.0
TECA 1311	3	75.0%	.	.	1	25.0%	.	.	.	.	.	.	.	.	.
Total	3	42.9%	.	.	1	14.3%	.	.	.	.	.	.	.	3	42.9%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
CDEC 1359	.	.	.	.	.	.	.	.	.	.	.	.	.	4	100.0
TECA 1311	6	66.7%	.	.	2	22.2%	.	.	1	11.1%	.	.	.	.	.
Total	6	46.2%	.	.	2	15.4%	.	.	1	7.7%	.	.	.	4	30.8%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	8	42.1%	.	.	3	15.8%	.	.	1	5.3%	.	.	7	36.8%
Male	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Nat American or Alaskan	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	1	25.0%	.	.	2	50.0%	.	.	.	.	.	.	1	25.0%
Hispanic or Latino Origin	5	45.5%	.	.	1	9.1%	.	.	1	9.1%	.	.	4	36.4%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	2	50.0%	.	.	.	.	.	.	.	.	.	.	2	50.0%
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	.	.	.	.	1	100.0	.	.	.	.	.	.	.	.
18 - 21	3	60.0%	.	.	1	20.0%	.	.	.	.	.	.	1	20.0%
22 - 24	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
25 - 34	1	25.0%	.	.	.	.	.	.	1	25.0%	.	.	2	50.0%
35 - 49	4	57.1%	.	.	.	.	.	.	.	.	.	.	3	42.9%
50 & Over	1	50.0%	.	.	1	50.0%	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	5	45.5%	.	.	1	9.1%	.	.	1	9.1%	.	.	4	36.4%
Did NOT Receive Pell	4	100.0	.	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	.	.	.	.	2	40.0%	.	.	.	.	.	.	3	60.0%
First Generation														
First Generation	7	41.2%	.	.	3	17.6%	.	.	1	5.9%	.	.	6	35.3%
NOT First Generation	2	66.7%	.	.	.	.	.	.	.	.	.	.	1	33.3%

Results for Outcome 2: Students will be able to communicate effectively with children, families, co-workers, and the community.

Students NOT declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
CDEC 1359	.	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
TECA 1311	2	66.7%	.	.	1	33.3%	.	.	.	.	.	.	.	.	.
Total	2	50.0%	.	.	1	25.0%	.	.	.	.	.	.	.	1	25.0%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
CDEC 1359	.	.	.	.	.	.	.	.	.	.	.	.	.	7	100.0
TECA 1311	19	70.4%	2	7.4%	6	22.2%	.	.	.	.	.	.	.	.	.
Total	19	55.9%	2	5.9%	6	17.6%	.	.	.	.	.	.	.	7	20.6%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Gender															
Female	20	55.6%	2	5.6%	7	19.4%	.	.	.	.	.	.	.	7	19.4%
Male	1	50.0%	.	.	.	.	.	.	.	.	.	.	.	1	50.0%
Race/Ethnicity															
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	1	25.0%	.	.	2	50.0%	.	.	.	.	.	.	.	1	25.0%
Hispanic or Latino Origin	15	60.0%	2	8.0%	4	16.0%	.	.	.	.	.	.	.	4	16.0%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	3	42.9%	.	.	1	14.3%	.	.	.	.	.	.	.	3	42.9%
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group															
17 & Under	10	76.9%	.	.	3	23.1%	.	.	.	.	.	.	.	.	.
18 - 21	3	25.0%	1	8.3%	3	25.0%	.	.	.	.	.	.	.	5	41.7%
22 - 24	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
25 - 34	6	75.0%	.	.	1	12.5%	.	.	.	.	.	.	.	1	12.5%
35 - 49	1	33.3%	1	33.3%	.	.	.	.	.	.	.	.	.	1	33.3%
50 & Over	1	50.0%	.	.	.	.	.	.	.	.	.	.	.	1	50.0%
Pell Status															
Received Pell	9	64.3%	2	14.3%	1	7.1%	.	.	.	.	.	.	.	2	14.3%
Did NOT Receive Pell	.	.	.	.	1	50.0%	.	.	.	.	.	.	.	1	50.0%
No FASFA on Record	12	54.5%	.	.	5	22.7%	.	.	.	.	.	.	.	5	22.7%
First Generation															
First Generation	11	57.9%	1	5.3%	3	15.8%	.	.	.	.	.	.	.	4	21.1%
NOT First Generation	10	52.6%	1	5.3%	4	21.1%	.	.	.	.	.	.	.	4	21.1%

Results for Outcome 3: Students will be able to exhibit ethical behavior and professional responsibilities as required by the field of early childhood.

Students declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
CDEC 1359	.	.	.	.	.	.	.	.	.	.	.	.	.	3	100.0
CDEC 2328	8	57.1%	.	.	1	7.1%	.	.	.	.	.	.	.	5	35.7%
CDEC 2366	6	50.0%	.	.	.	.	.	.	.	.	.	.	.	6	50.0%
Total	14	48.3%	.	.	1	3.4%	.	.	.	.	.	.	.	14	48.3%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
CDEC 1359	4	100.0
CDEC 2328	.	.	1	25.0%	.	.	.	.	.	.	.	.	.	3	75.0%
Total	.	.	1	12.5%	.	.	.	.	.	.	.	.	.	7	87.5%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Gender															
Female	14	37.8%	1	2.7%	1	2.7%	.	.	.	.	.	.	.	21	56.8%
Male	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity															
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	3	60.0%	.	.	.	.	.	.	.	.	.	.	.	2	40.0%
Hispanic or Latino Origin	11	45.8%	1	4.2%	1	4.2%	.	.	.	.	.	.	.	11	45.8%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	.	.	.	.	.	.	.	.	.	.	.	.	.	8	100.0
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group															
17 & Under	2	66.7%	.	.	1	33.3%	.	.	.	.	.	.	.	.	.
18 - 21	2	20.0%	1	10.0%	.	.	.	.	.	.	.	.	.	7	70.0%
22 - 24	2	50.0%	.	.	.	.	.	.	.	.	.	.	.	2	50.0%
25 - 34	6	54.5%	.	.	.	.	.	.	.	.	.	.	.	5	45.5%
35 - 49	.	.	.	.	.	.	.	.	.	.	.	.	.	6	100.0
50 & Over	2	66.7%	.	.	.	.	.	.	.	.	.	.	.	1	33.3%
Pell Status															
Received Pell	6	37.5%	1	6.3%	.	.	.	.	.	.	.	.	.	9	56.3%
Did NOT Receive Pell	3	75.0%	.	.	.	.	.	.	.	.	.	.	.	1	25.0%
No FASFA on Record	5	29.4%	.	.	1	5.9%	.	.	.	.	.	.	.	11	64.7%
First Generation															
First Generation	10	40.0%	1	4.0%	1	4.0%	.	.	.	.	.	.	.	13	52.0%
NOT First Generation	4	33.3%	.	.	.	.	.	.	.	.	.	.	.	8	66.7%

Results for Outcome 3: Students will be able to exhibit ethical behavior and professional responsibilities as required by the field of early childhood.

Students NOT declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1359	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
CDEC 2328	5	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Total	5	83.3%	.	.	.	.	.	.	.	.	.	.	1	16.7%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1359	.	.	.	.	.	.	.	.	.	.	.	.	7	100.0
CDEC 2328	6	54.5%	.	.	3	27.3%	.	.	.	.	.	.	2	18.2%
CDEC 2366	4	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Total	10	45.5%	.	.	3	13.6%	.	.	.	.	.	.	9	40.9%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	15	55.6%	.	.	3	11.1%	.	.	.	.	.	.	9	33.3%
Male	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
Race/Ethnicity														
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	4	57.1%	.	.	1	14.3%	.	.	.	.	.	.	2	28.6%
Hispanic or Latino Origin	11	61.1%	.	.	2	11.1%	.	.	.	.	.	.	5	27.8%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	.	.	.	.	.	.	.	.	.	.	.	.	3	100.0
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	3	100.0	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	3	33.3%	.	.	1	11.1%	.	.	.	.	.	.	5	55.6%
22 - 24	3	60.0%	.	.	1	20.0%	.	.	.	.	.	.	1	20.0%
25 - 34	2	50.0%	.	.	1	25.0%	.	.	.	.	.	.	1	25.0%
35 - 49	1	33.3%	.	.	.	.	.	.	.	.	.	.	2	66.7%
50 & Over	3	75.0%	.	.	.	.	.	.	.	.	.	.	1	25.0%
Pell Status														
Received Pell	8	61.5%	.	.	1	7.7%	.	.	.	.	.	.	4	30.8%
Did NOT Receive Pell	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
No FASFA on Record	7	50.0%	.	.	2	14.3%	.	.	.	.	.	.	5	35.7%
First Generation														
First Generation	12	63.2%	.	.	2	10.5%	.	.	.	.	.	.	5	26.3%
NOT First Generation	3	33.3%	.	.	1	11.1%	.	.	.	.	.	.	5	55.6%

Results for Outcome 4: Students will be able to utilize technology to manage professional responsibilities.

Students declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
CDEC 2326	.	.	.	.	.	.	.	.	.	.	.	.	.	8	100.0
TECA 1303	3	60.0%	.	.	.	.	.	.	.	.	.	.	.	2	40.0%
Total	3	23.1%	.	.	.	.	.	.	.	.	.	.	.	10	76.9%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
CDEC 2326	.	.	.	.	.	.	.	.	.	.	.	.	.	6	100.0
TECA 1303	1	14.3%	1	14.3%	.	.	.	.	.	.	.	.	.	5	71.4%
Total	1	7.7%	1	7.7%	.	.	.	.	.	.	.	.	.	11	84.6%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Gender															
Female	4	16.0%	1	4.0%	.	.	.	.	.	.	.	.	.	20	80.0%
Male	.	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
Race/Ethnicity															
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	.	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
Hispanic or Latino Origin	3	16.7%	1	5.6%	.	.	.	.	.	.	.	.	.	14	77.8%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	1	16.7%	.	.	.	.	.	.	.	.	.	.	.	5	83.3%
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group															
17 & Under	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	2	25.0%	1	12.5%	.	.	.	.	.	.	.	.	.	5	62.5%
22 - 24	1	25.0%	.	.	.	.	.	.	.	.	.	.	.	3	75.0%
25 - 34	.	.	.	.	.	.	.	.	.	.	.	.	.	7	100.0
35 - 49	1	20.0%	.	.	.	.	.	.	.	.	.	.	.	4	80.0%
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
Pell Status															
Received Pell	2	14.3%	1	7.1%	.	.	.	.	.	.	.	.	.	11	78.6%
Did NOT Receive Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
No FASFA on Record	2	20.0%	.	.	.	.	.	.	.	.	.	.	.	8	80.0%
First Generation															
First Generation	1	6.7%	1	6.7%	.	.	.	.	.	.	.	.	.	13	86.7%
NOT First Generation	3	27.3%	.	.	.	.	.	.	.	.	.	.	.	8	72.7%

Results for Outcome 4: Students will be able to utilize technology to manage professional responsibilities.

Students NOT declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
TECA 1303	15	65.2%	.	.	.	.	.	.	.	.	.	.	8	34.8%
Total	15	65.2%	.	.	.	.	.	.	.	.	.	.	8	34.8%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 2326	.	.	.	.	.	.	.	.	.	.	.	.	6	100.0
TECA 1303	8	27.6%	.	.	1	3.4%	.	.	.	.	.	.	20	69.0%
Total	8	22.9%	.	.	1	2.9%	.	.	.	.	.	.	26	74.3%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	21	40.4%	.	.	1	1.9%	.	.	.	.	.	.	30	57.7%
Male	2	33.3%	.	.	.	.	.	.	.	.	.	.	4	66.7%
Race/Ethnicity														
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	3	50.0%	.	.	.	.	.	.	.	.	.	.	3	50.0%
Hispanic or Latino Origin	15	38.5%	.	.	.	.	.	.	.	.	.	.	24	61.5%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	5	41.7%	.	.	1	8.3%	.	.	.	.	.	.	6	50.0%
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	.	.	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	8	30.8%	.	.	1	3.8%	.	.	.	.	.	.	17	65.4%
22 - 24	3	37.5%	.	.	.	.	.	.	.	.	.	.	5	62.5%
25 - 34	11	61.1%	.	.	.	.	.	.	.	.	.	.	7	38.9%
35 - 49	1	25.0%	.	.	.	.	.	.	.	.	.	.	3	75.0%
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
Pell Status														
Received Pell	11	42.3%	.	.	.	.	.	.	.	.	.	.	15	57.7%
Did NOT Receive Pell	2	40.0%	.	.	.	.	.	.	.	.	.	.	3	60.0%
No FASFA on Record	10	37.0%	.	.	1	3.7%	.	.	.	.	.	.	16	59.3%
First Generation														
First Generation	14	41.2%	.	.	1	2.9%	.	.	.	.	.	.	19	55.9%
NOT First Generation	9	37.5%	.	.	.	.	.	.	.	.	.	.	15	62.5%

Results for Outcome 5: Students will be able to create an equitable environment inclusive of all children, families, colleagues, and community.

Students declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1413	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
CDEC 2422	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
Total	2	66.7%	.	.	.	.	.	.	.	.	.	.	1	33.3%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1413	.	.	.	.	1	100.0	.	.	.	.	.	.	.	.
CDEC 2422	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
Total	1	33.3%	.	.	1	33.3%	.	.	.	.	.	.	1	33.3%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	3	50.0%	.	.	1	16.7%	.	.	.	.	.	.	2	33.3%
Male	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Hispanic or Latino Origin	1	25.0%	.	.	1	25.0%	.	.	.	.	.	.	2	50.0%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	1	33.3%	.	.	.	.	.	.	.	.	.	.	2	66.7%
22 - 24	.	.	.	.	.	.	.	.	.	.	.	.	.	.
25 - 34	1	50.0%	.	.	1	50.0%	.	.	.	.	.	.	.	.
35 - 49	.	.	.	.	.	.	.	.	.	.	.	.	.	.
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	2	40.0%	.	.	1	20.0%	.	.	.	.	.	.	2	40.0%
Did NOT Receive Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
First Generation														
First Generation	2	50.0%	.	.	1	25.0%	.	.	.	.	.	.	1	25.0%
NOT First Generation	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%

Results for Outcome 5: Students will be able to create an equitable environment inclusive of all children, families, colleagues, and community.

Students NOT declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1413	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
CDEC 2422	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Total	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1413	4	66.7%	.	.	2	33.3%	.	.	.	.	.	.	.	.
CDEC 2422	11	31.4%	.	.	4	11.4%	.	.	2	5.7%	.	.	18	51.4%
Total	15	36.6%	.	.	6	14.6%	.	.	2	4.9%	.	.	18	43.9%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	17	39.5%	.	.	6	14.0%	.	.	2	4.7%	.	.	18	41.9%
Male	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
Asian	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
Black or African-American	5	41.7%	.	.	2	16.7%	.	.	1	8.3%	.	.	4	33.3%
Hispanic or Latino Origin	12	44.4%	.	.	4	14.8%	.	.	1	3.7%	.	.	10	37.0%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	7	70.0%	.	.	2	20.0%	.	.	1	10.0%	.	.	.	.
18 - 21	3	37.5%	.	.	.	.	.	.	1	12.5%	.	.	4	50.0%
22 - 24	2	40.0%	.	.	1	20.0%	.	.	.	.	.	.	2	40.0%
25 - 34	3	60.0%	.	.	2	40.0%	.	.	.	.	.	.	.	.
35 - 49	2	20.0%	.	.	1	10.0%	.	.	.	.	.	.	7	70.0%
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	5	100.0
Pell Status														
Received Pell	5	45.5%	.	.	2	18.2%	.	.	1	9.1%	.	.	3	27.3%
Did NOT Receive Pell	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
No FASFA on Record	12	40.0%	.	.	4	13.3%	.	.	1	3.3%	.	.	13	43.3%
First Generation														
First Generation	6	30.0%	.	.	5	25.0%	.	.	.	.	.	.	9	45.0%
NOT First Generation	11	47.8%	.	.	1	4.3%	.	.	2	8.7%	.	.	9	39.1%

Results for Outcome 6: Students will be able to implement knowledge of regulatory agencies that govern early childhood programs.

Students declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 2328	8	57.1%	1	7.1%	.	.	.	.	.	.	.	.	5	35.7%
TECA 1318	3	50.0%	.	.	.	.	.	.	.	.	.	.	3	50.0%
Total	11	55.0%	1	5.0%	.	.	.	.	.	.	.	.	8	40.0%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 2328	.	.	.	.	1	25.0%	.	.	.	.	.	.	3	75.0%
TECA 1318	3	30.0%	.	.	1	10.0%	.	.	.	.	.	.	6	60.0%
Total	3	21.4%	.	.	2	14.3%	.	.	.	.	.	.	9	64.3%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	13	39.4%	1	3.0%	2	6.1%	.	.	.	.	.	.	17	51.5%
Male	1	100.0%	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	1	100.0%	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	3	50.0%	.	.	1	16.7%	.	.	.	.	.	.	2	33.3%
Hispanic or Latino Origin	9	42.9%	1	4.8%	1	4.8%	.	.	.	.	.	.	10	47.6%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	1	16.7%	.	.	.	.	.	.	.	.	.	.	5	83.3%
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	2	66.7%	1	33.3%	.	.	.	.	.	.	.	.	.	.
18 - 21	3	27.3%	.	.	1	9.1%	.	.	.	.	.	.	7	63.6%
22 - 24	2	100.0%	.	.	.	.	.	.	.	.	.	.	.	.
25 - 34	5	50.0%	.	.	1	10.0%	.	.	.	.	.	.	4	40.0%
35 - 49	1	16.7%	.	.	.	.	.	.	.	.	.	.	5	83.3%
50 & Over	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
Pell Status														
Received Pell	3	18.8%	.	.	2	12.5%	.	.	.	.	.	.	11	68.8%
Did NOT Receive Pell	3	75.0%	.	.	.	.	.	.	.	.	.	.	1	25.0%
No FASFA on Record	8	57.1%	1	7.1%	.	.	.	.	.	.	.	.	5	35.7%
First Generation														
First Generation	6	27.3%	1	4.5%	2	9.1%	.	.	.	.	.	.	13	59.1%
NOT First Generation	8	66.7%	.	.	.	.	.	.	.	.	.	.	4	33.3%

Results for Outcome 6: Students will be able to implement knowledge of regulatory agencies that govern early childhood programs.

Students NOT declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 2328	5	100.0	.	.	.	.	.	.	.	.	.	.	.	.
TECA 1318	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
Total	6	85.7%	.	.	.	.	.	.	.	.	.	.	1	14.3%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 2328	6	54.5%	.	.	3	27.3%	.	.	.	.	.	.	2	18.2%
TECA 1318	2	18.2%	.	.	.	.	.	.	2	18.2%	.	.	7	63.6%
Total	8	36.4%	.	.	3	13.6%	.	.	2	9.1%	.	.	9	40.9%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	13	50.0%	.	.	3	11.5%	.	.	1	3.8%	.	.	9	34.6%
Male	1	33.3%	.	.	.	.	.	.	1	33.3%	.	.	1	33.3%
Race/Ethnicity														
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	4	50.0%	.	.	1	12.5%	.	.	1	12.5%	.	.	2	25.0%
Hispanic or Latino Origin	10	58.8%	.	.	2	11.8%	.	.	1	5.9%	.	.	4	23.5%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	.	.	.	.	.	.	.	.	.	.	.	.	4	100.0
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	3	100.0	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	4	50.0%	.	.	1	12.5%	.	.	1	12.5%	.	.	2	25.0%
22 - 24	2	33.3%	.	.	1	16.7%	.	.	.	.	.	.	3	50.0%
25 - 34	1	20.0%	.	.	1	20.0%	.	.	.	.	.	.	3	60.0%
35 - 49	2	50.0%	.	.	.	.	.	.	1	25.0%	.	.	1	25.0%
50 & Over	2	66.7%	.	.	.	.	.	.	.	.	.	.	1	33.3%
Pell Status														
Received Pell	7	46.7%	.	.	1	6.7%	.	.	.	.	.	.	7	46.7%
Did NOT Receive Pell	.	.	.	.	.	.	.	.	2	66.7%	.	.	1	33.3%
No FASFA on Record	7	63.6%	.	.	2	18.2%	.	.	.	.	.	.	2	18.2%
First Generation														
First Generation	11	52.4%	.	.	2	9.5%	.	.	1	4.8%	.	.	7	33.3%
NOT First Generation	3	37.5%	.	.	1	12.5%	.	.	1	12.5%	.	.	3	37.5%

Outcome 1: Students will be able to use developmentally appropriate practices to support children's learning.

Faculty Assessment Methodology**CDEC 1417:**

Methodology	Attachment(s)
The students were to complete developmentally appropriate activities for children in various subject areas. To be successful, the student must receive a score of 80 or better.	

Outcome 2: Students will be able to communicate effectively with children, families, co-workers, and the community.

Faculty Assessment Methodology

TECA 1311:

Methodology	Attachment(s)
<p>1. Field experience 1- For this written paper, students had to complete two different types of observations. For one of those observations, the focus for part one was observing the interactions between the caregivers and children. For part two, students had to interview two teachers requiring them to interact with other teachers as well as asking them for tips on communicating with parents. Level of performance required for student to be considered successful: 80% or higher as grade on assignment</p> <p>2. Discussion board 8- Students focused on parent, family, and community involvement. Students had the following to discuss; Out of the 6 types of parent/family involvement discussed in the chapter, discuss two types that you can see yourself easily implementing and two types that would be more challenging for you to implement but that ideally, you would like to implement. How could you ease the implementation of the more challenging tasks? Level of performance required for student to be considered successful: 80% or higher as grade on assignment</p>	
<p>The students were to create an educational philosophy that included the basic needs of an early childhood program, which include effective communication with children, families, co-workers, and the community. In order to be successful in this assignment, the student must receive a score of 80 or higher.</p>	

Outcome 3: Students will be able to exhibit ethical behavior and professional responsibilities as required by the field of early childhood.

Faculty Assessment Methodology

CDEC 2328:

Methodology	Attachment(s)
Discussion board prompts solicited developmentally appropriate responses. Student made an initial post and responded to their peers in a professional manner. In order to be considered successful, students must participate at least 75% of the time.	

CDEC 2366:

Methodology	Attachment(s)
In this course, the students practice in the classroom with a lead teacher. As the course ends, the lead teacher and I discuss the student's job performance and complete an evaluation form that includes skills needed in the profession, which includes exhibiting ethical behavior and accountability. In order to be successful, the student must receive a rating of "satisfies expectations" on each skill that was applicable.	Attachment1
	Attachment2

Outcome 4: Students will be able to utilize technology to manage professional responsibilities.

Faculty Assessment Methodology

TECA 1303:

Methodology	Attachment(s)
<p>In field experience assignments 2 and 3, students were to use technology to research resources in the community to assist children and families. In addition, students were to use technology to research school district policies on child abuse and neglect. The student was successful in these assignments if they received a score of 80 or above on the field experience assignment</p>	

Outcome 5: Students will be able to create an equitable environment inclusive of all children, families, colleagues, and community.

Faculty Assessment Methodology

CDEC 1413:

Methodology	Attachment(s)
Students provided discussion board input and feedback during each week of the course. Students needed to participate at least 80% of the time to be considered successful.	

CDEC 2422:

Methodology	Attachment(s)
The students composed a competency statement as practitioners inclusive of how to establish and maintain a safe, healthy learning environment and provided a resource collection. The student was deemed successful meeting 75%.	

Outcome 6: Students will be able to implement knowledge of regulatory agencies that govern early childhood programs.

Faculty Assessment Methodology

CDEC 2328:

Methodology	Attachment(s)
Students reviewed NAEYC Ethical Standards and completed assignments that explain how these standards should be followed in the field of Early Child Development. In order to be considered successful, student must earn a score of at least 75%.	

TECA 1318:

Methodology	Attachment(s)
The students located and submitted information about local regulatory agencies. The information included location of the agencies and the services provided by the agencies. Student was deemed successful meeting 75%.	