

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 Spring 2024.

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: *1. Use developmentally appropriate practices to support children's learning. (CHDEV-3CHIDECE-PLO-01-00)*
- Outcome 2: *2. Interpret observations and assessments to plan and implement child centered curriculum. (CHDEV-3CHIDECE-PLO-02-00)*
- Outcome 3: *3. Communicate effectively with children, families, co-workers, and the community. (CHDEV-3CHIDECE-PLO-03-00)*
- Outcome 4: *4. Exhibit ethical behavior and professional responsibilities as required by the field of early childhood. (CHDEV-3CHIDECE-PLO-04-00)*
- Outcome 5: *5. Utilize technology to manage professional responsibilities. (CHDEV-3CHIDECE-PLO-05-00)*
- Outcome 6: *7. Implement knowledge of regulatory agencies that govern early childhood programs. (CHDEV-3CHIDECE-PLO-07-00)*

Child Development Outcomes NOT Assessed

- *6. Create an equitable environment inclusive of all children, families, colleagues, and community. (CHDEV-3CHIDECE-PLO-06-00)*

Courses Identified for Child Development Outcomes Assessment

- CDEC 1323
- CDEC 1356
- CDEC 1359
- CDEC 1413
- CDEC 1417
- CDEC 1458
- CDEC 1470
- CDEC 2324
- 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 1323	3	57	37	64.9%
CDEC 1356	2	50	24	48.0%
CDEC 1359	1	12	12	100.0%
CDEC 1458	1	16	15	93.8%
CDEC 2324	1	14	10	71.4%
CDEC 2326	2	52	24	46.2%
CDEC 2328	1	3	0	0.0%
CDEC 2366	4	26	23	88.5%
TECA 1303	5	114	81	71.1%
TECA 1311	3	73	21	28.8%
TECA 1318	3	56	41	73.2%

Results for Outcome 1: 1. Use developmentally appropriate practices to support children's learning. (CHDEV-3CHIDECE-PLO-01-00)

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 1323	19	67.9%	1	3.6%	.	.	.	.	.	.	.	.	8	28.6%
CDEC 1458	8	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Total	27	75.0%	1	2.8%	.	.	.	.	.	.	.	.	8	22.2%

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 1323	6	66.7%	.	.	.	.	.	.	.	.	.	.	3	33.3%
CDEC 1458	3	75.0%	.	.	.	.	.	.	1	25.0%	.	.	.	.
Total	9	69.2%	.	.	.	.	.	.	1	7.7%	.	.	3	23.1%

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	35	72.9%	1	2.1%	.	.	.	.	1	2.1%	.	.	11	22.9%
Male	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Hispanic	27	79.4%	1	2.9%	.	.	.	.	.	.	.	.	6	17.6%
White	3	33.3%	.	.	.	.	.	.	1	11.1%	.	.	5	55.6%
Black	4	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Asian	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Nat American or Alaskan	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	.	.	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	14	63.6%	1	4.5%	.	.	.	.	1	4.5%	.	.	6	27.3%
22 - 24	5	83.3%	.	.	.	.	.	.	.	.	.	.	1	16.7%
25 - 34	10	76.9%	.	.	.	.	.	.	.	.	.	.	3	23.1%
35 - 49	7	100.0	.	.	.	.	.	.	.	.	.	.	.	.
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
Pell Status														
Received Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Did NOT Receive Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	36	73.5%	1	2.0%	.	.	.	.	1	2.0%	.	.	11	22.4%
First Generation														
First Generation	23	71.9%	1	3.1%	.	.	.	.	1	3.1%	.	.	7	21.9%
NOT First Generation	13	76.5%	.	.	.	.	.	.	.	.	.	.	4	23.5%

Results for Outcome 1: 1. Use developmentally appropriate practices to support children's learning. (CHDEV-3CHIDECE-PLO-01-00)

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 1323	2	50.0%	.	.	.	.	.	.	.	.	.	.	2	50.0%
CDEC 1458	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Total	3	60.0%	.	.	.	.	.	.	.	.	.	.	2	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 1323	9	56.3%	.	.	.	.	.	.	.	.	.	.	7	43.8%
CDEC 1458	3	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Total	12	63.2%	.	.	.	.	.	.	.	.	.	.	7	36.8%

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	14	63.6%	.	.	.	.	.	.	.	.	.	.	8	36.4%
Male	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
Race/Ethnicity														
Hispanic	9	69.2%	.	.	.	.	.	.	.	.	.	.	4	30.8%
White	2	40.0%	.	.	.	.	.	.	.	.	.	.	3	60.0%
Black	4	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
Age Group														
17 & Under	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	7	70.0%	.	.	.	.	.	.	.	.	.	.	3	30.0%
22 - 24	2	50.0%	.	.	.	.	.	.	.	.	.	.	2	50.0%
25 - 34	2	50.0%	.	.	.	.	.	.	.	.	.	.	2	50.0%
35 - 49	1	33.3%	.	.	.	.	.	.	.	.	.	.	2	66.7%
50 & Over	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Did NOT Receive Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	15	62.5%	.	.	.	.	.	.	.	.	.	.	9	37.5%
First Generation														
First Generation	8	57.1%	.	.	.	.	.	.	.	.	.	.	6	42.9%
NOT First Generation	7	70.0%	.	.	.	.	.	.	.	.	.	.	3	30.0%

Results for Outcome 2: 2. Interpret observations and assessments to plan and implement child centered curriculum. (CHDEV-3CHIDECE-PLO-02-00)

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 1356	11	44.0%	.	.	.	.	.	.	.	.	.	.	14	56.0%
CDEC 2324	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Total	13	48.1%	.	.	.	.	.	.	.	.	.	.	14	51.9%

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 1356	2	25.0%	.	.	.	.	.	.	.	.	.	.	6	75.0%
Total	2	25.0%	.	.	.	.	.	.	.	.	.	.	6	75.0%

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	15	42.9%	.	.	.	.	.	.	.	.	.	.	20	57.1%
Male	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Hispanic	11	44.0%	.	.	.	.	.	.	.	.	.	.	14	56.0%
White	3	37.5%	.	.	.	.	.	.	.	.	.	.	5	62.5%
Black	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	.	.	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	6	35.3%	.	.	.	.	.	.	.	.	.	.	11	64.7%
22 - 24	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
25 - 34	6	60.0%	.	.	.	.	.	.	.	.	.	.	4	40.0%
35 - 49	1	25.0%	.	.	.	.	.	.	.	.	.	.	3	75.0%
50 & Over	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
Pell Status														
Received Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Did NOT Receive Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	15	42.9%	.	.	.	.	.	.	.	.	.	.	20	57.1%
First Generation														
First Generation	9	40.9%	.	.	.	.	.	.	.	.	.	.	13	59.1%
NOT First Generation	6	46.2%	.	.	.	.	.	.	.	.	.	.	7	53.8%

Results for Outcome 2: 2. Interpret observations and assessments to plan and implement child centered curriculum. (CHDEV-3CHIDECE-PLO-02-00)

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 1356	4	66.7%	.	.	.	.	.	.	.	.	.	.	2	33.3%
CDEC 2324	2	66.7%	.	.	1	33.3%	.	.	.	.	.	.	.	.
Total	6	66.7%	.	.	1	11.1%	.	.	.	.	.	.	2	22.2%

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 1356	7	63.6%	.	.	1	9.1%	.	.	.	.	.	.	3	27.3%
CDEC 2324	6	66.7%	.	.	3	33.3%	.	.	.	.	.	.	.	.
Total	13	65.0%	.	.	4	20.0%	.	.	.	.	.	.	3	15.0%

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	18	69.2%	.	.	3	11.5%	.	.	.	.	.	.	5	19.2%
Male	1	33.3%	.	.	2	66.7%	.	.	.	.	.	.	.	.
Race/Ethnicity														
Hispanic	12	75.0%	.	.	2	12.5%	.	.	.	.	.	.	2	12.5%
White	2	40.0%	.	.	1	20.0%	.	.	.	.	.	.	2	40.0%
Black	4	66.7%	.	.	1	16.7%	.	.	.	.	.	.	1	16.7%
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	1	50.0%	.	.	1	50.0%	.	.	.	.	.	.	.	.
Age Group														
17 & Under	1	50.0%	.	.	1	50.0%	.	.	.	.	.	.	.	.
18 - 21	9	90.0%	.	.	.	.	.	.	.	.	.	.	1	10.0%
22 - 24	3	60.0%	.	.	1	20.0%	.	.	.	.	.	.	1	20.0%
25 - 34	4	50.0%	.	.	2	25.0%	.	.	.	.	.	.	2	25.0%
35 - 49	2	50.0%	.	.	1	25.0%	.	.	.	.	.	.	1	25.0%
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Did NOT Receive Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	19	65.5%	.	.	5	17.2%	.	.	.	.	.	.	5	17.2%
First Generation														
First Generation	11	57.9%	.	.	4	21.1%	.	.	.	.	.	.	4	21.1%
NOT First Generation	8	80.0%	.	.	1	10.0%	.	.	.	.	.	.	1	10.0%

Results for Outcome 3: 3. Communicate effectively with children, families, co-workers, and the community. (CHDEV-3CHIDECE-PLO-03-00)

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	4	66.7%	1	16.7%	1	16.7%	.	.	.	.	.	.	.	.
TECA 1311	7	30.4%	.	.	1	4.3%	.	.	.	.	.	.	15	65.2%
Total	11	37.9%	1	3.4%	2	6.9%	.	.	.	.	.	.	15	51.7%

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	%
TECA 1311	7	35.0%	.	.	.	.	.	.	.	.	.	.	13	65.0%
Total	7	35.0%	.	.	.	.	.	.	.	.	.	.	13	65.0%

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	18	38.3%	1	2.1%	2	4.3%	.	.	.	.	.	.	26	55.3%
Male	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
Race/Ethnicity														
Hispanic	14	41.2%	.	.	2	5.9%	.	.	.	.	.	.	18	52.9%
White	2	28.6%	.	.	.	.	.	.	.	.	.	.	5	71.4%
Black	2	28.6%	.	.	.	.	.	.	.	.	.	.	5	71.4%
Asian	.	.	1	100.0	.	.	.	.	.	.	.	.	.	.
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	.	.	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	7	35.0%	.	.	.	.	.	.	.	.	.	.	13	65.0%
22 - 24	3	42.9%	.	.	.	.	.	.	.	.	.	.	4	57.1%
25 - 34	7	43.8%	.	.	.	.	.	.	.	.	.	.	9	56.3%
35 - 49	.	.	1	20.0%	2	40.0%	.	.	.	.	.	.	2	40.0%
50 & Over	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Did NOT Receive Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	18	36.7%	1	2.0%	2	4.1%	.	.	.	.	.	.	28	57.1%
First Generation														
First Generation	11	39.3%	.	.	.	.	.	.	.	.	.	.	17	60.7%
NOT First Generation	7	33.3%	1	4.8%	2	9.5%	.	.	.	.	.	.	11	52.4%

Results for Outcome 3: 3. Communicate effectively with children, families, co-workers, and the community. (CHDEV-3CHIDECE-PLO-03-00)

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	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
TECA 1311	4	33.3%	.	.	1	8.3%	.	.	.	.	.	.	7	58.3%
Total	6	42.9%	.	.	1	7.1%	.	.	.	.	.	.	7	50.0%

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	4	100.0	.	.	.	.	.	.	.	.	.	.	.	.
TECA 1311	2	11.1%	1	5.6%	1	5.6%	.	.	.	.	.	.	14	77.8%
Total	6	27.3%	1	4.5%	1	4.5%	.	.	.	.	.	.	14	63.6%

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	12	35.3%	.	.	2	5.9%	.	.	.	.	.	.	20	58.8%
Male	.	.	1	50.0%	.	.	.	.	.	.	.	.	1	50.0%
Race/Ethnicity														
Hispanic	7	35.0%	.	.	1	5.0%	.	.	.	.	.	.	12	60.0%
White	2	20.0%	.	.	1	10.0%	.	.	.	.	.	.	7	70.0%
Black	3	75.0%	.	.	.	.	.	.	.	.	.	.	1	25.0%
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	1	50.0%	.	.	.	.	.	.	.	.	1	50.0%
Age Group														
17 & Under	.	.	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	3	18.8%	.	.	2	12.5%	.	.	.	.	.	.	11	68.8%
22 - 24	3	42.9%	1	14.3%	.	.	.	.	.	.	.	.	3	42.9%
25 - 34	2	33.3%	.	.	.	.	.	.	.	.	.	.	4	66.7%
35 - 49	3	60.0%	.	.	.	.	.	.	.	.	.	.	2	40.0%
50 & Over	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
Pell Status														
Received Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Did NOT Receive Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	12	33.3%	1	2.8%	2	5.6%	.	.	.	.	.	.	21	58.3%
First Generation														
First Generation	8	33.3%	1	4.2%	2	8.3%	.	.	.	.	.	.	13	54.2%
NOT First Generation	4	33.3%	.	.	.	.	.	.	.	.	.	.	8	66.7%

Results for Outcome 4: 4. Exhibit ethical behavior and professional responsibilities as required by the field of early childhood. (CHDEV-3CHIDECE-PLO-04-00)

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 1323	16	57.1%	3	10.7%	1	3.6%	.	.	.	.	.	.	8	28.6%
CDEC 1359	5	83.3%	1	16.7%	.	.	.	.	.	.	.	.	.	.
CDEC 2328	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
CDEC 2366	12	85.7%	1	7.1%	1	7.1%	.	.	.	.	.	.	.	.
Total	33	66.0%	5	10.0%	2	4.0%	.	.	.	.	.	.	10	20.0%

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 1323	3	33.3%	1	11.1%	2	22.2%	.	.	.	.	.	.	3	33.3%
CDEC 2328	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
CDEC 2366	.	.	1	50.0%	.	.	.	.	1	50.0%	.	.	.	.
Total	3	25.0%	2	16.7%	2	16.7%	.	.	1	8.3%	.	.	4	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	35	57.4%	7	11.5%	4	6.6%	.	.	1	1.6%	.	.	14	23.0%
Male	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Hispanic	30	69.8%	3	7.0%	1	2.3%	.	.	1	2.3%	.	.	8	18.6%
White	2	18.2%	3	27.3%	1	9.1%	.	.	.	.	.	.	5	45.5%
Black	3	60.0%	.	.	2	40.0%	.	.	.	.	.	.	.	.
Asian	.	.	1	100.0	.	.	.	.	.	.	.	.	.	.
Nat American or Alaskan	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	.	.	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	12	44.4%	4	14.8%	1	3.7%	.	.	1	3.7%	.	.	9	33.3%
22 - 24	4	57.1%	.	.	2	28.6%	.	.	.	.	.	.	1	14.3%
25 - 34	11	68.8%	1	6.3%	1	6.3%	.	.	.	.	.	.	3	18.8%
35 - 49	7	77.8%	2	22.2%	.	.	.	.	.	.	.	.	.	.
50 & Over	2	66.7%	.	.	.	.	.	.	.	.	.	.	1	33.3%
Pell Status														
Received Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Did NOT Receive Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	36	58.1%	7	11.3%	4	6.5%	.	.	1	1.6%	.	.	14	22.6%
First Generation														
First Generation	20	58.8%	4	11.8%	2	5.9%	.	.	1	2.9%	.	.	7	20.6%
NOT First Generation	16	57.1%	3	10.7%	2	7.1%	.	.	.	.	.	.	7	25.0%

Results for Outcome 4: 4. Exhibit ethical behavior and professional responsibilities as required by the field of early childhood. (CHDEV-3CHIDECE-PLO-04-00)

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 1323	1	25.0%	1	25.0%	.	.	.	.	.	.	.	.	2	50.0%
CDEC 1359	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
CDEC 2366	4	66.7%	1	16.7%	1	16.7%	.	.	.	.	.	.	.	.
Total	7	58.3%	2	16.7%	1	8.3%	.	.	.	.	.	.	2	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 1323	7	43.8%	1	6.3%	1	6.3%	.	.	.	.	.	.	7	43.8%
CDEC 1359	4	100.0	.	.	.	.	.	.	.	.	.	.	.	.
CDEC 2366	4	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Total	15	62.5%	1	4.2%	1	4.2%	.	.	.	.	.	.	7	29.2%

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	61.8%	3	8.8%	2	5.9%	.	.	.	.	.	.	8	23.5%
Male	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
Race/Ethnicity														
Hispanic	13	65.0%	1	5.0%	2	10.0%	.	.	.	.	.	.	4	20.0%
White	2	33.3%	1	16.7%	.	.	.	.	.	.	.	.	3	50.0%
Black	7	87.5%	1	12.5%	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
Age Group														
17 & Under	3	75.0%	.	.	1	25.0%	.	.	.	.	.	.	.	.
18 - 21	11	68.8%	2	12.5%	.	.	.	.	.	.	.	.	3	18.8%
22 - 24	3	50.0%	1	16.7%	.	.	.	.	.	.	.	.	2	33.3%
25 - 34	3	50.0%	.	.	1	16.7%	.	.	.	.	.	.	2	33.3%
35 - 49	1	33.3%	.	.	.	.	.	.	.	.	.	.	2	66.7%
50 & Over	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Did NOT Receive Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	22	61.1%	3	8.3%	2	5.6%	.	.	.	.	.	.	9	25.0%
First Generation														
First Generation	13	59.1%	1	4.5%	2	9.1%	.	.	.	.	.	.	6	27.3%
NOT First Generation	9	64.3%	2	14.3%	.	.	.	.	.	.	.	.	3	21.4%

Results for Outcome 5: 5. Utilize technology to manage professional responsibilities.
(CHDEV-3CHIDECE-PLO-05-00)

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	14	73.7%	.	.	.	.	.	.	.	.	.	.	5	26.3%
TECA 1303	13	76.5%	1	5.9%	1	5.9%	.	.	.	.	.	.	2	11.8%
Total	27	75.0%	1	2.8%	1	2.8%	.	.	.	.	.	.	7	19.4%

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	3	50.0%	.	.	.	.	.	.	.	.	.	.	3	50.0%
TECA 1303	10	58.8%	3	17.6%	.	.	.	.	.	.	.	.	4	23.5%
Total	13	56.5%	3	13.0%	.	.	.	.	.	.	.	.	7	30.4%

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	37	66.1%	4	7.1%	1	1.8%	.	.	.	.	.	.	14	25.0%
Male	3	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Hispanic	28	68.3%	2	4.9%	1	2.4%	.	.	.	.	.	.	10	24.4%
White	8	72.7%	1	9.1%	.	.	.	.	.	.	.	.	2	18.2%
Black	3	75.0%	1	25.0%	.	.	.	.	.	.	.	.	.	.
Asian	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	2	40.0%	2	40.0%	.	.	.	.	.	.	.	.	1	20.0%
18 - 21	18	72.0%	1	4.0%	1	4.0%	.	.	.	.	.	.	5	20.0%
22 - 24	4	57.1%	.	.	.	.	.	.	.	.	.	.	3	42.9%
25 - 34	10	76.9%	.	.	.	.	.	.	.	.	.	.	3	23.1%
35 - 49	5	62.5%	1	12.5%	.	.	.	.	.	.	.	.	2	25.0%
50 & Over	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Did NOT Receive Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	40	67.8%	4	6.8%	1	1.7%	.	.	.	.	.	.	14	23.7%
First Generation														
First Generation	25	69.4%	4	11.1%	1	2.8%	.	.	.	.	.	.	6	16.7%
NOT First Generation	15	65.2%	.	.	.	.	.	.	.	.	.	.	8	34.8%

Results for Outcome 5: 5. Utilize technology to manage professional responsibilities.
(CHDEV-3CHIDECE-PLO-05-00)

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 2326	1	25.0%	.	.	.	.	.	.	.	.	.	.	3	75.0%
TECA 1303	36	64.3%	4	7.1%	3	5.4%	.	.	.	.	.	.	13	23.2%
Total	37	61.7%	4	6.7%	3	5.0%	.	.	.	.	.	.	16	26.7%

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 2326	6	26.1%	.	.	1	4.3%	.	.	.	.	.	.	16	69.6%
TECA 1303	10	41.7%	4	16.7%	3	12.5%	.	.	1	4.2%	.	.	6	25.0%
Total	16	34.0%	4	8.5%	4	8.5%	.	.	1	2.1%	.	.	22	46.8%

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	51	49.0%	8	7.7%	7	6.7%	.	.	1	1.0%	.	.	37	35.6%
Male	2	66.7%	.	.	.	.	.	.	.	.	.	.	1	33.3%
Race/Ethnicity														
Hispanic	38	52.8%	5	6.9%	6	8.3%	.	.	1	1.4%	.	.	22	30.6%
White	9	50.0%	2	11.1%	.	.	.	.	.	.	.	.	7	38.9%
Black	5	35.7%	1	7.1%	1	7.1%	.	.	.	.	.	.	7	50.0%
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	1	33.3%	.	.	.	.	.	.	.	.	.	.	2	66.7%
Age Group														
17 & Under	.	.	.	.	.	.	.	.	.	.	.	.	10	100.0
18 - 21	24	52.2%	4	8.7%	5	10.9%	.	.	1	2.2%	.	.	12	26.1%
22 - 24	11	47.8%	2	8.7%	2	8.7%	.	.	.	.	.	.	8	34.8%
25 - 34	12	70.6%	2	11.8%	.	.	.	.	.	.	.	.	3	17.6%
35 - 49	5	62.5%	.	.	.	.	.	.	.	.	.	.	3	37.5%
50 & Over	1	33.3%	.	.	.	.	.	.	.	.	.	.	2	66.7%
Pell Status														
Received Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Did NOT Receive Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	53	49.5%	8	7.5%	7	6.5%	.	.	1	0.9%	.	.	38	35.5%
First Generation														
First Generation	32	56.1%	4	7.0%	4	7.0%	.	.	1	1.8%	.	.	16	28.1%
NOT First Generation	21	42.0%	4	8.0%	3	6.0%	.	.	.	.	.	.	22	44.0%

Results for Outcome 6: 7. Implement knowledge of regulatory agencies that govern early childhood programs. (CHDEV-3CHIDECE-PLO-07-00)

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	2	100.0
TECA 1318	18	94.7%	1	5.3%
Total	18	85.7%	.	.	.	.	.	.	1	4.8%	.	.	2	9.5%

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	100.0
TECA 1318	7	58.3%	.	.	5	41.7%	.	.	.	.	.	.	.	.
Total	7	53.8%	.	.	5	38.5%	.	.	.	.	.	.	1	7.7%

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	24	72.7%	.	.	5	15.2%	.	.	1	3.0%	.	.	3	9.1%
Male	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Hispanic	19	79.2%	.	.	3	12.5%	.	.	.	.	.	.	2	8.3%
White	3	75.0%	.	.	1	25.0%	.	.	.	.	.	.	.	.
Black	3	60.0%	.	.	1	20.0%	.	.	1	20.0%	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	2	50.0%	.	.	2	50.0%	.	.	.	.	.	.	.	.
18 - 21	11	64.7%	.	.	3	17.6%	.	.	.	.	.	.	3	17.6%
22 - 24	5	83.3%	.	.	.	.	.	.	1	16.7%	.	.	.	.
25 - 34	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
35 - 49	5	100.0	.	.	.	.	.	.	.	.	.	.	.	.
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Did NOT Receive Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	25	73.5%	.	.	5	14.7%	.	.	1	2.9%	.	.	3	8.8%
First Generation														
First Generation	16	84.2%	.	.	3	15.8%	.	.	.	.	.	.	.	.
NOT First Generation	9	60.0%	.	.	2	13.3%	.	.	1	6.7%	.	.	3	20.0%

Results for Outcome 6: 7. Implement knowledge of regulatory agencies that govern early childhood programs. (CHDEV-3CHIDECE-PLO-07-00)

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 1318	10	71.4%	.	.	3	21.4%	.	.	1	7.1%	.	.	.	.
Total	10	71.4%	.	.	3	21.4%	.	.	1	7.1%	.	.	.	.

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	%
TECA 1318	4	36.4%	2	18.2%	2	18.2%	.	.	3	27.3%	.	.	.	.
Total	4	36.4%	2	18.2%	2	18.2%	.	.	3	27.3%	.	.	.	.

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	14	60.9%	1	4.3%	5	21.7%	.	.	3	13.0%	.	.	.	.
Male	.	.	1	50.0%	.	.	.	.	1	50.0%	.	.	.	.
Race/Ethnicity														
Hispanic	11	64.7%	.	.	3	17.6%	.	.	3	17.6%	.	.	.	.
White	3	60.0%	1	20.0%	.	.	.	.	1	20.0%	.	.	.	.
Black	.	.	.	.	1	100.0%	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	1	50.0%	1	50.0%	.	.	.	.	.	.	.	.
Age Group														
17 & Under	.	.	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	3	30.0%	1	10.0%	3	30.0%	.	.	3	30.0%	.	.	.	.
22 - 24	3	75.0%	1	25.0%	.	.	.	.	.	.	.	.	.	.
25 - 34	3	75.0%	.	.	1	25.0%	.	.	.	.	.	.	.	.
35 - 49	4	80.0%	.	.	.	.	.	.	1	20.0%	.	.	.	.
50 & Over	1	50.0%	.	.	1	50.0%	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Did NOT Receive Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	14	56.0%	2	8.0%	5	20.0%	.	.	4	16.0%	.	.	.	.
First Generation														
First Generation	10	58.8%	2	11.8%	3	17.6%	.	.	2	11.8%	.	.	.	.
NOT First Generation	4	50.0%	.	.	2	25.0%	.	.	2	25.0%	.	.	.	.

Outcome 1: 1. Use developmentally appropriate practices to support children's learning.
(CHDEV-3CHIDECE-PLO-01-00)

Faculty Assessment Methodology

CDEC 1323:

Methodology	Attachment(s)
<p>Students participated in discussion post describing the importance of using developmentally appropriate observation tools to document children's learning and guide curriculum planning. To be successful, students must score at least 80 of 100 points and clearly explain: 1) Why is it important to observe each child several times during the year? 2) Why is it important to use a variety of observation methods? 3) Why is confidentiality important when assessing children?</p>	
<p>Students participated in discussion post describing the importance of using developmentally appropriate observation tools to document children's learning and guide curriculum planning. To be successful, students must score at least 80 of 100 points and clearly explain: 1) Why is it important to observe each child several times during the year? 2) Why is it important to use a variety of observation methods? 3) Why is confidentiality important when assessing children?</p>	

CDEC 1458:

Methodology	Attachment(s)
<p>The students were to present two developmentally appropriate activities during a virtual meeting with the instructor. The activity was assessed against a rubric with 4 criteria (Components, Timing, Creativity/Innovation, and Developmentally Appropriate Practices). Each criterion had a numerical value. A copy of the assignment rubric and guidelines are attached. To be considered successful, students achieved a grade of 75 or above.</p>	<p>Attachment1</p> <hr/> <p>Attachment2</p>

Outcome 2: 2. Interpret observations and assessments to plan and implement child centered curriculum.
(CHDEV- 3CHIDECE -PLO-02-00)

Faculty Assessment Methodology

CDEC 1356:

Methodology	Attachment(s)
<p>Students were assessed using their response a written assignment demonstrating how they will assess the effectiveness of a language/literacy activity for young children. To be successful, students must score 80 of 100 points when completing the following assignment: 1) Describe how the activity will be introduced to children 2) Describe the activity sequence ? how the activity will proceed from beginning to end 3) Describe how you will evaluate learning to see if the activity was successful.</p>	

CDEC 2324:

Methodology	Attachment(s)
<p>CDEC2324 This course is a continuation of the requirements for the Child Development Associate National Credential (CDA). Three of the 13 functional areas of study include family, program management and professionalism. Lab hours must be completed in the San Jacinto College Child Development and Family Studies Laboratory School or must be employed at a licensed or registered program. Students participated in lab experiences for young children while completing 12 lab hours per week (4week course) in an approved lab site. The developmentally appropriate activities focused on the four functional areas of study are Family, Program management and professionalism. One of the most valuable components of this course is assembling a professional portfolio of a collection of early childhood resources. The student will provide name and contact information of their state’s agency that is responsible for the regulation of child care centers and family child care homes. (Note: These regulations area available at the website of the National Resource center for the Health and Safety in child care. Make a copy of the sections that describe the qualification requirements for personnel (teachers, directors and assistants) and group size, adult-child ratio requirements. Students responded to classroom lab experiences by assembling a professional portfolio of these three functional areas (family, program management and professionalism) accompanied by resources such as state agency’s information and qualifications for personnel requirements. The report was assessed against a rubric that is aligned to the NAEYC standards with 6 criteria that each had three different levels of expectations (exceeds, meets and does not meet) and performance. To be considered successful, students achieved at least a meet expectation on all criteria of the rubrics.</p>	

Outcome 3: 3. Communicate effectively with children, families, co-workers, and the community.
(CHDEV-3CHIDECE-PLO-03-00)

Faculty Assessment Methodology

CDEC 1359:

Methodology	Attachment(s)
<p>Students were to display an understanding of the significance of advocacy for children with special needs and their families through a creative image and written component. Activity ? Awareness Walk: After reading chapters 1 and 2, students were to organize a hypothetical awareness walk for a parent advocacy group. This was a two-part assignment. Students submitted a written component and created a logo. Written Component: A. Name of the Walk B. Developmental Disorder or Genetic Disorder of choice C. How many participants are you expecting? D. How long is your walk (example 5K, 10K, ? marathon)? E. In complete sentences and APA format, communicate details about the following: a. In 4 to 5 sentences, discuss the disorder you chose. b. In 4 to 5 sentences, what laws or legislation may affect the exceptional children and their families? c. In 4 to 5 sentences, explain the importance of advocacy for exceptional children and their families. d. In 2 to 3 sentences, what are the outcomes you wish to see from your charity walk? Logo: A. Students created a logo reflecting the purpose of the awareness walk. The logo and the written component were measured using a point system (Novice ? 0, Competent ? 25, and Proficient ? 50). A copy of the rubric and activity instructions are attached. To be considered successful, students achieved a grade of 75 or above.</p>	Attachment1
	Attachment2

TECA 1311:

Methodology	Attachment(s)
<p>One of the assignments used to assess this outcome was field experience 1. For this written paper, students had to complete two different types of observations. For part one of the observation students had to observe the interactions between caregivers and children. They were to discuss the communication between the caregiver and the children, among other details. For part two, students had to interview two teachers requiring them to interact with teachers. Among the questions asked was, ?What are your tips for communicating with parents?? The level of performance required for students to be considered successful was 80% or higher as a grade on this assignment. Another assignment used to assess this outcome was discussion board 8. The assignment was: Chapter 16: Children with Diverse Needs What can you do as a teacher to support and ensure the success, both academically and emotionally, with the following groups of kids? A. Gifted and Talented B. Abused and Neglected C. Homeless Chapter 17: Parent, Family, and Community Involvement 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? The level of performance required for students to be considered successful: 8/10 points or higher on this assignment. Since two different assignments are used to determine success, students average between the two assignments should be 80% or high to be considered successful.</p>	

Outcome 4: 4. Exhibit ethical behavior and professional responsibilities as required by the field of early childhood. (CHDEV-3CHIDECE-PLO-04-00)

Faculty Assessment Methodology

CDEC 1323:

Methodology	Attachment(s)
Students were assessed using their response in completing an in-person observation to document teacher behaviors and overall classroom quality in a toddler or a preschool classroom. To be successful, students must score at least 80 of 100 points. 1) Complete classroom observation and teacher interview 2) Interpret the observation, and provide a summary of their conclusion about the program's overall quality for young children in the classroom.	
Students were assessed using their response in completing an in-person observation to document teacher behaviors and overall classroom quality in a toddler or a preschool classroom. To be successful, students must score at least 80 of 100 points. 1) Complete classroom observation and teacher interview 2) Interpret the observation, and provide a summary of their conclusion about the program's overall quality for young children in the classroom.	

CDEC 1359:

Methodology	Attachment(s)
Students were to complete a critical reading analysis in which responses to questions related to causes, incidences, and characteristics of exceptionalities related to the domains of development were required. Assignment ? Critical Reading Analysis: Students were to read a peer-reviewed article that addressed executive function, its relation to emotional and behavioral disorders, and the implications for early intervention. The assignment prompts are below: a. In 4 sentences or more, give your opinion of this article (what did you learn from reading this article). b. In paragraph form, identify three important facts in the article and elaborate on each one. **What are three facts you read in the article and what does it mean** c. Explain the implications for the teachers in this article. (As a result of reading this article, what should teachers do) d. In paragraph form, identify three points in the article that relate to the text. (Something you read in the article that can be found in the textbook) The responses were assessed against a rubric with 3 criteria that each had 3 different levels of performance (Novice, Competent, Proficient). A copy of the rubric and assignment instructions are attached. To be considered successful, students achieved a grade of 75 or above.	Attachment1
	Attachment2
	Attachment3

CDEC 2366:

Methodology	Attachment(s)
Application of Code of Ethical Conduct: Student's work demonstrates skills in making connections between prior knowledge & new learning. Student applies his/her prior knowledge of/experience with NAEYC Code of Ethical Conduct to his/her work with young children & families.	
Application of Code of Ethical Conduct: Student's work demonstrates skills in making connections between prior knowledge & new learning. Student applies his/her prior knowledge of/experience with NAEYC Code of Ethical Conduct to his/her work with young children & families.	
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	
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. To be successful, the student must receive a rating of "satisfies expectations" on each skill that was applicable.	

Outcome 5: 5. Utilize technology to manage professional responsibilities. (CHDEV-3CHIDECE-PLO-05-00)

Faculty Assessment Methodology

CDEC 2326:

Methodology	Attachment(s)
<p>Power Point: Each student will create a PowerPoint that covers the NAEYC standards.. The slide show will be 6-7 slides not including the title slide and the reference slide. Standard 1. Promoting Child Development and Learning Standard 2. Building Family and Community Relationships Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families Standard 5. Using Content Knowledge to Build Meaningful Curriculum Standard 6. Becoming a Professional Create a PowerPoint over the NAEYC standards including what you have learned from this class/book that will help you become a future center director/manager to meet each standard. This will be submitted through Assignment Submission.. This is personal information you have gained/used during this class. Remember this is meeting each standard as a Director/Manager not as a teacher in the classroom.</p>	

TECA 1303:

Methodology	Attachment(s)
<p>In Field Experience 2, students were to use technology to research community resources to assist children and families. In Field Experience 3, students were to use technology to research school district policies on child abuse and neglect. The student was successful on these assignments if they received a score of 80 or above on the assignment.</p>	
<p>In Field Experience 2, students were to use technology to research community resources to assist children and families. In Field Experience 3, students were to use technology to research school district policies on child abuse and neglect. The student was successful on these assignments if they received a score of 80 or above on the assignment.</p>	
<p>In Field Experience 2, students were to use technology to research community resources to assist children and families. In Field Experience 3, students were to use technology to research school district policies on child abuse and neglect. The student was successful on these assignments if they received a score of 80 or above on the assignment.</p>	
<p>Students participated and observed in 12 hour of field experiences in programs serving children, birth through 12 years with varying curricula models. This required field experience #2 included 4 hours of observation Community Program (Volunteering) , 2 hours for Community Program Advocacy statement, 3 hours for Community Research through School District and report and 3 hours for video development. Students were assessed on their ability to participate in a minimum of 16 hours? field experience with children from infancy through age 12 in a variety of settings with varied and diverse populations. Students responded to field experience with a 5-6 report pages long, using a set of guiding questions to conduct an interview with a selected family and classroom teacher to find out more information about the partnerships between the child, the family, the school and community; additionally gather resources with information from community agencies to be available as a reference for both families and teachers. The report was assessed against a rubric with 4 criteria that each had three different levels of expectations (exceeds, meets and does not meet) and performance. A copy of rubrics and description of assignment are attached. To be considered successful, students achieved at least a meet expectations on all criteria of the rubrics.</p>	Attachment1

Outcome 6: 7. Implement knowledge of regulatory agencies that govern early childhood programs.
(CHDEV-3CHIDECE-PLO-07-00)

Faculty Assessment Methodology

TECA 1318:

Methodology	Attachment(s)
<p>Students completed a field experience assignment in which they were to implement knowledge of regulatory agencies. In field experience 2, students were to complete an early childhood program safety checklist that included requirements from the Texas Minimum Standards and determine if all standards included were in compliance. Students were successful if they received a grade of 75 or above.</p>	
<p>The paper's introduction should include observation details including time, place, date, number of children/teachers present, and location. Students should also include serving sizes for the child's age observed for the nutritional assessment and the following categories: fats/sweets, dairy, protein, vegetables, fruits, grains appropriate for child's age. Serving sizes/requirements can also be found in the textbook according to the appropriate age being observed. Use your course textbook/course resources to locate serving sizes for feeding infants, feeding toddlers and young children. Compare serving sizes/requirements according to minimum standards (Minimum Standards for Child-Care Centers (texas.gov) and NAEYC (https://www.fns.usda.gov/cacfp/meals-and-snacks). What are similarities and differences between the textbook, minimum standards, and NAEYC for the age you observed? In addition to the course textbook, students can read additional resources on 746.3301. What are the basic requirements for meal and snack times?</p>	
<p>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 deemed successful meeting 75%.</p>	