

Program Outcomes Assessment Data Guide

Child Development - Spring 2022

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 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 interpret observations and assessments to plan and implement child centered curriculum.*
- Outcome 3: *Students will be able to communicate effectively with children, families, co-workers, and the community.*
- Outcome 4: *Students will be able to exhibit ethical behavior and professional responsibilities as required by the field of early childhood.*
- Outcome 5: *Students will be able to utilize technology to manage professional responsibilities.*
- Outcome 6: *Students will be able to create an equitable environment inclusive of all children, families, colleagues, and community.*
- Outcome 7: *Students will be able to implement knowledge of regulatory agencies that govern early childhood programs.*

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 1323	2	27	26	96.3%
CDEC 1356	2	39	25	64.1%
CDEC 1359	1	23	19	82.6%
CDEC 1417	1	16	11	68.8%
CDEC 1458	1	17	16	94.1%
CDEC 2326	2	32	26	81.3%
CDEC 2328	1	19	0	0.0%
CDEC 2366	1	6	6	100.0%
CDEC 2422	1	15	11	73.3%
TECA 1303	3	65	50	76.9%
TECA 1311	2	28	9	32.1%
TECA 1318	2	23	21	91.3%

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

Students declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1323	16	100.0	.	.	.	.	.	.	.	.	.	.	.	.
CDEC 1417	3	100.0	.	.	.	.	.	.	.	.	.	.	.	.
CDEC 1458	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Total	21	100.0	.	.	.	.	.	.	.	.	.	.	.	.

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1323	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
CDEC 1417	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
CDEC 1458	6	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Total	9	100.0	.	.	.	.	.	.	.	.	.	.	.	.

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	28	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Male	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Am Indian or Alaskan Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	4	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Hispanic or Latino Origin	20	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	5	100.0	.	.	.	.	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	3	100.0	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	10	100.0	.	.	.	.	.	.	.	.	.	.	.	.
22 - 34	13	100.0	.	.	.	.	.	.	.	.	.	.	.	.
35 - 49	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
50 & Over	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	17	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Did NOT Receive Pell	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	11	100.0	.	.	.	.	.	.	.	.	.	.	.	.
First Generation														
First Generation	18	100.0	.	.	.	.	.	.	.	.	.	.	.	.
NOT First Generation	12	100.0	.	.	.	.	.	.	.	.	.	.	.	.

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		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1323	3	100.0	.	.	.	.	.	.	.	.	.	.	.	.
CDEC 1417	1	50.0%	.	.	.	.	.	.	1	50.0%	.	.	.	.
CDEC 1458	3	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Total	7	87.5%	.	.	.	.	.	.	1	12.5%	.	.	.	.

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1323	4	66.7%	1	16.7%	1	16.7%	.	.	.	.	.	.	.	.
CDEC 1417	6	60.0%	.	.	.	.	.	.	4	40.0%	.	.	.	.
CDEC 1458	5	83.3%	.	.	1	16.7%	.	.	.	.	.	.	.	.
Total	15	68.2%	1	4.5%	2	9.1%	.	.	4	18.2%	.	.	.	.

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	22	75.9%	1	3.4%	2	6.9%	.	.	4	13.8%	.	.	.	.
Male	.	.	.	.	.	.	.	.	1	100.0	.	.	.	.
Race/Ethnicity														
Am Indian or Alaskan Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	6	75.0%	.	.	1	12.5%	.	.	1	12.5%	.	.	.	.
Hispanic or Latino Origin	16	84.2%	.	.	1	5.3%	.	.	2	10.5%	.	.	.	.
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	.	.	.	.	.	.	.	.	2	100.0	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	1	100.0	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	2	66.7%	1	33.3%	.	.	.	.	.	.	.	.	.	.
18 - 21	8	66.7%	.	.	1	8.3%	.	.	3	25.0%	.	.	.	.
22 - 34	8	72.7%	.	.	1	9.1%	.	.	2	18.2%	.	.	.	.
35 - 49	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
50 & Over	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	14	82.4%	.	.	1	5.9%	.	.	2	11.8%	.	.	.	.
Did NOT Receive Pell	3	75.0%	.	.	1	25.0%	.	.	.	.	.	.	.	.
No FASFA on Record	5	55.6%	1	11.1%	.	.	.	.	3	33.3%	.	.	.	.
First Generation														
First Generation	.	.	.	.	.	.	.	.	.	.	.	.	.	.
First Generation	15	78.9%	.	.	2	10.5%	.	.	2	10.5%	.	.	.	.
NOT First Generation	.	.	.	.	.	.	.	.	.	.	.	.	.	.
NOT First Generation	7	63.6%	1	9.1%	.	.	.	.	3	27.3%	.	.	.	.

Results for Outcome 2: Students will be able to interpret observations and assessments to plan and implement child centered curriculum.

Students declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1356	6	75.0%	.	.	1	12.5%	.	.	.	.	.	.	1	12.5%
Total	6	75.0%	.	.	1	12.5%	.	.	.	.	.	.	1	12.5%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1356	6	66.7%	.	.	.	.	.	.	.	.	.	.	3	33.3%
Total	6	66.7%	.	.	.	.	.	.	.	.	.	.	3	33.3%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	12	70.6%	.	.	1	5.9%	.	.	.	.	.	.	4	23.5%
Male	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Am Indian or Alaskan Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	3	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Hispanic or Latino Origin	9	69.2%	.	.	1	7.7%	.	.	.	.	.	.	3	23.1%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	7	100.0	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
22 - 34	3	50.0%	.	.	1	16.7%	.	.	.	.	.	.	2	33.3%
35 - 49	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
50 & Over	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	1	33.3%	.	.	.	.	.	.	.	.	.	.	2	66.7%
Did NOT Receive Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	11	78.6%	.	.	1	7.1%	.	.	.	.	.	.	2	14.3%
First Generation														
First Generation	7	70.0%	.	.	.	.	.	.	.	.	.	.	3	30.0%
NOT First Generation	5	71.4%	.	.	1	14.3%	.	.	.	.	.	.	1	14.3%

Results for Outcome 2: Students will be able to interpret observations and assessments to plan and implement child centered curriculum.

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		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1356	2	66.7%	.	.	1	33.3%	.	.	.	.	.	.	.	.
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		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1356	11	57.9%	.	.	3	15.8%	.	.	.	.	.	.	5	26.3%
Total	11	57.9%	.	.	3	15.8%	.	.	.	.	.	.	5	26.3%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	13	61.9%	.	.	3	14.3%	.	.	.	.	.	.	5	23.8%
Male	.	.	.	.	1	100.0	.	.	.	.	.	.	.	.
Race/Ethnicity														
Am Indian or Alaskan Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	2	40.0%	.	.	.	.	.	.	.	.	.	.	3	60.0%
Hispanic or Latino Origin	11	84.6%	.	.	2	15.4%	.	.	.	.	.	.	.	.
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	.	.	.	.	1	33.3%	.	.	.	.	.	.	2	66.7%
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	1	100.0	.	.	.	.	.	.	.	.
Age Group														
17 & Under	6	75.0%	.	.	2	25.0%	.	.	.	.	.	.	.	.
18 - 21	5	83.3%	.	.	.	.	.	.	.	.	.	.	1	16.7%
22 - 34	.	.	.	.	2	50.0%	.	.	.	.	.	.	2	50.0%
35 - 49	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
50 & Over	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
Pell Status														
Received Pell	5	55.6%	.	.	1	11.1%	.	.	.	.	.	.	3	33.3%
Did NOT Receive Pell	1	50.0%	.	.	1	50.0%	.	.	.	.	.	.	.	.
No FASFA on Record	7	63.6%	.	.	2	18.2%	.	.	.	.	.	.	2	18.2%
First Generation														
First Generation	.	.	.	.	.	.	.	.	.	.	.	.	.	.
First Generation	6	66.7%	.	.	1	11.1%	.	.	.	.	.	.	2	22.2%
NOT First Generation	.	.	.	.	.	.	.	.	.	.	.	.	.	.
NOT First Generation	7	53.8%	.	.	3	23.1%	.	.	.	.	.	.	3	23.1%

Results for Outcome 3: 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		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1359	3	100.0	.	.	.	.	.	.	.	.	.	.	.	.
TECA 1311	2	50.0%	.	.	.	.	.	.	.	.	.	.	2	50.0%
Total	5	71.4%	.	.	.	.	.	.	.	.	.	.	2	28.6%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1359	7	77.8%	1	11.1%	1	11.1%	.	.	.	.	.	.	.	.
TECA 1311	.	.	.	.	.	.	.	.	.	.	.	.	4	100.0
Total	7	53.8%	1	7.7%	1	7.7%	.	.	.	.	.	.	4	30.8%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	11	57.9%	1	5.3%	1	5.3%	.	.	.	.	.	.	6	31.6%
Male	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Am Indian or Alaskan Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
Black or African-American	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Hispanic or Latino Origin	9	60.0%	1	6.7%	1	6.7%	.	.	.	.	.	.	4	26.7%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	3	75.0%	.	.	1	25.0%	.	.	.	.	.	.	.	.
18 - 21	2	50.0%	1	25.0%	.	.	.	.	.	.	.	.	1	25.0%
22 - 34	6	60.0%	.	.	.	.	.	.	.	.	.	.	4	40.0%
35 - 49	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	6	66.7%	1	11.1%	.	.	.	.	.	.	.	.	2	22.2%
Did NOT Receive Pell	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
No FASFA on Record	5	55.6%	.	.	1	11.1%	.	.	.	.	.	.	3	33.3%
First Generation														
First Generation	6	75.0%	1	12.5%	.	.	.	.	.	.	.	.	1	12.5%
NOT First Generation	6	50.0%	.	.	1	8.3%	.	.	.	.	.	.	5	41.7%

Results for Outcome 3: 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		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
TECA 1311	2	33.3%	.	.	1	16.7%	.	.	.	.	.	.	3	50.0%
Total	2	33.3%	.	.	1	16.7%	.	.	.	.	.	.	3	50.0%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1359	6	54.5%	1	9.1%	3	27.3%	.	.	1	9.1%	.	.	.	.
TECA 1311	4	28.6%	1	7.1%	.	.	.	.	.	.	.	.	9	64.3%
Total	10	40.0%	2	8.0%	3	12.0%	.	.	1	4.0%	.	.	9	36.0%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	12	41.4%	1	3.4%	4	13.8%	.	.	1	3.4%	.	.	11	37.9%
Male	.	.	1	50.0%	.	.	.	.	.	.	.	.	1	50.0%
Race/Ethnicity														
Am Indian or Alaskan Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	5	83.3%	.	.	1	16.7%	.	.	.	.	.	.	.	.
Hispanic or Latino Origin	6	31.6%	2	10.5%	2	10.5%	.	.	1	5.3%	.	.	8	42.1%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	1	16.7%	.	.	1	16.7%	.	.	.	.	.	.	4	66.7%
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	3	60.0%	1	20.0%	1	20.0%	.	.	.	.	.	.	.	.
18 - 21	3	23.1%	1	7.7%	1	7.7%	.	.	1	7.7%	.	.	7	53.8%
22 - 34	2	28.6%	.	.	1	14.3%	.	.	.	.	.	.	4	57.1%
35 - 49	3	60.0%	.	.	1	20.0%	.	.	.	.	.	.	1	20.0%
50 & Over	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	6	37.5%	1	6.3%	2	12.5%	.	.	1	6.3%	.	.	6	37.5%
Did NOT Receive Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	6	40.0%	1	6.7%	2	13.3%	.	.	.	.	.	.	6	40.0%
First Generation														
First Generation	.	.	.	.	.	.	.	.	.	.	.	.	.	.
First Generation	8	53.3%	.	.	3	20.0%	.	.	.	.	.	.	4	26.7%
NOT First Generation	.	.	.	.	.	.	.	.	.	.	.	.	.	.
NOT First Generation	4	25.0%	2	12.5%	1	6.3%	.	.	1	6.3%	.	.	8	50.0%

Results for Outcome 4: 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		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1323	15	93.8%	.	.	1	6.3%	.	.	.	.	.	.	.	.
CDEC 1359	3	100.0	.	.	.	.	.	.	.	.	.	.	.	.
CDEC 2328	.	.	.	.	.	.	.	.	.	.	.	.	4	100.0
CDEC 2366	3	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Total	21	80.8%	.	.	1	3.8%	.	.	.	.	.	.	4	15.4%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1323	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
CDEC 1359	6	66.7%	1	11.1%	2	22.2%	.	.	.	.	.	.	.	.
CDEC 2328	.	.	.	.	.	.	.	.	.	.	.	.	6	100.0
CDEC 2366	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Total	9	50.0%	1	5.6%	2	11.1%	.	.	.	.	.	.	6	33.3%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	29	67.4%	1	2.3%	3	7.0%	.	.	.	.	.	.	10	23.3%
Male	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Am Indian or Alaskan Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	5	83.3%	.	.	.	.	.	.	.	.	.	.	1	16.7%
Hispanic or Latino Origin	21	65.6%	1	3.1%	3	9.4%	.	.	.	.	.	.	7	21.9%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	3	60.0%	.	.	.	.	.	.	.	.	.	.	2	40.0%
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	4	57.1%	.	.	3	42.9%	.	.	.	.	.	.	.	.
18 - 21	10	76.9%	1	7.7%	.	.	.	.	.	.	.	.	2	15.4%
22 - 34	12	75.0%	.	.	.	.	.	.	.	.	.	.	4	25.0%
35 - 49	1	20.0%	.	.	.	.	.	.	.	.	.	.	4	80.0%
50 & Over	3	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	17	68.0%	1	4.0%	.	.	.	.	.	.	.	.	7	28.0%
Did NOT Receive Pell	1	33.3%	.	.	.	.	.	.	.	.	.	.	2	66.7%
No FASFA on Record	12	75.0%	.	.	3	18.8%	.	.	.	.	.	.	1	6.3%
First Generation														
First Generation	15	60.0%	1	4.0%	2	8.0%	.	.	.	.	.	.	7	28.0%
NOT First Generation	15	78.9%	.	.	1	5.3%	.	.	.	.	.	.	3	15.8%

Results for Outcome 4: 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		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1323	2	66.7%	.	.	1	33.3%	.	.	.	.	.	.	.	.
CDEC 2328	.	.	.	.	.	.	.	.	.	.	.	.	3	100.0
CDEC 2366	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
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		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1323	5	83.3%	.	.	1	16.7%	.	.	.	.	.	.	.	.
CDEC 1359	7	63.6%	.	.	3	27.3%	.	.	1	9.1%	.	.	.	.
CDEC 2328	.	.	.	.	.	.	.	.	.	.	.	.	6	100.0
CDEC 2366	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Total	13	54.2%	.	.	4	16.7%	.	.	1	4.2%	.	.	6	25.0%

Results for Outcome 5: 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		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 2326	9	100.0	.	.	.	.	.	.	.	.	.	.	.	.
TECA 1303	4	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Total	13	100.0	.	.	.	.	.	.	.	.	.	.	.	.

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 2326	5	83.3%	.	.	1	16.7%	.	.	.	.	.	.	.	.
TECA 1303	1	25.0%	.	.	3	75.0%	.	.	.	.	.	.	.	.
Total	6	60.0%	.	.	4	40.0%	.	.	.	.	.	.	.	.

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	19	82.6%	.	.	4	17.4%	.	.	.	.	.	.	.	.
Male	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Am Indian or Alaskan Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	1	50.0%	.	.	1	50.0%	.	.	.	.	.	.	.	.
Hispanic or Latino Origin	15	88.2%	.	.	2	11.8%	.	.	.	.	.	.	.	.
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	3	75.0%	.	.	1	25.0%	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	3	75.0%	.	.	1	25.0%	.	.	.	.	.	.	.	.
18 - 21	5	100.0	.	.	.	.	.	.	.	.	.	.	.	.
22 - 34	7	87.5%	.	.	1	12.5%	.	.	.	.	.	.	.	.
35 - 49	4	66.7%	.	.	2	33.3%	.	.	.	.	.	.	.	.
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	9	75.0%	.	.	3	25.0%	.	.	.	.	.	.	.	.
Did NOT Receive Pell	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	8	88.9%	.	.	1	11.1%	.	.	.	.	.	.	.	.
First Generation														
First Generation	16	88.9%	.	.	2	11.1%	.	.	.	.	.	.	.	.
NOT First Generation	3	60.0%	.	.	2	40.0%	.	.	.	.	.	.	.	.

Results for Outcome 5: 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		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 2326	4	80.0%	.	.	1	20.0%	.	.	.	.	.	.	.	.
TECA 1303	18	81.8%	2	9.1%	2	9.1%	.	.	.	.	.	.	.	.
Total	22	81.5%	2	7.4%	3	11.1%	.	.	.	.	.	.	.	.

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 2326	7	58.3%	1	8.3%	4	33.3%	.	.	.	.	.	.	.	.
TECA 1303	21	60.0%	4	11.4%	10	28.6%	.	.	.	.	.	.	.	.
Total	28	59.6%	5	10.6%	14	29.8%	.	.	.	.	.	.	.	.

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	48	69.6%	7	10.1%	14	20.3%	.	.	.	.	.	.	.	.
Male	2	40.0%	.	.	3	60.0%	.	.	.	.	.	.	.	.
Race/Ethnicity														
Am Indian or Alaskan Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	6	75.0%	.	.	2	25.0%	.	.	.	.	.	.	.	.
Hispanic or Latino Origin	36	67.9%	6	11.3%	11	20.8%	.	.	.	.	.	.	.	.
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	7	58.3%	1	8.3%	4	33.3%	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	10	71.4%	1	7.1%	3	21.4%	.	.	.	.	.	.	.	.
18 - 21	19	63.3%	5	16.7%	6	20.0%	.	.	.	.	.	.	.	.
22 - 34	16	72.7%	.	.	6	27.3%	.	.	.	.	.	.	.	.
35 - 49	2	50.0%	1	25.0%	1	25.0%	.	.	.	.	.	.	.	.
50 & Over	3	75.0%	.	.	1	25.0%	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	21	72.4%	2	6.9%	6	20.7%	.	.	.	.	.	.	.	.
Did NOT Receive Pell	6	75.0%	1	12.5%	1	12.5%	.	.	.	.	.	.	.	.
No FASFA on Record	23	62.2%	4	10.8%	10	27.0%	.	.	.	.	.	.	.	.
First Generation														
First Generation	.	.	.	.	.	.	.	.	.	.	.	.	.	.
First Generation	30	63.8%	6	12.8%	11	23.4%	.	.	.	.	.	.	.	.
NOT First Generation	.	.	.	.	.	.	.	.	.	.	.	.	.	.
NOT First Generation	20	74.1%	1	3.7%	6	22.2%	.	.	.	.	.	.	.	.

Results for Outcome 6: 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		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 2422	5	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Total	5	100.0	.	.	.	.	.	.	.	.	.	.	.	.

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

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	5	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Male	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Am Indian or Alaskan Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Hispanic or Latino Origin	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	4	100.0	.	.	.	.	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	.	.	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
22 - 34	3	100.0	.	.	.	.	.	.	.	.	.	.	.	.
35 - 49	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Did NOT Receive Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	4	100.0	.	.	.	.	.	.	.	.	.	.	.	.
First Generation														
First Generation	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
NOT First Generation	4	100.0	.	.	.	.	.	.	.	.	.	.	.	.

Results for Outcome 6: 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		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 2422	2	66.7%	.	.	1	33.3%	.	.	.	.	.	.	.	.
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		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 2422	3	50.0%	.	.	.	.	.	.	3	50.0%	.	.	.	.
Total	3	50.0%	.	.	.	.	.	.	3	50.0%	.	.	.	.

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	5	55.6%	.	.	1	11.1%	.	.	3	33.3%	.	.	.	.
Male	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Am Indian or Alaskan Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	.	.	.	.	.	.	.	.	1	100.0	.	.	.	.
Hispanic or Latino Origin	3	50.0%	.	.	1	16.7%	.	.	2	33.3%	.	.	.	.
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	.	.	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	1	20.0%	.	.	1	20.0%	.	.	3	60.0%	.	.	.	.
22 - 34	4	100.0	.	.	.	.	.	.	.	.	.	.	.	.
35 - 49	.	.	.	.	.	.	.	.	.	.	.	.	.	.
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	3	50.0%	.	.	1	16.7%	.	.	2	33.3%	.	.	.	.
Did NOT Receive Pell	.	.	.	.	.	.	.	.	1	100.0	.	.	.	.
No FASFA on Record	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
First Generation														
First Generation	.	.	.	.	.	.	.	.	.	.	.	.	.	.
First Generation	2	40.0%	.	.	1	20.0%	.	.	2	40.0%	.	.	.	.
NOT First Generation	.	.	.	.	.	.	.	.	.	.	.	.	.	.
NOT First Generation	3	75.0%	.	.	.	.	.	.	1	25.0%	.	.	.	.

Results for Outcome 7: 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		Faculty Indicated Outcome Not Assessed		No Response from Faculty		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
CDEC 2328	.	.	.	.	.	.	.	.	.	.	.	.	.	4	100.0
TECA 1318	4	100.0	.	.	.	.	.	.	.	.	.	.	.	.	.
Total	4	50.0%	.	.	.	.	.	.	.	.	.	.	.	4	50.0%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
CDEC 2328	.	.	.	.	.	.	.	.	.	.	.	.	.	6	100.0
TECA 1318	2	66.7%	.	.	1	33.3%	.	.	.	.	.	.	.	.	.
Total	2	22.2%	.	.	1	11.1%	.	.	.	.	.	.	.	6	66.7%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Gender															
Female	6	35.3%	.	.	1	5.9%	.	.	.	.	.	.	.	10	58.8%
Male	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity															
Am Indian or Alaskan Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	1	50.0%	.	.	.	.	.	.	.	.	.	.	.	1	50.0%
Hispanic or Latino Origin	5	38.5%	.	.	1	7.7%	.	.	.	.	.	.	.	7	53.8%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	.	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group															
17 & Under	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	2	40.0%	.	.	1	20.0%	.	.	.	.	.	.	.	2	40.0%
22 - 34	3	42.9%	.	.	.	.	.	.	.	.	.	.	.	4	57.1%
35 - 49	1	20.0%	.	.	.	.	.	.	.	.	.	.	.	4	80.0%
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status															
Received Pell	2	20.0%	.	.	1	10.0%	.	.	.	.	.	.	.	7	70.0%
Did NOT Receive Pell	2	50.0%	.	.	.	.	.	.	.	.	.	.	.	2	50.0%
No FASFA on Record	2	66.7%	.	.	.	.	.	.	.	.	.	.	.	1	33.3%
First Generation															
First Generation	4	33.3%	.	.	1	8.3%	.	.	.	.	.	.	.	7	58.3%
NOT First Generation	2	40.0%	.	.	.	.	.	.	.	.	.	.	.	3	60.0%

Results for Outcome 7: 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		Faculty Indicated Outcome Not Assessed		No Response from Faculty		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
CDEC 2328	.	.	.	.	.	.	.	.	.	.	.	.	.	3	100.0
TECA 1318	1	50.0%	.	.	1	50.0%	.	.	.	.	.	.	.	.	.
Total	1	20.0%	.	.	1	20.0%	.	.	.	.	.	.	.	3	60.0%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
CDEC 2328	.	.	.	.	.	.	.	.	.	.	.	.	.	6	100.0
TECA 1318	10	71.4%	4	28.6%	.	.	.	.	.	.	.	.	.	.	.
Total	10	50.0%	4	20.0%	.	.	.	.	.	.	.	.	.	6	30.0%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Gender															
Female	11	44.0%	4	16.0%	1	4.0%	.	.	.	.	.	.	.	9	36.0%
Male	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity															
Am Indian or Alaskan Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
Black or African-American	1	50.0%	.	.	.	.	.	.	.	.	.	.	.	1	50.0%
Hispanic or Latino Origin	9	50.0%	4	22.2%	.	.	.	.	.	.	.	.	.	5	27.8%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	1	25.0%	.	.	1	25.0%	.	.	.	.	.	.	.	2	50.0%
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group															
17 & Under	5	62.5%	3	37.5%	.	.	.	.	.	.	.	.	.	.	.
18 - 21	.	.	1	33.3%	.	.	.	.	.	.	.	.	.	2	66.7%
22 - 34	4	44.4%	.	.	1	11.1%	.	.	.	.	.	.	.	4	44.4%
35 - 49	2	50.0%	.	.	.	.	.	.	.	.	.	.	.	2	50.0%
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
Pell Status															
Received Pell	5	41.7%	.	.	.	.	.	.	.	.	.	.	.	7	58.3%
Did NOT Receive Pell	.	.	1	100.0	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	6	50.0%	3	25.0%	1	8.3%	.	.	.	.	.	.	.	2	16.7%
First Generation															
First Generation	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
First Generation	5	35.7%	2	14.3%	.	.	.	.	.	.	.	.	.	7	50.0%
NOT First Generation	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
NOT First Generation	6	54.5%	2	18.2%	1	9.1%	.	.	.	.	.	.	.	2	18.2%

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

Faculty Assessment Methodology

CDEC 1323:

Methodology	Attachment(s)
Students observed and assessed several developmental domains for infants, toddlers and preschoolers; followed with applying developmentally appropriate strategies or activities to enhance the children's learning in physical, language, social, emotional and cognitive skills.	
Students will develop a lesson Plan for Guided Reading: Guided reading is an instructional practice or approach where teachers support a small group of early readers to read in groups or independently. Steps for preparing lesson plan before your Guided reading activity were provided.	Attachment1
	Attachment2

CDEC 1417:

Methodology	Attachment(s)
Students participated in lab experiences for young children while completing 16 hours per week in an approved lab site. The developmentally appropriate activities focused on the four functional areas of study are creative, cognitive, physical, and communication. The student will write Reflective competency statements to reflect on their teaching practices to meet standards that include these four functional areas of study. Students assessed their ability to implement specific developmentally appropriate activities in an early childhood classroom of young children. Students responded to classroom lab experiences by assembling a professional portfolio of these four functional areas (creative, cognitive, physical, and communication) accompanied by resources such as a sample menu, room environment design, and a weekly plan. The report was assessed against a rubric that is aligned to the National Association Education for Young Children standards with 6 criteria that each had three different levels of expectations (exceeds, meets and does not meet) performance. To be considered successful, students achieved at least a meet expectation on all criteria of the rubrics.	

CDEC 1458:

Methodology	Attachment(s)
Students completed an age appropriate creative arts activity for young children. To be successful, students must score 80 points or more for the following assignment: 1) The student will describe how they will allow children to demonstrate their creativity during the activity 2) The student will describe how the activity would support the child's physical, social, emotional, cognitive and language development.	

Outcome 2: Students will be able to interpret observations and assessments to plan and implement child centered curriculum.

Faculty Assessment Methodology

CDEC 1356:

Methodology	Attachment(s)
<p>Using developmentally appropriate practices, students selected an age-appropriate children's book to plan and implement a language or literacy extension activity for a group of young children. Activity included: 1. Activity's goal and objective 2. Materials needed: 3. Ages and number of children in the group 4. How the activity will be introduced to the children: 5. Description of how the activity will proceed from beginning to end 6. Description of how the student will evaluate the activity's success</p>	

Outcome 3: Students will be able to communicate effectively with children, families, co-workers, and the community.

Faculty Assessment Methodology

CDEC 1359:

Methodology	Attachment(s)
The students located and submitted information about agencies that support families of children with ASD. The information included websites and services provided. The student was deemed successful meeting 75%.	

TECA 1311:

Methodology	Attachment(s)
The assignment used to assess this outcome was field experience 1 in which students had to discuss principals and ideals from the NAEYC Code of Ethical Conduct document. Students were provided with the PDF file of the document, and they were given 7 YouTube videos to watch. Students were to select 1 ideal and 1 principal for each of the 5 areas and discuss what each means to them. Although there are many ideals and principals to select from, all students discussed one or more related to communication with children, families, co-workers, and the community. The level of performance required to be considered successful was at least an 80% on the assignment.	Attachment1

Outcome 4: Students will be able to exhibit ethical behavior and professional responsibilities as required by the field of early childhood.

Faculty Assessment Methodology

CDEC 1323:

Methodology	Attachment(s)
<p>Activity: 3- to 8-year-old Interview. Developmental Stages and Interviewing Techniques: Students will assess the child's developmental level and frame the interview so that age-appropriate interview techniques are used. The Interview Setting: Students will find a private, quiet place to conduct your interview. Students will not interrogate them, and avoid jargon, using age-appropriate language. It's a good idea to offer a child break during long, difficult interviews; understand that they may tell a story of trauma or abuse to you out of chronological order. Beginning the Interview: During the initial part of the interview, you need to focus on helping the child feel comfortable and relaxed and explain to the child why the interview is taking place. Initially, students will allow child to explore and move towards getting the child to share something about the child's self. Students will choose 10 interview questions that are age appropriate for the specific child who you will interview. With this age group, it often works best to simply have a table with play figures (small people and animals, with small houses, cars, etc.) and invite the child to play. This can be done with the child alone and then with each parent to see if certain themes emerge in the child's play.</p>	
<p>Students completed a written assignment describing their professional role in creating an emotional and physical environment that supports children's learning and development.</p>	

CDEC 1359:

Methodology	Attachment(s)
<p>The students located and submitted information about acceleration for children who have special gifts and talents and provided implications and responsibilities for early childhood educators. The student was deemed successful meeting 75%.</p>	

CDEC 2366:

Methodology	Attachment(s)
<p>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. NAEYC Standard 2b</p>	

Outcome 5: Students will be able to utilize technology to manage professional responsibilities.

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 turnitin. 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>	
<p>Students are assessed through successful application of obtained knowledge to realistic case studies and real life experiences submitting via the required medium. Their ability to investigate and research components of the roles and responsibilities of the children and all stakeholders to reach a hypothesis and potential solutions utilizing technology. Students can demonstrate success application of knowledge and successful completion of the course</p>	Attachment1
	Attachment2

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>	
<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>	
<p>Students created Parent Engagement Brochure listing supportive, rehabilitative and preventive resources.</p>	

Outcome 6: Students will be able to create an equitable environment inclusive of all children, families, colleagues, and community.

Faculty Assessment Methodology

CDEC 2422:

Methodology	Attachment(s)
<p>Discussion Board on Conceptual Framework Narrative-Students will be able to assess their own professional practices using the conceptual framework document. The conceptual framework of the San Jacinto College-Central Child Development and Education department is designed to expand commitment to student success. Our framework consists of four components which include professionalism, diversity and equity, knowledge and skills, and community partnerships. These four components are aligned with the NAEYC standards and the San Jacinto College values and integrated into the curriculum and experiences that students are exposed to in their degree pathways. Students will reflect on their own professional strengths and areas for growth on each of the four components which include professionalism, diversity, equity, knowledge and skills, and community partnerships.</p>	

Outcome 7: Students will be able to implement knowledge of regulatory agencies that govern early childhood programs.

Faculty Assessment Methodology

TECA 1318:

Methodology	Attachment(s)
<p>Students completed three field experience assignments in which they were to implement knowledge of regulatory agencies. In field experience 1, students were to observe health practices and indicate the Texas Minimum Standards (environmental health) that related to practices the observed. In field experience 2, students were to observe the playground in an early childhood program and indicate the Texas Minimum Standards (outdoor space requirements) that related to the environment and practices they observed. In field experience 3, students were to observe meal time in a school or early childhood program and compare the meal components to the meal requirements from the USDA's CACFP program. Students were successful if they received a grade of 75 or above.</p>	
<p>The students located and submitted information about local regulatory agencies. The information included location of the the agencies and the services provided by the agencies. Student was deemed successful meeting 75%.</p>	