

**Associate Degree, Early Care and Education and Related
Certificates, Diploma
CHILD DEVELOPMENT AND LEARNING IN CONTEXT (NAEYC
Standard 1)**

Number:

A

FY Start:

7/1/2021

FY End:

6/30/2022

Description - What will the student know or be able to do upon completion of the program?:

Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.

Progress:

Completed

Responsible Roles:

Program:

Associate Degree, Early Care and Education and Related Certificates, Diploma

Cumulative Assessment Results (Numeric):

84.10

Cumulative Assessment Results (Text):

Overall, students have a solid understanding of the concepts of Standard 1.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)-----

RELATED ITEM LEVEL 1

**Understand the developmental periods of early childhood
(NAEYC 1a, KA1)**

Embedded Outcome Number:

A-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECD 201 Ethics Paper--70% of the students will meet or exceed expectations.

Student Success Improvement Goal:

Student Group to be Assessed:

ECD 201

Actual Results of Assessment (Percentage):

66.66

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

2 out of 3 students exceeded or met expectations on this portion of the key assessment.

Application 1- Spring 2022, Application 2- Spring 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 1	N = 1	N = 1
% = 33	% = 33	% = 33
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:

Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

This was the first time students were evaluated using the new key assessments that are aligned with the 2020 NAEYC standards. Based on the assessment data, the small number of students in this course influenced the results. Moreover, the student who did not meet the expectations is the only student NOT in their final semester of the program.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

In the future, only final semester students will be advised to take this course.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric (or comparable rubric) used to assess this activity?:

RELATED ITEM LEVEL 1

**Understand the developmental period of early childhood
(NAEYC 1a, KA 2)**

Embedded Outcome Number:
A-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECD 107 Term Paper--70% of the students will meet or exceed rubric expectations on this portion of the key assessment.

Student Success Improvement Goal:**Student Group to be Assessed:**

ECD 107

Actual Results of Assessment (Percentage):

100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

2 out of 2 students exceeded or met expectations on this portion of the key assessment.

Application 1- Spring 2022, Application 2- Spring 2023

Exceeded	Met	Not Met
Application 2	Application 2	Application 2
N = 1	N = 1	N = 0
% = 50	% = 50	% = 0
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:

Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

This was the first time students were evaluated using the new key assessments that are aligned with the 2020 NAEYC standards. Based on assessment data, students had a firm grasp of this concept. Both of these students are in their final semester of the program, indicating that the content has been well instructed over their course of study.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Students will be advised to take this course during their final semester of study.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric (or comparable rubric) used to assess this activity?:

RELATED ITEM LEVEL 1

Understand the developmental period of early childhood (NAEYC 1a, KA 5)

Embedded Outcome Number:
A-1.c

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECD 243 Thematic Unit - 70% of the students will meet rubric expectations on this portion of the key assessment.

Student Success Improvement Goal:

Student Group to be Assessed:

ECD 243

Actual Results of Assessment (Percentage):

100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

2 out of 2 students exceeded or met expectations on this portion of the key assessment.

Application 1- Spring 2022, Application 2- Spring 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 2	N = 0	N = 0
% = 100	% = 0	% = 0
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:

Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

This was the first time students were evaluated using the new key assessments that are aligned with the 2020 NAEYC standards. Based on assessment data, students have a firm understanding of this content. Again, these students are in their final semester of the program, indicating that their understanding of this skill has been honed over their semesters of study.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Program faculty will teach this content throughout the courses of the program. This course and key assessment will be administered during a student's final year of study to ensure adequate assessment of their content knowledge.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric (or comparable rubric) used to assess this activity?:

RELATED ITEM LEVEL 1

Understand and value each child as an individual (NAEYC 1b, KA 1)

Embedded Outcome Number:
A-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning, and with the capacity to make choices.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECD 201 Ethics Paper--70% of the students will meet rubric expectations on this portion of the key assessment.

Student Success Improvement Goal:

Student Group to be Assessed:

ECD 201

Actual Results of Assessment (Percentage):

100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

3 out of 3 students exceeded or met expectations on this portion of the key assessment.

Application 1- Spring 2022, Application 2- Spring 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 1	N = 2	N = 0
% = 33	% = 66	% = 0
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:

Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

This was the first time students were evaluated using the new key assessments that are aligned with the 2020 NAEYC standards. Based on assessment data, students have a firm understanding of this concept.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

To improve student learning, program faculty will inject this skill in other, previously offered courses to ensure students have a firm grasp of this content knowledge before beginning this final semester class.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric (or comparable rubric) used to assess this activity?:

RELATED ITEM LEVEL 1

Understand and value each child as an individual (NAEYC 1b, KA 2)

Embedded Outcome Number:

A-2.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning, and with the capacity to make choices.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECD 107 Term Paper--70% of the students will meet rubric expectations on this portion of the key assessment.

Student Success Improvement Goal:

Student Group to be Assessed:

ECD 107

Actual Results of Assessment (Percentage):

0.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

0 out of 2 students exceeded or met expectations on this portion of the key assessment.

Application 1- Spring 2022, Application 2- Spring 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 0	N = 0	N = 2
% = 0	% = 0	% = 100
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

This was the first time students were evaluated using the new key assessments that are aligned with the 2020 NAEYC standards. Based on assessment data, this was an area of weakness for students in this course.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

As this is a new assessment, this information indicates that this topic needs to be taught further within this course. Program faculty will utilize additional resources to teach students about the unique, individual characteristics of students.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric (or comparable rubric) used to assess this activity?:

RELATED ITEM LEVEL 1

Understand the ways that child development and the learning process occur in multiple contexts (NAEYC 1c, KA 4)

Embedded Outcome Number:

A-3.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECD 108 Family Engagement Plan--70% of the students will meet rubric expectations on this portion of the key assessment.

Student Success Improvement Goal:

Student Group to be Assessed:

ECD 108

Actual Results of Assessment (Percentage):

100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

4 out of 4 students exceeded or met expectations on this portion of the key assessment.

Application 1- Summer 2022, Application 2- Summer 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 2	N = 2	N = 0
% = 50	% = 50	% = 0
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:

Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

This was the first time students were evaluated using the new key assessments that are aligned with the 2020 NAEYC standards. Based on data, students have a firm understanding on this portion of the key assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Beginning on the summer of 2023, this course will no longer be offered online. Students performed much better on all aspects of assessment when they were required to attend face-to-face classes. Therefore, this class will be returning to a face-to-face format.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric (or comparable rubric) used to assess this activity?:

RELATED ITEM LEVEL 1

Understand the ways that child development and the learning process occur in multiple contexts (NAEYC 1c, KA 5)

Embedded Outcome Number:
A-3.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECD 243 Thematic Unit--70% of the students will meet rubric expectations on this portion of the key assessment.

Student Success Improvement Goal:**Student Group to be Assessed:**

ECD 243

Actual Results of Assessment (Percentage):**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

2 out of 2 students exceeded or met expectations on this portion of the key assessment.

Application 1- Spring 2022, Application 2- Spring 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 2	N = 0	N = 0
% = 100	% = 0	% = 0
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:

Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

This was the first time students were evaluated using the new key assessments that are aligned with the 2020 NAEYC standards. Based on assessment data, students performed well on this portion of the key assessment despite it being a new standard for them.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

In future semesters, students will be advised to take this course during their final semester of the program. Also, this new standard will be injected into additional courses to help ensure student understanding before this key assessment.

Re-evaluation Date:**Changes made to process/modifications:****Person responsible for modifications:****Progress:**

Completed

Responsible Roles:**QEP SLO(s) Assessed in this Course Activity:****Was the QEP Rubric (or comparable rubric) used to assess this activity?:**

FAMILY-TEACHER PARTNERSHIPS AND COMMUNITY CONNECTIONS (NAEYC Standard 2)

Number:

B

FY Start:

7/1/2021

FY End:

6/30/2022

Description - What will the student know or be able to do upon completion of the program?:

Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They (c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies.

Progress:

Completed

Responsible Roles:

Program:

Associate Degree, Early Care and Education and Related Certificates, Diploma

Cumulative Assessment Results (Numeric):

87.50

Cumulative Assessment Results (Text):

Overall, students have a firm understanding of this standard. The areas in which students seemed to struggle the most, it was in the one online course offered in this program. Therefore, in future semesters, that course will be modified so that it is offered in a face-to-face model instead.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)-----

RELATED ITEM LEVEL 1

**Know about, understand, and value the diversity of families
(NAEYC 2a, KA 1)**

Embedded Outcome Number:

B-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Know about, understand, and value the diversity of families.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECD 201 Ethics Paper--70% of the students will meet rubric expectations on this portion of the key assessment.

Student Success Improvement Goal:

Student Group to be Assessed:

ECD 201

Actual Results of Assessment (Percentage):

100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

3 out of 3 students exceeded or met expectations on this portion of the key assessment.

Application 1- Spring 2022, Application 2- Spring 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 3	N = 0	N = 0
% = 100	% = 0	% = 0
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:

Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

This was the first time students were evaluated using the new key assessments that are aligned with the 2020 NAEYC standards. Based on assessment data, students have a firm understanding of this standard, despite it being their first time being assessed on this knowledge.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

In future semesters, students will be advised to take this course during their final semester of the program. Also, this new standard will be injected into additional courses to help ensure student understanding before this key assessment.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric (or comparable rubric) used to assess this activity?:

RELATED ITEM LEVEL 1

Collaborate as partners with families (NAEYC 2b, KA 1)

Embedded Outcome Number:

B-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECD 201- Ethics Paper--70% of the students will meet rubric expectations on this portion of the key assessment.

Student Success Improvement Goal:

Student Group to be Assessed:

ECD 201

Actual Results of Assessment (Percentage):

100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

3 out of 3 students exceeded or met expectations on this portion of the key assessment.

Application 1- Spring 2022, Application 2- Spring 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 1	N = 2	N = 0
% = 33	% = 66	% = 0
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:

Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

This was the first time students were evaluated using the new key assessments that are aligned with the 2020 NAEYC standards. Based on assessment data, students have an understanding of this concept, but it could be strengthened, as not all students were able to exceed expectations.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

In future semesters, students will be advised to take this course during their final semester of the program. Also, this new standard will be injected into additional courses to help ensure student understanding before this key assessment.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric (or comparable rubric) used to assess this activity?:

RELATED ITEM LEVEL 1

Collaborate as partners with families (NAEYC 2b, KA 4)

Embedded Outcome Number:

B-2.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECD 108 Family Engagement Plan--70% of the students will meet rubric expectations on this portion of the key assessment.

Student Success Improvement Goal:

Student Group to be Assessed:

ECD 108

Actual Results of Assessment (Percentage):

50.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

2 out of 4 students exceeded or met expectations on this portion of the key assessment.

Application 1- Summer 2022, Application 2- Summer 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 2	N = 0	N = 2
% = 50	% = 0	% = 50
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:

Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

This was the first time students were evaluated using the new key assessments that are aligned with the 2020 NAEYC standards. Based on assessment data, students do not have a firm understanding of this concept. Online delivery method may have impacted students' understanding of this skill.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Beginning on the summer of 2023, this course will no longer be offered online. Students performed much better on all aspects of assessment when they were required to attend face-to-face classes. Therefore, this class will be returning to a face-to-face format.

Re-evaluation Date:**Changes made to process/modifications:****Person responsible for modifications:****Progress:**

Completed

Responsible Roles:**QEP SLO(s) Assessed in this Course Activity:****Was the QEP Rubric (or comparable rubric) used to assess this activity?:**

RELATED ITEM LEVEL 1

Use community resources (NAEYC 2c, KA 1)**Embedded Outcome Number:**

B-3.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECD 201 Ethics Paper--70% of the students will meet rubric expectations on this portion of the key assessment.

Student Success Improvement Goal:

Student Group to be Assessed:

ECD 201

Actual Results of Assessment (Percentage):
100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

3 out of 3 students exceeded or met expectations on this portion of the key assessment.

Application 1- Spring 2022, Application 2- Spring 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 3	N = 0	N = 0
% = 100	% = 0	% = 0
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:

Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

This was the first time students were evaluated using the new key assessments that are aligned with the 2020 NAEYC standards. Based on assessment data, students have a firm understanding of this concept, despite it being the first time being assessed on this new standard.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

In future semesters, students will be advised to take this course during their final semester of the program. Also, this new standard will be injected into additional courses to help ensure student understanding before this key assessment.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric (or comparable rubric) used to assess this activity?:

RELATED ITEM LEVEL 1

Use community resources (NAEYC 2c, KA 4)

Embedded Outcome Number:

B-3.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECD 108 Family Engagement Plan--70% of the students will meet rubric expectations on this portion of the key assessment.

Student Success Improvement Goal:

Student Group to be Assessed:

ECD 108

Actual Results of Assessment (Percentage):

75.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

3 out of 4 students exceeded or met expectations on this portion of the key assessment.

Application 1- Summer 2022, Application 2- Summer 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 3	N = 0	N = 1
% = 75	% = 0	% = 25
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:

Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

This was the first time students were evaluated using the new key assessments that are aligned with the 2020 NAEYC standards. Based on assessment data, not all students have a solid understanding of this concept. Since this is the only course in the program that is delivered in a fully online format, that may be why students have trouble in understanding this skill.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Beginning on the summer of 2023, this course will no longer be offered online. Students performed much better on all aspects of assessment when they were required to attend face-to-face classes. Therefore, this class will be returning to a face-to-face format.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric (or comparable rubric) used to assess this activity?:

CHILD OBSERVATION, DOCUMENTATION, AND ASSESSMENT (NAEYC Standard 3)

Number:
C

FY Start:
7/1/2021

FY End:
6/30/2022

Description - What will the student know or be able to do upon completion of the program?:

Early childhood educators (a) understand that the primary purpose of assessment is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. Early childhood educators (d) build assessment partnerships with families and professional colleagues.

Progress:
Completed

Responsible Roles:

Program:

Associate Degree, Early Care and Education and Related Certificates, Diploma

Cumulative Assessment Results (Numeric):

90.00

Cumulative Assessment Results (Text):

Students have a sound understanding of the content of Standard 3. Beginning in the 2022-23 school year, this standard will be assessed in additional courses to ensure content knowledge.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)-----

RELATED ITEM LEVEL 1

Understand assessments (NAEYC 3a, KA 2)

Embedded Outcome Number:

C-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECD 107 Term Paper--70% of the students will meet rubric expectations on this portion of the key assessment.

Student Success Improvement Goal:**Student Group to be Assessed:**

ECD 107

Actual Results of Assessment (Percentage):**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

2 out of 2 students exceeded or met expectations on this portion of the key assessment.

Application 1- Spring 2022, Application 2- Spring 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 0	N = 2	N = 0
% = 0	% = 100	% = 0
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:

Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

This was the first time students were evaluated using the new key assessments that are aligned with the 2020 NAEYC standards. Based on assessment data, there is room for improvement so that all students exceed expectations on this portion of the key assessment rather than just meeting them.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

In future semesters, students will be advised to take this course during their final semester of the program. Also, this new standard will be injected into additional courses to help ensure student understanding before this key assessment.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric (or comparable rubric) used to assess this activity?:

RELATED ITEM LEVEL 1

Understand assessments (NAEYC 3a, KA 3)

Embedded Outcome Number:

C-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECD 237 Activities--70% of the students will meet rubric expectations on this portion of the key assessment.

Student Success Improvement Goal:

Student Group to be Assessed:

ECD 237

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

This item was not yet evaluated in this key assessment. As the program transitions to the new NAEYC standards, standard 3b was only assessed once during the 2021-22 year (in ECD 107, key assessment 2). Beginning in the fall of 2022, there will be two key sources of data for this standard.

Application 1- Fall 2022, Application 2- Fall 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N =	N =	N =
% =	% =	% =
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

This item was not yet evaluated in this key assessment. As the program transitions to the new NAEYC standards, standard 3b was only assessed once during the 2021-22 year (in ECD 107, key assessment 2). Beginning in the fall of 2022, there will be two key sources of data for this standard.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric (or comparable rubric) used to assess this activity?:

RELATED ITEM LEVEL 1

Know a wide range of types of assessments, their purposes, and their associated methods and tools (NAEYC 3b, KA 2)

Embedded Outcome Number:

C-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Know a wide range of types of assessments, their purposes, and their associated methods and tools.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECd 107 Term Paper--70% of the students will meet rubric expectations on this portion of the key assessment.

Student Success Improvement Goal:

Student Group to be Assessed:

ECD 107

Actual Results of Assessment (Percentage):

100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

2 out of 2 students exceeded or met expectations on this portion of the key assessment.

Application 1- Spring 2022, Application 2- Spring 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 0	N = 2	N = 0
% = 0	% = 100	% = 0
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

This was the first time students were evaluated using the new key assessments that are aligned with the 2020 NAEYC standards. While, based on the data, students have an understanding of this standard, there is room for improvement to ensure more students exceed expectations, rather than purely meet them.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

In future semesters, students will be advised to take this course during their final semester of the program. Also, this new standard will be injected into additional courses to help ensure student understanding before this key assessment.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric (or comparable rubric) used to assess this activity?:

RELATED ITEM LEVEL 1

Use assessment to document developmental progress and promote positive outcomes (NAEYC 3c, KA2)

Embedded Outcome Number:

C-3.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECD 107 Term Paper--70% of the students will meet rubric expectations on this portion of the key assessment.

Student Success Improvement Goal:**Student Group to be Assessed:**

ECD 107

Actual Results of Assessment (Percentage):

50.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

1 out of 2 students exceeded or met expectations on this portion of the key assessment.

Application 1- Spring 2022, Application 2- Spring 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 0	N = 1	N = 1
% = 0	% = 50	% = 50
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:

Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

This was the first time students were evaluated using the new key assessments that are aligned with the 2020 NAEYC standards. Based on assessment data, students need additional support in understanding screening and assessment tools.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

In future semesters, students will be advised to take this course during their final semester of the program. Also, this new standard will be injected into additional courses to help ensure student understanding before this key assessment. Additionally, further instruction about assessments has been added into ECD 237, a course that students take prior to this course/their final semester.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric (or comparable rubric) used to assess this activity?:

RELATED ITEM LEVEL 1

Build assessment partnerships with families and professional colleagues (NAEYC 3d, KA 2)

Embedded Outcome Number:
C-4.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Build assessment partnerships with families and professional colleagues.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECD 107 Term Paper--70% of the students will meet rubric expectations on this portion of the key assessment.

Student Success Improvement Goal:**Student Group to be Assessed:**

ECD 107

Actual Results of Assessment (Percentage):

100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

2 out of 2 students exceeded or met expectations on this portion of the key assessment.

Application 1- Spring 2022, Application 2- Spring 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 1	N = 1	N = 0
% = 50	% = 50	% = 0
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:

Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

This was the first time students were evaluated using the new key assessments that are aligned with the 2020 NAEYC standards. Based on the assessment data, students have a confident grasp of the standard.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

In future semesters, students will be advised to take this course during their final semester of the program. Also, this new standard will be injected into additional courses to help ensure student understanding before this key assessment.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric (or comparable rubric) used to assess this activity?:

**DEVELOPMENTALLY, CULTURALLY, AND LINGUISTICALLY
APPROPRIATE TEACHING PRACTICES (NAEYC Standard 4)**

Number:
D

FY Start:
7/1/2021

FY End:
6/30/2022

Description - What will the student know or be able to do upon completion of the program?:

Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

Progress:

Completed

Responsible Roles:

Program:

Associate Degree, Early Care and Education and Related Certificates, Diploma

Cumulative Assessment Results (Numeric):

80.56

Cumulative Assessment Results (Text):

This standard appears to be an area of relative weakness in compared to the other program standards assessed. This was the first time students were evaluated using the new key assessments that are aligned with the 2020 NAEYC standards. Therefore, program faculty will work to embed the skills of the new standards into course content.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)-----

RELATED ITEM LEVEL 1

Understand and demonstrate positive, caring, supportive relationships and interactions (NAEYC 4a, KA 1)

Embedded Outcome Number:

D-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECD 201 Ethics Paper--70% of the students will meet rubric expectations on this portion of the key assessment.

Student Success Improvement Goal:

Student Group to be Assessed:

ECD 201

Actual Results of Assessment (Percentage):

33.33

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

1 out of 3 students exceeded or met expectations on this portion of the key assessment.

Application 1- Spring 2022, Application 2- Spring 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 1	N = 0	N = 2
% = 33	% = 0	% = 66
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:

Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

This was the first time students were evaluated using the new key assessments that are aligned with the 2020 NAEYC standards. The low percentage here is partially due to the low number of students in this course. Based on other faculty assessments and observations, students have an understanding of this skill, but the knowledge wasn't demonstrated in this assessment.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

In future semesters, students will be advised to take this course during their final semester of the program. Also, this new standard will be injected into additional courses to help ensure student understanding before this key assessment. Assessment directions will be evaluated to determine if unclear expectations resulted in poor student performance.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric (or comparable rubric) used to assess this activity?:

RELATED ITEM LEVEL 1

Understand and use teaching skills that are responsive to the needs of each child (NAEYC 4b, KA 2)

Embedded Outcome Number:

D-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECD 107 Term Paper--70% of the students will meet rubric expectations on this portion of the key assessment.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):

50.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

1 out of 2 students exceeded or met expectations on this portion of the key assessment.

Application 1- Spring 2022, Application 2- Spring 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 0	N = 1	N = 1
% = 0	% = 50	% = 50
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:

Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

This was the first time students were evaluated using the new key assessments that are aligned with the 2020 NAEYC standards. The low percentage here is partially due to the low number of students in this course. However, it is clear that additional instruction on this standard is needed.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

In future semesters, students will be advised to take this course during their final semester of the program. Also, this new standard will be injected into additional courses to help ensure student understanding before this key assessment.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric (or comparable rubric) used to assess this activity?:

RELATED ITEM LEVEL 1

Use developmentally appropriate teaching skills and strategies (NAEYC 4c, KA 2)

Embedded Outcome Number:
D-3.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECD 107 Term Paper--70% of the students will meet rubric expectations on this portion of the key assessment.

Student Success Improvement Goal:

Student Group to be Assessed:

ECD 107

Actual Results of Assessment (Percentage):

100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

2 out of 2 students exceeded or met expectations on this portion of the key assessment.

Application 1- Spring 2022, Application 2- Spring 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 0	N = 2	N = 0
% = 0	% = 100	% = 0
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:

Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

This was the first time students were evaluated using the new key assessments that are aligned with the 2020 NAEYC standards. Based on assessment data, students were able to meet this standard, but they did not exceed it, suggesting room for improvement.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

In future semesters, students will be advised to take this course during their final semester of the program. Also, this new standard will be injected into additional courses to help ensure student understanding before this key assessment.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric (or comparable rubric) used to assess this activity?:

RELATED ITEM LEVEL 1

Use developmentally appropriate teaching skills and strategies (NAEYC 4c, KA 5)

Embedded Outcome Number:
D-3.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Type of Assessment:**Minimum Expected Outcome for Level of Achievement (Percentage):**

70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECD 243 Thematic Unit--70% of the students will meet rubric expectations on this portion of the key assessment.

Student Success Improvement Goal:**Student Group to be Assessed:**

ECD 243

Actual Results of Assessment (Percentage):

100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

2 out of 2 students exceeded or met expectations on this portion of the key assessment.

Application 1- Spring 2022, Application 2- Spring 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 2	N = 0	N = 0
% = 100	% = 0	% = 0
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:

Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

This was the first time students were evaluated using the new key assessments that are aligned with the 2020 NAEYC standards. Based on assessment data, students have a strong understanding of this standard.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Program faculty will work to ensure that this new standard will be injected into additional courses to help ensure student understanding before this key assessment.

Re-evaluation Date:**Changes made to process/modifications:****Person responsible for modifications:****Progress:**

Completed

Responsible Roles:**QEP SLO(s) Assessed in this Course Activity:****Was the QEP Rubric (or comparable rubric) used to assess this activity?:****KNOWLEDGE, APPLICATION, AND INTEGRATION OF ACADEMIC
CONTENT IN THE EARLY CHILDHOOD CURRICULUM (NAEYC
Standard 5)****Number:**

E

FY Start:

7/1/2021

FY End:

6/30/2022

Description - What will the student know or be able to do upon completion of the program?:

Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, methods and tools of inquiry, and structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

Progress:

Completed

Responsible Roles:

Program:

Associate Degree, Early Care and Education and Related Certificates, Diploma

Cumulative Assessment Results (Numeric):

100.00

Cumulative Assessment Results (Text):

100% of students exceeded expectations on this standard. While not assessed to its fullest extent due to the migration to new standards, students exhibited strength in skill as it relates to NAEYC standard 5. This standard will be assessed twice during the 2022-23 year.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

No

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)-----

RELATED ITEM LEVEL 1

Understand content knowledge (NAEYC 5a, KA 3)

Embedded Outcome Number:

E-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECD 237 Activities--70% of the students will meet rubric expectations on this portion of the key assessment.

Student Success Improvement Goal:

Student Group to be Assessed:

ECD 237

Actual Results of Assessment (Percentage):

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

This item was not yet evaluated in this key assessment. As the program transitions to the new NAEYC standards, standard 3b was only assessed once during the 2021-22 year (in ECD 107, key assessment 2). Beginning in the fall of 2022, there will be two key sources of data for this standard.

Application 1- Fall 2022, Application 2- Fall 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N =	N =	N =
% =	% =	% =
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

This item was not yet evaluated in this key assessment. As the program transitions to the new NAEYC standards, standard 3b was only assessed once during the 2021-22 year (in ECD 243, key assessment 5). Beginning in the fall of 2022, there will be two key sources of data for this standard.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric (or comparable rubric) used to assess this activity?:

RELATED ITEM LEVEL 1

Understand content knowledge (NAEYC 5a, KA 5)

Embedded Outcome Number:

E-1.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECd 243 Thematic Unit--70% of the students will meet rubric expectations on this portion of the key assessment.

Student Success Improvement Goal:

Student Group to be Assessed:

ECD 243

Actual Results of Assessment (Percentage):

100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

2 out of 2 students exceeded or met expectations on this portion of the key assessment.

Application 1- Spring 2022, Application 2- Spring 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 2	N = 0	N = 0
% = 100	% = 0	% = 0
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:

Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

This was the first time students were evaluated using the new key assessments that are aligned with the 2020 NAEYC standards. Based on assessment data, these students have a firm understanding of this content.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

This new standard will be injected into additional courses to help ensure student understanding before this key assessment.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric (or comparable rubric) used to assess this activity?:

RELATED ITEM LEVEL 1

Understand pedagogical content knowledge (NAEYC 5b, KA 3)

Embedded Outcome Number:

E-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECD 237 Activities--70% of the students will meet rubric expectations on this portion of the key assessment.

Student Success Improvement Goal:

Student Group to be Assessed:

ECD 237

Actual Results of Assessment (Percentage):**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

This item was not yet evaluated in this key assessment. As the program transitions to the new NAEYC standards, standard 3b was only assessed once during the 2021-22 year (in ECD 243, key assessment 5). Beginning in the fall of 2022, there will be two key sources of data for this standard.

Application 1- Fall 2022, Application 2- Fall 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N =	N =	N =
% =	% =	% =
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:**Key Findings - Based on your assessment data, what factors influenced the results?:**

This item was not yet evaluated in this key assessment. As the program transitions to the new NAEYC standards, standard 3b was only assessed once during the 2021-22 year (in ECD 243, key assessment 5). Beginning in the fall of 2022, there will be two key sources of data for this standard.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric (or comparable rubric) used to assess this activity?:

RELATED ITEM LEVEL 1

Understand pedagogical content knowledge (NAEYC 5b, KA 5)

Embedded Outcome Number:
E-2.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECD 243 Thematic Unit--70% of the students will meet rubric expectations on this portion of the key assessment.

Student Success Improvement Goal:**Student Group to be Assessed:**

ECD 243

Actual Results of Assessment (Percentage):

100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

2 out of 2 students exceeded or met expectations on this portion of the key assessment.

Application 1- Spring 2022, Application 2- Spring 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 2	N = 0	N = 0
% = 100	% = 0	% = 0
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:

Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

This was the first time students were evaluated using the new key assessments that are aligned with the 2020 NAEYC standards. Based on assessment data, students have a sound understanding of the content of this standard.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

This new standard will be injected into additional courses to help ensure student understanding before this key assessment.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric (or comparable rubric) used to assess this activity?:

RELATED ITEM LEVEL 1

Modify teaching practices (NAEYC 5c, KA 3)

Embedded Outcome Number:
E-3.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECD 237--70% of the students will meet rubric expectations on this portion of the key assessment.

Student Success Improvement Goal:**Student Group to be Assessed:**

ECD 237

Actual Results of Assessment (Percentage):**Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:**

This item was not yet evaluated in this key assessment. As the program transitions to the new NAEYC standards, standard 3b was only assessed once during the 2021-22 year (in ECD 243, key assessment 5). Beginning in the fall of 2022, there will be two key sources of data for this standard.

Application 1- Fall 2022, Application 2- Fall 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N =	N =	N =
% =	% =	% =
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:

Key Findings - Based on your assessment data, what factors influenced the results?:

This item was not yet evaluated in this key assessment. As the program transitions to the new NAEYC standards, standard 3b was only assessed once during the 2021-22 year (in ECD 243, key assessment 5). Beginning in the fall of 2022, there will be two key sources of data for this standard.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric (or comparable rubric) used to assess this activity?:

PROFESSIONALISM AS AN EARLY CHILDHOOD EDUCATOR (NAEYC Standard 6)

Number:
F

FY Start:
7/1/2021

FY End:
6/30/2022

Description - What will the student know or be able to do upon completion of the program?:

Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

Progress:

Completed

Responsible Roles:

Program:

Associate Degree, Early Care and Education and Related Certificates, Diploma

Cumulative Assessment Results (Numeric):

82.50

Cumulative Assessment Results (Text):

The majority of students have a confident understanding of this standard by their completion of the program. By ensuring that students are assessed on these skills in the appropriate semester, faculty can ensure that students have had adequate exposure and preparation to meet the needs of the assessments of these standards.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:

Online Instructional Delivery :

Offsite Instructional Delivery :

Traditional/Hybrid Instructional Delivery :

Analyze the disaggregated data results above::

ASSESSMENT(S)-----
RELATED ITEM LEVEL 1

Identify and involve themselves with the early childhood field and serve as informed advocates (NAEYC 6a, KA 1)

Embedded Outcome Number:

F-1.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECD 201 Ethics Paper--70% of the students will meet or exceed expectations on this portion of the key assessment.

Student Success Improvement Goal:

Student Group to be Assessed:

ECD 201

Actual Results of Assessment (Percentage):

100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

3 out of 3 students exceeded or met expectations on this portion of the key assessment.

Application 1- Spring 2022, Application 2- Spring 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 2	N = 1	N = 0
% = 66	% = 33	% = 0
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:

Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

This was the first time students were evaluated using the new key assessments that are aligned with the 2020 NAEYC standards. Based on assessment data, students have a sound understanding of this concept, but there is room for improvement so that all students exceed expectations.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

In future semesters, students will be advised to take this course during their final semester of the program. Also, this new standard will be injected into additional courses to help ensure student understanding before this key assessment.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric (or comparable rubric) used to assess this activity?:

RELATED ITEM LEVEL 1

Know about and uphold ethical and other early childhood professional guidelines (NAEYC 6b, KA 1)

Embedded Outcome Number:

F-2.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Know about and uphold ethical and other early childhood professional guidelines.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECD 201 Ethics Paper--70% of the students will score at least 70 or greater.

Student Success Improvement Goal:

Student Group to be Assessed:

ECD 201

Actual Results of Assessment (Percentage):

100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

3 out of 3 students exceeded or met expectations on this portion of the key assessment.

Application 1- Spring 2022, Application 2- Spring 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 2	N = 1	N = 0
% = 66	% = 33	% = 0
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:

Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

This was the first time students were evaluated using the new key assessments that are aligned with the 2020 NAEYC standards. Based on assessment data, students have a sound understanding of this concept, but there is some room for improvement to ensure all students are able to exceed expectations.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

In future semesters, students will be advised to take this course during their final semester of the program. Also, this new standard will be injected into additional courses to help ensure student understanding before this key assessment.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:

Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric (or comparable rubric) used to assess this activity?:

RELATED ITEM LEVEL 1

Use professional communication skills (NAEYC 6c, KA 4)

Embedded Outcome Number:

F-3.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):

70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECD 108- Family engagement plan--70% of the students will meet or exceed expectations on this portion of the key assessment.

Student Success Improvement Goal:

Student Group to be Assessed:

Actual Results of Assessment (Percentage):

100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

4 out of 4 students exceeded or met expectations on this portion of the key assessment.

Application 1- Summer 2022, Application 2- Summer 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 3	N = 1	N = 0
% = 75	% = 25	% = 0
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:

Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

This was the first time students were evaluated using the new key assessments that are aligned with the 2020 NAEYC standards. Based on assessment data, students have a firm understanding of this content.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Beginning on the summer of 2023, this course will no longer be offered online. Students performed much better on all aspects of assessment when they were required to attend face-to-face classes. Therefore, this class will be returning to a face-to-face format.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric (or comparable rubric) used to assess this activity?:

RELATED ITEM LEVEL 1

Engage in continuous, collaborative learning to inform practice (NAEYC 6d, KA 1)

Embedded Outcome Number:
F-4.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Engage in continuous, collaborative learning to inform practice.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECD 201 Ethics Paper--70% of the students will meet or exceed expectations on this portion of the key assessment.

Student Success Improvement Goal:**Student Group to be Assessed:**

ECD 201

Actual Results of Assessment (Percentage):

33.33

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

1 out of 3 students exceeded or met expectations on this portion of the key assessment.

Application 1- Spring 2022, Application 2- Spring 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 1	N = 0	N = 2
% = 33	% = 0	% = 66
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:

Spring

Key Findings - Based on your assessment data, what factors influenced the results?:

This was the first time students were evaluated using the new key assessments that are aligned with the 2020 NAEYC standards. The low percentage here is partially due to the low number of students in this course. However, it is clear that additional instruction on this standard is needed.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

In future semesters, students will be advised to take this course during their final semester of the program. Also, this new standard will be injected into additional courses to help ensure student understanding before this key assessment.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric (or comparable rubric) used to assess this activity?:

RELATED ITEM LEVEL 1

Engage in continuous, collaborative learning to inform practice (NAEYC 6d, KA 4)

Embedded Outcome Number:
F-4.b

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Engage in continuous, collaborative learning to inform practice.

Type of Assessment:

Minimum Expected Outcome for Level of Achievement (Percentage):
70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECD 108- Family Engagement Plan--70% of the students will meet or exceed expectations on this portion of the key assessment.

Student Success Improvement Goal:**Student Group to be Assessed:**

ECD 108

Actual Results of Assessment (Percentage):

100.00

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

4 out of 4 students exceeded or met expectations on this portion of the key assessment.

Application 1- Summer 2022, Application 2- Summer 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 3	N = 1	N = 0
% = 75	% = 25	% = 0
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:

Summer

Key Findings - Based on your assessment data, what factors influenced the results?:

This was the first time students were evaluated using the new key assessments that are aligned with the 2020 NAEYC standards.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

Beginning on the summer of 2023, this course will no longer be offered online. Students performed much better on all aspects of assessment when they were required to attend face-to-face classes. Therefore, this class will be returning to a face-to-face format.

Re-evaluation Date:

Changes made to process/modifications:

Person responsible for modifications:

Progress:
Completed

Responsible Roles:

QEP SLO(s) Assessed in this Course Activity:

Was the QEP Rubric (or comparable rubric) used to assess this activity?:

RELATED ITEM LEVEL 1

Develop and sustain the habit of reflective and intentional practice (NAEYC 6e, KA 1)

Embedded Outcome Number:
F-5.a

Assessment Task Description - How will the student demonstrate that he/she has achieved the program goals and objectives? What measures will be used to document student learning?:

Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

Type of Assessment:**Minimum Expected Outcome for Level of Achievement (Percentage):**

70.00

Minimum Expected Outcome for Level of Achievement (Text):

ECD 201 Ethics Paper--70% of the students will meet or exceed expectations on this portion of the key assessment.

Student Success Improvement Goal:**Student Group to be Assessed:**

ECD 201

Actual Results of Assessment (Percentage):

66.66

Actual Results of Assessment (Text) - What did you find out using this assessment of student learning?:

2 out of 2 students exceeded or met expectations on this portion of the key assessment.

Application 1- Spring 2022, Application 2- Spring 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 2	N = 0	N = 1
% = 66	% = 0	% = 33
Application 2	Application 2	Application 2
N =	N =	N =
% =	% =	% =

Results of Assessment Date:**Key Findings - Based on your assessment data, what factors influenced the results?:**

This was the first time students were evaluated using the new key assessments that are aligned with the 2020 NAEYC standards. The one student who didn't meet expectations is NOT a final semester student like her peers.

Develop Supportable Conclusions - What do you plan to do to improve student learning? What actions will be taken?:

In future semesters, students will be advised to take this course during their final semester of the program. Also, this new standard will be injected into additional courses to help ensure student understanding before this key assessment.

Re-evaluation Date:**Changes made to process/modifications:****Person responsible for modifications:****Progress:**

Completed

Responsible Roles:**QEP SLO(s) Assessed in this Course Activity:****Was the QEP Rubric (or comparable rubric) used to assess this activity?:**