

UNIT REPORT  
**Associate Degree, Early Care and Education and Related Certificates, Diploma - Educational Assessment Plans - Choose Year**  
Generated: 2/19/25, 10:37 AM

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

## A CHILD DEVELOPMENT AND LEARNING IN CONTEXT (NAEYC Standard 1)

**FY Start:** 07/01/2023

**FY End:** 06/30/2024

**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):** 100

**Cumulative Assessment Results (Text):**

In 64 out of 65 instances, students met or exceeded the expectations on the portion of the key assessments measuring Standard 1.

**Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No**

**Online Instructional Delivery :** 0

**Offsite Instructional Delivery :** 0

**Traditional/Hybrid Instructional Delivery :** 0

**Analyze the disaggregated data results above::**

ASSESSMENT(S) -----

RELATED ITEM LEVEL 1

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

**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

**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):** 100

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

Key Assessment 1: Application 1- Spring 2023, Application 2- Spring 2024

Exceeded	Met	Not Met
Application 1  N = 3  % = 60	Application 1  N = 2  % = 40	Application 1  N = 0  % = 0
Application 2  N = 4  % = 57.14	Application 2  N = 3  % = 42.85	Application 2  N = 0  % = 0

Results of Assessment Date: Spring

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

Information about developmental appropriateness was integrated into several courses leading up to this final semester course.

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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified. While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

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?: No

RELATED ITEM LEVEL 1

A-1.b Understand the developmental period of early childhood (NAEYC 1a, KA 2)

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

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

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

Application 1- Spring 2023, Application 2- Spring 2024

Exceeded	Met	Not Met
Application 1  N = 6  % = 100	Application 1  N = 0  % = 0	Application 1  N = 0  % = 0
Application 2  N = 4  % = 66.67	Application 2  N = 2  % = 33.33	Application 2  N = 0  % = 0

Results of Assessment Date: Spring

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

Information about developmental levels was integrated into several courses leading up to this final semester course.

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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified. While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

**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?:** No

RELATED ITEM LEVEL 1

**A-1.c Understand the developmental period of early childhood (NAEYC 1a, KA 5)**

**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

**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

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

Application 1- Spring 2023, Application 2- Spring 2024

Exceeded	Met	Not Met
Application 1  N = 6  % = 75	Application 1  N = 1  % = 12.5	Application 1  N = 1  % = 12.5
Application 2  N = 7  % = 100	Application 2  N = 0  % = 0	Application 2  N = 0  % = 0

**Results of Assessment Date:** Spring

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

Students were provided examples of well executed thematic units at the beginning of the semester and at other key points during the semester so that they are able to see appropriate examples of the final product.

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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified. While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

**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

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

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

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

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

Application 1- Spring 2023, Application 2- Spring 2024

Exceeded	Met	Not Met
Application 1  N = 3  % = 60	Application 1  N = 2  % = 40	Application 1  N = 0  % = 0
Application 2  N = 4  % = 57.14	Application 2  N = 3  % = 42.85	Application 2  N = 0  % = 0

Results of Assessment Date: Spring

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

Information about students as individuals was integrated into several courses leading up to this final semester course.

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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified. While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

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?: No

RELATED ITEM LEVEL 1

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

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

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

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

Application 1- Spring 2023, Application 2- Spring 2024

Exceeded	Met	Not Met
Application 1  N = 5  % = 83.33	Application 1  N = 1  % = 16.67	Application 1  N = 0  % = 0
Application 2  N = 5  % = 83.33	Application 2  N = 1  % = 16.67	Application 2  N = 0  % = 0

**Results of Assessment Date:** Spring

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

Information about children as individuals was integrated into several courses leading up to this final semester course.

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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified. While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

**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?:** No

RELATED ITEM LEVEL 1

**A-3.a Understand the ways that child development and the learning process occur in multiple contexts (NAEYC 1c, KA 4)**

**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

**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

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

Application 1- Summer 2023, Application 2- Summer 2024

Exceeded	Met	Not Met
Application 1  N = 11  % = 84.6	Application 1  N = 0  % = 0	Application 1  N = 2  % = 15.4

Application 2	Application 2	Application 2
N = 2	N = 0	N = 0
% = 100	% = 0	% = 0

Results of Assessment Date: Summer

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

The instructor of ECD 108 refined her hybrid teaching practices to ensure that students were able to successfully understand important skills evaluated in this assessment.

For students who struggle with writing and presenting, information about college resources to assist was offered.

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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified. While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

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?: No

RELATED ITEM LEVEL 1

A-3.b Understand the ways that child development and the learning process occur in multiple contexts (NAEYC 1c, KA 5)

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

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): 85.72

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

Application 1- Spring 2023, Application 2- Spring 2024

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 2	N = 6	N = 0
% = 25	% = 75	% = 0
Application 2	Application 2	Application 2
N = 5	N = 1	N = 1
% = 71.43	% = 14.28	% = 14.28

Results of Assessment Date: Spring

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

Students were provided examples of well executed thematic units at the beginning of the semester and at other key points during the semester so that they are able to see appropriate examples of the final product.

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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified.

Re-evaluation Date:

Changes made to process/modifications:

While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

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?: No

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

FY Start: 07/01/2023

FY End: 06/30/2024

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): 100

Cumulative Assessment Results (Text):

In 54 out of 54 instances, students met or exceeded the expectations on the portion of the key assessments measuring Standard 2.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery : 0

Offsite Instructional Delivery : 0

Traditional/Hybrid Instructional Delivery : 100

Analyze the disaggregated data results above::

ASSESSMENT(S) -----

RELATED ITEM LEVEL 1

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

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

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

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

Application 1- Spring 2023, Application 2- Spring 2024

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 3	N = 2	N = 0
% = 60	% = 40	% = 0



Application 2	Application 2	Application 2
N = 6	N = 1	N = 0
% = 85.71	% = 16.67	% = 0

Results of Assessment Date: Spring

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

Information about family diversity was integrated into several courses leading up to this final semester course.

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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified. While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

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?: No

RELATED ITEM LEVEL 1

B-2.a Collaborate as partners with families (NAEYC 2b, KA 1)

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

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

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

Application 1- Spring 2023, Application 2- Spring 2024

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 2	N = 3	N = 0
% = 40	% = 60	% = 0
Application 2	Application 2	Application 2
N = 5	N = 2	N = 0
% = 71.42	% = 28.57	% = 0

Results of Assessment Date: Summer

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

Information about family partnerships was integrated into several courses leading up to this final semester course.

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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified. While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

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?: No

RELATED ITEM LEVEL 1

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

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

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

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

Application 1- Summer 2023, Application 2- Summer 2024

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 11	N = 0	N = 2
% = 84.6	% = 0	% = 15.4
Application 2	Application 2	Application 2
N = 2	N = 0	N = 0
% = 100	% = 0	% = 0

Results of Assessment Date: Summer

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

The instructor of ECD 108 refined her hybrid teaching practices to ensure that students were able to successfully understand important skills evaluated in this assessment.

For students who struggled with writing and presenting, information about college resources to assist was offered.

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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified.

Re-evaluation Date:

Changes made to process/modifications:

While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

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?: No

RELATED ITEM LEVEL 1

B-3.a Use community resources (NAEYC 2c, KA 1)

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

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

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

Application 1- Spring 2023, Application 2- Spring 2024

Exceeded	Met	Not Met
Application 1  N = 3  % = 60	Application 1  N = 0  % = 0	Application 1  N = 2  % = 40
Application 2  N = 5  % = 71.42	Application 2  N = 2  % = 28.57	Application 2  N = 0  % = 0

Results of Assessment Date: Spring

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

Information about community resources was integrated into several courses leading up to this final semester course. In ECD 101, in particular, resources about referral options for students with special needs was added to the course content.

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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified. While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

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?: Yes

RELATED ITEM LEVEL 1

B-3.b Use community resources (NAEYC 2c, KA 4)

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

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

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

Application 1- Summer 2023, Application 2- Summer 2024

Exceeded	Met	Not Met
Application 1  N = 11  % = 84.6	Application 1  N = 0  % = 0	Application 1  N = 2  % = 15.4
Application 2  N = 2  % = 100	Application 2  N = 0  % = 0	Application 2  N = 0  % = 0

Results of Assessment Date: Summer

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

The instructor of ECD 108 refined her hybrid teaching practices to ensure that students were able to successfully understand important skills evaluated in this assessment.

For students who struggled with writing and presenting, information about college resources to assist was offered.

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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified. While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

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?: No

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

FY Start: 07/01/2023

FY End: 06/30/2024

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): 96.36

Cumulative Assessment Results (Text):

In 53 out of 55 instances, students met or exceeded the expectations on the portion of the key assessments measuring Standard 3.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery : 0

Offsite Instructional Delivery : 0

Traditional/Hybrid Instructional Delivery : 100

Analyze the disaggregated data results above::

ASSESSMENT(S) -----

RELATED ITEM LEVEL 1

C-1.a Understand assessments (NAEYC 3a, KA 2)

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

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

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

Application 1- Spring 2023, Application 2- Spring 2024

Exceeded	Met	Not Met
Application 1  N = 5  % = 83.33	Application 1  N = 0  % = 0	Application 1  N = 1  % = 16.67
Application 2  N = 5  % = 83.33	Application 2  N = 1  % = 16.67	Application 2  N = 0  % = 0

Results of Assessment Date: Spring

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

Information about assessments was integrated into several courses leading up to this final semester course.

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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified. While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

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?: No

RELATED ITEM LEVEL 1

C-1.b Understand assessments (NAEYC 3a, KA 3)

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

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): 100

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

Application 1- Fall 2022, Application 2- Fall 2023

Exceeded	Met	Not Met
Application 1  N = 4  % = 57.1	Application 1  N = 2  % = 28.6	Application 1  N = 1  % = 14.3
Application 2  N = 8  % = 100	Application 2  N = 0  % = 0	Application 2  N = 0  % = 0

Results of Assessment Date: Fall

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

The instructor of ECD 237 refined her hybrid teaching practices to ensure that students were able to successfully understand important skills evaluated in this assessment.

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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified.

Re-evaluation Date:

Changes made to process/modifications:

While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

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?: No

RELATED ITEM LEVEL 1

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

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

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

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

Application 1- Spring 2023, Application 2- Spring 2024

Exceeded	Met	Not Met
Application 1  N = 5  % = 83.33	Application 1  N = 1  % = 16.67	Application 1  N = 0  % = 0
Application 2  N = 5  % = 83.33	Application 2  N = 1  % = 16.67	Application 2  N = 0  % = 0

Results of Assessment Date: Spring

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

Information about assessments was integrated into several courses leading up to this final semester course.

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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified. While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

**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?:** No

**RELATED ITEM LEVEL 1**

**C-3.a Use assessment to document developmental progress and promote positive outcomes (NAEYC 3c, KA2)**

**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

**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):** 83.33

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

Application 1- Spring 2023, Application 2- Spring 2024

Exceeded	Met	Not Met
Application 1  N = 2  % = 33.33	Application 1  N = 2  % = 33.33	Application 1  N = 2  % = 33.33
Application 2  N = 4  % =66.67	Application 2  N = 1  % = 16.67	Application 2  N = 1  % = 16.67

**Results of Assessment Date:** Spring

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

Information about assessments was integrated into several courses leading up to this final semester course.

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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified. While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

**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?: No

RELATED ITEM LEVEL 1

C-4.a Build assessment partnerships with families and professional colleagues (NAEYC 3d, KA 2)

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

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

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

Application 1- Spring 2023, Application 2- Spring 2024

Exceeded	Met	Not Met
Application 1  N = 4  % = 66.66	Application 1  N = 2  % = 33.33	Application 1  N = 0  % = 0
Application 2  N = 4  % = 66.67	Application 2  N = 2  % = 33.33	Application 2  N = 0  % = 0

Results of Assessment Date: Spring

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

Information about assessment partnerships was integrated into several courses leading up to this final semester course.

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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified. While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

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?: No

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

FY Start: 07/01/2023

FY End: 06/30/2024

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):** 100

**Cumulative Assessment Results (Text):**

In 40 out of 40 instances, students met or exceeded the expectations on the portion of the key assessments measuring Standard 4.

**Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:** No

**Online Instructional Delivery :** 0

**Offsite Instructional Delivery :** 0

**Traditional/Hybrid Instructional Delivery :** 100

**Analyze the disaggregated data results above::**

ASSESSMENT(S) -----

RELATED ITEM LEVEL 1

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

**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

**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

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

Application 1- Spring 2023, Application 2- Spring 2024

Exceeded	Met	Not Met
Application 1  N = 1  % = 20	Application 1  N = 3  % = 60	Application 1  N = 1  % = 20
Application 2  N = 5  % = 71.42	Application 2  N = 2  % = 28.57	Application 2  N = 0  % = 0

**Results of Assessment Date:** Spring

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

Information about relationships was integrated into several courses leading up to this final semester course.

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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified. While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

**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?:** No

RELATED ITEM LEVEL 1

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

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

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

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

Application 1- Spring 2023, Application 2- Spring 2024

Exceeded	Met	Not Met
Application 1  N = 6  % = 100	Application 1  N = 0  % = 0	Application 1  N = 0  % = 0
Application 1  N = 6  % = 100	Application 1  N = 0  % = 0	Application 1  N = 0  % = 0

Results of Assessment Date: Spring

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

Information about responsive teaching skills was integrated into several courses leading up to this final semester course.

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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified. While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

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?: No

RELATED ITEM LEVEL 1

D-3.a Use developmentally appropriate teaching skills and strategies (NAEYC 4c, KA 2)

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

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

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

Application 1- Spring 2023, Application 2- Spring 2024

Exceeded	Met	Not Met
Application 1  N = 3  % = 50	Application 1  N = 3  % = 50	Application 1  N = 0  % = 0
Application 2  N = 5  % = 83.33	Application 2  N = 1  % = 16.67	Application 2  N = 0  % = 0

Results of Assessment Date: Spring

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

Information about developmentally appropriate teaching practices was integrated into several courses leading up to this final semester course.

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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified. While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

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?: No

RELATED ITEM LEVEL 1

D-3.b Use developmentally appropriate teaching skills and strategies (NAEYC 4c, KA 5)

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

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

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

Application 1- Spring 2023, Application 2- Spring 2024

Exceeded	Met	Not Met
Application 1  N = 4  % = 50	Application 1  N = 4  % = 50	Application 1  N = 0  % = 0

Application 2	Application 2	Application 2
N = 4	N = 3	N = 0
% = 57.14	% = 42.85	% = 0

Results of Assessment Date: Spring

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

Students were provided examples of well executed thematic units at the beginning of the semester and at other key points during the semester so that they were able to see appropriate examples of the final product.

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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified. While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

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?: No

E KNOWLEDGE, APPLICATION, AND INTEGRATION OF ACADEMIC CONTENT IN THE EARLY CHILDHOOD CURRICULUM (NAEYC Standard 5)

FY Start: 07/01/2023

FY End: 06/30/2024

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

Cumulative Assessment Results (Text):

In 45 out of 45 instances, students met or exceeded the expectations on the portion of the key assessments measuring Standard 1.

Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.: No

Online Instructional Delivery : 0

Offsite Instructional Delivery : 0

Traditional/Hybrid Instructional Delivery : 100

Analyze the disaggregated data results above::

ASSESSMENT(S) -----

RELATED ITEM LEVEL 1

E-1.a Understand content knowledge (NAEYC 5a, KA 3)

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

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):** 100

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

Application 1- Fall 2022, Application 2- Fall 2023

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 7	N = 0	N = 0
% = 100	% = 0	% = 0
Application 2	Application 2	Application 2
N = 8	N = 0	N = 0
% = 100	% = 0	% = 0

**Results of Assessment Date:** Fall

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

The instructor of ECD 237 refined her hybrid teaching practices to ensure that students were able to successfully understand important skills evaluated in this assessment.

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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified. While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

**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?:** No

RELATED ITEM LEVEL 1

**E-1.b Understand content knowledge (NAEYC 5a, KA 5)**

**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

**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

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

Application 1- Spring 2023, Application 2- Spring 2024

Exceeded	Met	Not Met
----------	-----	---------

Application 2  N = 4  % = 50	Application 2  N = 4  % = 50	Application 2  N = 0  % = 0
Application 2  N = 6  % = 85.71	Application 2  N = 1  % = 14.28	Application 2  N = 0  % = 0

Results of Assessment Date: Spring

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

Students were provided examples of well executed thematic units at the beginning of the semester and at other key points during the semester so that they were able to see appropriate examples of the final product.

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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified. While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

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?: No

RELATED ITEM LEVEL 1

E-2.a Understand pedagogical content knowledge (NAEYC 5b, KA 3)

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

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): 100

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

Application 1- Fall 2022, Application 2- Fall 2023

Exceeded	Met	Not Met
Application 1  N = 7  % = 100	Application 1  N = 0  % = 0	Application 1  N = 0  % = 0
Application 2  N = 8  % = 100	Application 2  N = 0  % = 0	Application 2  N = 0  % = 0

Results of Assessment Date: Fall

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

The instructor of ECD 237 refined her hybrid teaching practices to ensure that students were able to successfully understand important skills evaluated in this assessment.



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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified. While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

**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?:** No

RELATED ITEM LEVEL 1

**E-2.b Understand pedagogical content knowledge (NAEYC 5b, KA 5)**

**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

**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

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

Application 1- Spring 2023, Application 2- Spring 2024

Exceeded	Met	Not Met
Application 2  N = 4  % = 50	Application 2  N = 3  % = 37.5	Application 2  N = 1  % = 12.5
Application 2  N = 6  % = 85.71	Application 2  N = 1  % = 14.28	Application 2  N = 0  % = 0

**Results of Assessment Date:** Spring

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

Students were provided examples of well executed thematic units at the beginning of the semester and at other key points during the semester so that they were able to see appropriate examples of the final product.

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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified. While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

**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?:** No



RELATED ITEM LEVEL 1

E-3.a Modify teaching practices (NAEYC 5c, KA 3)

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

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): 100

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

Application 1- Fall 2022, Application 2- Fall 2023

Exceeded	Met	Not Met
Application 1  N = 7  % = 100	Application 1  N = 0  % = 0	Application 1  N = 0  % = 0
Application 2  N = 8  % = 100	Application 2  N = 0  % = 0	Application 2  N = 0  % = 0

Results of Assessment Date: Fall

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

The instructor of ECD 237 refined her hybrid teaching practices to ensure that students were able to successfully understand important skills evaluated in this assessment.

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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified. While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

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?: No

F PROFESSIONALISM AS AN EARLY CHILDHOOD EDUCATOR (NAEYC Standard 6)

FY Start: 07/01/2023

FY End: 06/30/2024

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):** 96.23

**Cumulative Assessment Results (Text):**

In 51 out of 53 instances, students met or exceeded the expectations on the portion of the key assessments measuring Standard 6.

**Are courses offered in multiple delivery formats? If yes, provide disaggregated data results below.:** No

**Online Instructional Delivery :** 0

**Offsite Instructional Delivery :** 0

**Traditional/Hybrid Instructional Delivery :** 100

**Analyze the disaggregated data results above::**

ASSESSMENT(S) -----

RELATED ITEM LEVEL 1

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

**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

**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

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

Application 1- Spring 2023, Application 2- Spring 2024

Exceeded	Met	Not Met
Application 1  N = 2  % = 40	Application 1  N = 3  % = 60	Application 1  N = 0  % = 0
Application 2  N = 6  % = 85.71	Application 2  N = 1  % = 14.29	Application 2  N = 0  % = 0

**Results of Assessment Date:** Spring

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

Information about being involved in the early childhood field was integrated into several courses leading up to this final semester course.

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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified. While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

**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?:** No

RELATED ITEM LEVEL 1

**F-2.a Know about and uphold ethical and other early childhood professional guidelines (NAEYC 6b, KA 1)**  
**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

**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

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

Application 1- Spring 2023, Application 2- Spring 2024

Exceeded	Met	Not Met
Application 1  N = 3  % = 60	Application 1  N = 2  % = 40	Application 1  N = 0  % = 0
Application 2  N = 6  % = 85.71	Application 2  N = 1  % = 14.29	Application 2  N = 0  % = 0

**Results of Assessment Date:** Spring

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

Information about being involved in the early childhood field was integrated into several courses leading up to this final semester course.

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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified. While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

**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?:** No

RELATED ITEM LEVEL 1

**F-3.a Use professional communication skills (NAEYC 6c, KA 4)**  
**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

**Minimum Expected Outcome for Level of Achievement (Text):**

ECD 108- Family engagement plant--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

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

Application 1- Summer 2023, Application 2- Summer 2024

Exceeded	Met	Not Met
Application 1  N = 11  % = 84.6	Application 1  N = 0  % = 0	Application 1  N = 2  % = 15.4
Application 2  N = 2  % = 100	Application 2  N = 0  % = 0	Application 2  N = 0  % = 0

Results of Assessment Date: Summer

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

The instructor of ECD 108 refined her hybrid teaching practices to ensure that students were able to successfully understand important skills evaluated in this assessment.

For students who struggled with writing and presenting, information about college resources to assist were offered.

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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified. While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

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?: No

RELATED ITEM LEVEL 1

F-4.a Engage in continuous, collaborative learning to inform practice (NAEYC 6d, KA 1)

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

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): 85.71

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

Application 1- Spring 2023, Application 2- Spring 2024

Exceeded	Met	Not Met
Application 1  N = 1  % = 20	Application 1  N = 3  % = 60	Application 1  N = 1  % = 20

Application 2	Application 2	Application 2
N = 4	N = 2	N = 1
% = 57.14	% = 28.57	% = 14.29

Results of Assessment Date: Spring

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

Information about continuous collaborative learning was integrated into several courses leading up to this final semester course.

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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified. While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

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?: No

RELATED ITEM LEVEL 1

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

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

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

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

Application 1- Summer 2023, Application 2- Summer 2024

Exceeded	Met	Not Met
Application 1	Application 1	Application 1
N = 11	N = 0	N = 2
% = 84.6	% = 0	% = 15.4
Application 2	Application 2	Application 2
N = 2	N = 0	N = 0
% = 100	% = 0	% = 0

Results of Assessment Date: Summer

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

The instructor of ECD 108 refined her hybrid teaching practices to ensure that students were able to successfully understand important skills evaluated in this assessment.

For students who struggled with writing and presenting, information about college resources to assist were offered.

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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified. While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

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

F-5.a Develop and sustain the habit of reflective and intentional practice (NAEYC 6e, KA 1)

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

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

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

Application 1- Spring 2023, Application 2- Spring 2024

Exceeded	Met	Not Met
Application 1  N = 2  % = 40	Application 1  N = 3  % = 60	Application 1  N = 0  % = 0
Application 2  N = 5  % = 71.42	Application 2  N = 2  % = 28.57	Application 2  N = 0  % = 0

Results of Assessment Date: Spring

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

Information about reflective practices was integrated into several courses leading up to this final semester course.

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

Due to the overwhelmingly positive results on this element, the level of expectation of student success needs to be modified. While the standards themselves can't be changed due to NAEYC accreditation, moving forward, all students will be expected to score within the "exceeds category."

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?: No