

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

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

The data summarized below were submitted by faculty via SOS during Fall 2023.

Reflection Questions

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

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

Child Development Outcomes Assessed

- Outcome 1: *1. Use developmentally appropriate practices to support children's learning. (CHDEV-3CHIDECE-PLO-01-00)*
- Outcome 2: *3. Communicate effectively with children, families, co-workers, and the community. (CHDEV-3CHIDECE-PLO-03-00)*
- Outcome 3: *4. Exhibit ethical behavior and professional responsibilities as required by the field of early childhood. (CHDEV-3CHIDECE-PLO-04-00)*
- Outcome 4: *5. Utilize technology to manage professional responsibilities. (CHDEV-3CHIDECE-PLO-05-00)*
- Outcome 5: *6. Create an equitable environment inclusive of all children, families, colleagues, and community. (CHDEV-3CHIDECE-PLO-06-00)*
- Outcome 6: *7. Implement knowledge of regulatory agencies that govern early childhood programs. (CHDEV-3CHIDECE-PLO-07-00)*

Child Development Outcomes NOT Assessed

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

Courses Identified for Child Development Outcomes Assessment

- CDEC 1323
- CDEC 1356
- CDEC 1359
- CDEC 1413
- CDEC 1417
- CDEC 1458
- CDEC 1470
- CDEC 2324
- CDEC 2326
- CDEC 2328
- CDEC 2366
- CDEC 2422
- TECA 1303
- TECA 1311
- TECA 1318

Courses Sampled for Child Development Outcomes Assessment

Sampled Courses	Total Sections	Total Enrollments	Number of Students Assessed in One or More Outcomes	
			N	%
CDEC 1356	1	17	0	0.0%
CDEC 1359	1	15	0	0.0%
CDEC 1413	1	20	19	95.0%
CDEC 1417	1	21	18	85.7%
CDEC 1470	1	8	0	0.0%
CDEC 2324	1	11	0	0.0%
CDEC 2326	1	24	23	95.8%
CDEC 2328	2	19	18	94.7%
CDEC 2366	2	15	14	93.3%
CDEC 2422	1	20	12	60.0%
TECA 1303	4	85	28	32.9%
TECA 1311	1	26	22	84.6%
TECA 1318	2	36	34	94.4%

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

Students declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1417	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
CDEC 1470	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
Total	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1417	5	62.5%	1	12.5%	2	25.0%	.	.	.	.	.	.	.	.
Total	5	62.5%	1	12.5%	2	25.0%	.	.	.	.	.	.	.	.

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	6	66.7%	1	11.1%	2	22.2%	.	.	.	.	.	.	.	.
Male	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
Race/Ethnicity														
Hispanic	6	75.0%	1	12.5%	1	12.5%	.	.	.	.	.	.	.	.
White	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black	.	.	.	.	1	50.0%	.	.	.	.	.	.	1	50.0%
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	.	.	1	100.0	.	.	.	.	.	.	.	.	.	.
18 - 21	5	83.3%	.	.	1	16.7%	.	.	.	.	.	.	.	.
22 - 24	.	.	.	.	.	.	.	.	.	.	.	.	.	.
25 - 34	1	50.0%	.	.	1	50.0%	.	.	.	.	.	.	.	.
35 - 49	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	3	50.0%	.	.	2	33.3%	.	.	.	.	.	.	1	16.7%
Did NOT Receive Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	3	75.0%	1	25.0%	.	.	.	.	.	.	.	.	.	.
First Generation														
First Generation	3	50.0%	.	.	2	33.3%	.	.	.	.	.	.	1	16.7%
NOT First Generation	3	75.0%	1	25.0%	.	.	.	.	.	.	.	.	.	.

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

Students NOT declared in the program

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

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1417	8	80.0%	1	10.0%	1	10.0%	.	.	.	.	.	.	.	.
CDEC 1470	.	.	.	.	.	.	.	.	.	.	.	.	7	100.0
Total	8	47.1%	1	5.9%	1	5.9%	.	.	.	.	.	.	7	41.2%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	9	52.9%	.	.	1	5.9%	.	.	.	.	.	.	7	41.2%
Male	1	50.0%	1	50.0%	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Hispanic	6	42.9%	1	7.1%	1	7.1%	.	.	.	.	.	.	6	42.9%
White	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Black	2	66.7%	.	.	.	.	.	.	.	.	.	.	1	33.3%
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	7	77.8%	1	11.1%	1	11.1%	.	.	.	.	.	.	.	.
18 - 21	1	25.0%	.	.	.	.	.	.	.	.	.	.	3	75.0%
22 - 24	2	66.7%	.	.	.	.	.	.	.	.	.	.	1	33.3%
25 - 34	.	.	.	.	.	.	.	.	.	.	.	.	.	.
35 - 49	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
Pell Status														
Received Pell	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
Did NOT Receive Pell	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
No FASFA on Record	9	56.3%	1	6.3%	1	6.3%	.	.	.	.	.	.	5	31.3%
First Generation														
First Generation	1	12.5%	.	.	.	.	.	.	.	.	.	.	7	87.5%
NOT First Generation	9	81.8%	1	9.1%	1	9.1%	.	.	.	.	.	.	.	.

Results for Outcome 2: 3. Communicate effectively with children, families, co-workers, and the community. (CHDEV-3CHIDECE-PLO-03-00)

Students declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
CDEC 1359	.	.	.	.	.	.	.	.	.	.	.	.	.	7	100.0
TECA 1311	3	75.0%	.	.	1	25.0%	.	.	.	.	.	.	.	.	.
Total	3	27.3%	.	.	1	9.1%	.	.	.	.	.	.	.	7	63.6%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
CDEC 1359	.	.	.	.	.	.	.	.	.	.	.	.	.	5	100.0
TECA 1311	3	100.0	.	.	.	.	.	.	.	.	.	.	.	.	.
Total	3	37.5%	.	.	.	.	.	.	.	.	.	.	.	5	62.5%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Gender															
Female	6	31.6%	.	.	1	5.3%	.	.	.	.	.	.	.	12	63.2%
Male	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity															
Hispanic	5	33.3%	.	.	1	6.7%	.	.	.	.	.	.	.	9	60.0%
White	.	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
Black	1	50.0%	.	.	.	.	.	.	.	.	.	.	.	1	50.0%
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group															
17 & Under	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	5	38.5%	.	.	.	.	.	.	.	.	.	.	.	8	61.5%
22 - 24	.	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
25 - 34	.	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
35 - 49	1	33.3%	.	.	1	33.3%	.	.	.	.	.	.	.	1	33.3%
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status															
Received Pell	2	33.3%	.	.	1	16.7%	.	.	.	.	.	.	.	3	50.0%
Did NOT Receive Pell	1	33.3%	.	.	.	.	.	.	.	.	.	.	.	2	66.7%
No FASFA on Record	3	30.0%	.	.	.	.	.	.	.	.	.	.	.	7	70.0%
First Generation															
First Generation	2	20.0%	.	.	.	.	.	.	.	.	.	.	.	8	80.0%
NOT First Generation	4	44.4%	.	.	1	11.1%	.	.	.	.	.	.	.	4	44.4%

Results for Outcome 2: 3. Communicate effectively with children, families, co-workers, and the community. (CHDEV-3CHIDECE-PLO-03-00)

Students NOT declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
TECA 1311	7	87.5%	.	.	1	12.5%	.	.	.	.	.	.	.	.
Total	7	87.5%	.	.	1	12.5%	.	.	.	.	.	.	.	.

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1359	.	.	.	.	.	.	.	.	.	.	.	.	3	100.0
TECA 1311	7	63.6%	2	18.2%	2	18.2%	.	.	.	.	.	.	.	.
Total	7	50.0%	2	14.3%	2	14.3%	.	.	.	.	.	.	3	21.4%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	13	61.9%	2	9.5%	3	14.3%	.	.	.	.	.	.	3	14.3%
Male	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Hispanic	5	50.0%	.	.	2	20.0%	.	.	.	.	.	.	3	30.0%
White	3	75.0%	1	25.0%	.	.	.	.	.	.	.	.	.	.
Black	6	75.0%	1	12.5%	1	12.5%	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	.	.	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	7	63.6%	1	9.1%	1	9.1%	.	.	.	.	.	.	2	18.2%
22 - 24	2	50.0%	1	25.0%	1	25.0%	.	.	.	.	.	.	.	.
25 - 34	4	66.7%	.	.	1	16.7%	.	.	.	.	.	.	1	16.7%
35 - 49	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	8	61.5%	1	7.7%	1	7.7%	.	.	.	.	.	.	3	23.1%
Did NOT Receive Pell	.	.	1	100.0	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	6	75.0%	.	.	2	25.0%	.	.	.	.	.	.	.	.
First Generation														
First Generation	10	62.5%	2	12.5%	3	18.8%	.	.	.	.	.	.	1	6.3%
NOT First Generation	4	66.7%	.	.	.	.	.	.	.	.	.	.	2	33.3%

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

Students declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1359	.	.	.	.	.	.	.	.	.	.	.	.	7	100.0
CDEC 1470	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
CDEC 2328	12	100.0	.	.	.	.	.	.	.	.	.	.	.	.
CDEC 2366	8	80.0%	1	10.0%	1	10.0%	.	.	.	.	.	.	.	.
Total	20	66.7%	1	3.3%	1	3.3%	.	.	.	.	.	.	8	26.7%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1359	5	100.0
CDEC 2328	.	.	1	50.0%	1	50.0%	.	.	.	.	.	.	.	.
Total	.	.	1	14.3%	1	14.3%	.	.	.	.	.	.	5	71.4%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	18	52.9%	2	5.9%	2	5.9%	.	.	.	.	.	.	12	35.3%
Male	2	66.7%	.	.	.	.	.	.	.	.	.	.	1	33.3%
Race/Ethnicity														
Hispanic	12	50.0%	1	4.2%	2	8.3%	.	.	.	.	.	.	9	37.5%
White	2	40.0%	1	20.0%	.	.	.	.	.	.	.	.	2	40.0%
Black	6	75.0%	.	.	.	.	.	.	.	.	.	.	2	25.0%
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	.	.	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	6	37.5%	1	6.3%	1	6.3%	.	.	.	.	.	.	8	50.0%
22 - 24	2	50.0%	.	.	1	25.0%	.	.	.	.	.	.	1	25.0%
25 - 34	3	60.0%	.	.	.	.	.	.	.	.	.	.	2	40.0%
35 - 49	7	70.0%	1	10.0%	.	.	.	.	.	.	.	.	2	20.0%
50 & Over	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	14	66.7%	1	4.8%	2	9.5%	.	.	.	.	.	.	4	19.0%
Did NOT Receive Pell	5	71.4%	.	.	.	.	.	.	.	.	.	.	2	28.6%
No FASFA on Record	1	11.1%	1	11.1%	.	.	.	.	.	.	.	.	7	77.8%
First Generation														
First Generation	10	45.5%	1	4.5%	2	9.1%	.	.	.	.	.	.	9	40.9%
NOT First Generation	10	66.7%	1	6.7%	.	.	.	.	.	.	.	.	4	26.7%

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

Students NOT declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 2328	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
CDEC 2366	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Total	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1359	.	.	.	.	.	.	.	.	.	.	.	.	3	100.0
CDEC 1470	.	.	.	.	.	.	.	.	.	.	.	.	7	100.0
CDEC 2328	2	50.0%	2	50.0%	.	.	.	.	.	.	.	.	.	.
CDEC 2366	4	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Total	6	33.3%	2	11.1%	.	.	.	.	.	.	.	.	10	55.6%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	8	40.0%	2	10.0%	.	.	.	.	.	.	.	.	10	50.0%
Male	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Hispanic	5	33.3%	1	6.7%	.	.	.	.	.	.	.	.	9	60.0%
White	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black	3	60.0%	1	20.0%	.	.	.	.	.	.	.	.	1	20.0%
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	.	.	1	100.0	.	.	.	.	.	.	.	.	.	.
18 - 21	4	44.4%	.	.	.	.	.	.	.	.	.	.	5	55.6%
22 - 24	2	66.7%	.	.	.	.	.	.	.	.	.	.	1	33.3%
25 - 34	2	50.0%	1	25.0%	.	.	.	.	.	.	.	.	1	25.0%
35 - 49	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
Pell Status														
Received Pell	6	54.5%	1	9.1%	.	.	.	.	.	.	.	.	4	36.4%
Did NOT Receive Pell	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
No FASFA on Record	1	14.3%	1	14.3%	.	.	.	.	.	.	.	.	5	71.4%
First Generation														
First Generation	4	30.8%	1	7.7%	.	.	.	.	.	.	.	.	8	61.5%
NOT First Generation	4	57.1%	1	14.3%	.	.	.	.	.	.	.	.	2	28.6%

Results for Outcome 4: 5. Utilize technology to manage professional responsibilities.
(CHDEV-3CHIDECE-PLO-05-00)

Students declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 2326	17	100.0	.	.	.	.	.	.	.	.	.	.	.	.
TECA 1303	2	50.0%	.	.	.	.	.	.	.	.	.	.	2	50.0%
Total	19	90.5%	.	.	.	.	.	.	.	.	.	.	2	9.5%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
TECA 1303	1	50.0%	.	.	.	.	.	.	1	50.0%
Total	1	50.0%	.	.	.	.	.	.	1	50.0%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	18	81.8%	.	.	1	4.5%	.	.	.	.	.	.	3	13.6%
Male	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Hispanic	11	78.6%	.	.	1	7.1%	.	.	.	.	.	.	2	14.3%
White	5	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Black	3	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	.	.	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	5	62.5%	.	.	1	12.5%	.	.	.	.	.	.	2	25.0%
22 - 24	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
25 - 34	7	87.5%	.	.	.	.	.	.	.	.	.	.	1	12.5%
35 - 49	4	100.0	.	.	.	.	.	.	.	.	.	.	.	.
50 & Over	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	10	83.3%	.	.	1	8.3%	.	.	.	.	.	.	1	8.3%
Did NOT Receive Pell	3	100.0	.	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	6	75.0%	.	.	.	.	.	.	.	.	.	.	2	25.0%
First Generation														
First Generation	15	93.8%	.	.	1	6.3%	.	.	.	.	.	.	.	.
NOT First Generation	4	57.1%	.	.	.	.	.	.	.	.	.	.	3	42.9%

Results for Outcome 4: 5. Utilize technology to manage professional responsibilities.
(CHDEV-3CHIDECE-PLO-05-00)

Students NOT declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 2326	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
TECA 1303	18	39.1%	1	2.2%	.	.	.	.	.	.	.	.	27	58.7%
Total	19	40.4%	1	2.1%	.	.	.	.	.	.	.	.	27	57.4%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 2326	5	83.3%	.	.	1	16.7%	.	.	.	.	.	.	.	.
TECA 1303	6	18.2%	1	3.0%	1	3.0%	.	.	.	.	.	.	25	75.8%
Total	11	28.2%	1	2.6%	2	5.1%	.	.	.	.	.	.	25	64.1%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	30	36.6%	2	2.4%	2	2.4%	.	.	.	.	.	.	48	58.5%
Male	.	.	.	.	.	.	.	.	.	.	.	.	4	100.0
Race/Ethnicity														
Hispanic	19	38.8%	1	2.0%	1	2.0%	.	.	.	.	.	.	28	57.1%
White	7	24.1%	1	3.4%	.	.	.	.	.	.	.	.	21	72.4%
Black	4	80.0%	.	.	1	20.0%	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
18 - 21	12	26.1%	1	2.2%	2	4.3%	.	.	.	.	.	.	31	67.4%
22 - 24	3	37.5%	.	.	.	.	.	.	.	.	.	.	5	62.5%
25 - 34	12	54.5%	.	.	.	.	.	.	.	.	.	.	10	45.5%
35 - 49	3	37.5%	1	12.5%	.	.	.	.	.	.	.	.	4	50.0%
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	18	42.9%	1	2.4%	.	.	.	.	.	.	.	.	23	54.8%
Did NOT Receive Pell	4	57.1%	.	.	.	.	.	.	.	.	.	.	3	42.9%
No FASFA on Record	8	21.6%	1	2.7%	2	5.4%	.	.	.	.	.	.	26	70.3%
First Generation														
First Generation	24	54.5%	.	.	1	2.3%	.	.	.	.	.	.	19	43.2%
NOT First Generation	6	14.3%	2	4.8%	1	2.4%	.	.	.	.	.	.	33	78.6%

Results for Outcome 5: 6. Create an equitable environment inclusive of all children, families, colleagues, and community. (CHDEV-3CHIDECE-PLO-06-00)

Students declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1413	7	100.0	.	.	.	.	.	.	.	.	.	.	.	.
CDEC 2422	3	50.0%	.	.	2	33.3%	.	.	1	16.7%	.	.	.	.
Total	10	76.9%	.	.	2	15.4%	.	.	1	7.7%	.	.	.	.

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1413	4	80.0%	.	.	.	.	.	.	1	20.0%	.	.	.	.
CDEC 2422	2	50.0%	.	.	2	50.0%	.	.	.	.	.	.	.	.
Total	6	66.7%	.	.	2	22.2%	.	.	1	11.1%	.	.	.	.

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	16	72.7%	.	.	4	18.2%	.	.	2	9.1%	.	.	.	.
Male	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Hispanic	9	75.0%	.	.	3	25.0%	.	.	.	.	.	.	.	.
White	4	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Black	3	60.0%	.	.	1	20.0%	.	.	1	20.0%	.	.	.	.
Asian	.	.	.	.	.	.	.	.	1	100.0	.	.	.	.
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	.	.	.	.	1	100.0	.	.	.	.	.	.	.	.
18 - 21	8	72.7%	.	.	2	18.2%	.	.	1	9.1%	.	.	.	.
22 - 24	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
25 - 34	3	100.0	.	.	.	.	.	.	.	.	.	.	.	.
35 - 49	2	50.0%	.	.	1	25.0%	.	.	1	25.0%	.	.	.	.
50 & Over	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	7	77.8%	.	.	1	11.1%	.	.	1	11.1%	.	.	.	.
Did NOT Receive Pell	5	100.0	.	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	4	50.0%	.	.	3	37.5%	.	.	1	12.5%	.	.	.	.
First Generation														
First Generation	9	81.8%	.	.	1	9.1%	.	.	1	9.1%	.	.	.	.
NOT First Generation	7	63.6%	.	.	3	27.3%	.	.	1	9.1%	.	.	.	.

Results for Outcome 5: 6. Create an equitable environment inclusive of all children, families, colleagues, and community. (CHDEV-3CHIDECE-PLO-06-00)

Students NOT declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1413	3	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Total	3	100.0	.	.	.	.	.	.	.	.	.	.	.	.

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1413	5	100.0	.	.	.	.	.	.	.	.	.	.	.	.
CDEC 2422	7	70.0%	.	.	3	30.0%	.	.	.	.	.	.	.	.
Total	12	80.0%	.	.	3	20.0%	.	.	.	.	.	.	.	.

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	14	82.4%	.	.	3	17.6%	.	.	.	.	.	.	.	.
Male	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Hispanic	12	80.0%	.	.	3	20.0%	.	.	.	.	.	.	.	.
White	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Black	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	6	66.7%	.	.	3	33.3%	.	.	.	.	.	.	.	.
18 - 21	3	100.0	.	.	.	.	.	.	.	.	.	.	.	.
22 - 24	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
25 - 34	3	100.0	.	.	.	.	.	.	.	.	.	.	.	.
35 - 49	.	.	.	.	.	.	.	.	.	.	.	.	.	.
50 & Over	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	5	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Did NOT Receive Pell	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	9	75.0%	.	.	3	25.0%	.	.	.	.	.	.	.	.
First Generation														
First Generation	6	100.0	.	.	.	.	.	.	.	.	.	.	.	.
NOT First Generation	9	75.0%	.	.	3	25.0%	.	.	.	.	.	.	.	.

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

Students declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 2328	12	100.0	.	.	.	.	.	.	.	.	.	.	.	.
TECA 1318	13	92.9%	.	.	.	.	.	.	1	7.1%	.	.	.	.
Total	25	96.2%	.	.	.	.	.	.	1	3.8%	.	.	.	.

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 2328	1	50.0%	.	.	1	50.0%	.	.	.	.	.	.	.	.
TECA 1318	4	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Total	5	83.3%	.	.	1	16.7%	.	.	.	.	.	.	.	.

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	29	93.5%	.	.	1	3.2%	.	.	1	3.2%	.	.	.	.
Male	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Hispanic	19	95.0%	.	.	1	5.0%	.	.	.	.	.	.	.	.
White	6	85.7%	.	.	.	.	.	.	1	14.3%	.	.	.	.
Black	4	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat American or Alaskan	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	.	.	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	8	100.0	.	.	.	.	.	.	.	.	.	.	.	.
22 - 24	3	75.0%	.	.	1	25.0%	.	.	.	.	.	.	.	.
25 - 34	9	90.0%	.	.	.	.	.	.	1	10.0%	.	.	.	.
35 - 49	8	100.0	.	.	.	.	.	.	.	.	.	.	.	.
50 & Over	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	14	93.3%	.	.	1	6.7%	.	.	.	.	.	.	.	.
Did NOT Receive Pell	6	100.0	.	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	10	90.9%	.	.	.	.	.	.	1	9.1%	.	.	.	.
First Generation														
First Generation	18	90.0%	.	.	1	5.0%	.	.	1	5.0%	.	.	.	.
NOT First Generation	12	100.0	.	.	.	.	.	.	.	.	.	.	.	.

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

Students NOT declared in the program

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

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 2328	3	75.0%	1	25.0%	.	.	.	.	.	.	.	.	.	.
TECA 1318	8	61.5%	4	30.8%	1	7.7%	.	.	.	.	.	.	.	.
Total	11	64.7%	5	29.4%	1	5.9%	.	.	.	.	.	.	.	.

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	17	77.3%	5	22.7%	.	.	.	.	.	.	.	.	.	.
Male	.	.	.	.	1	100.0	.	.	.	.	.	.	.	.
Race/Ethnicity														
Hispanic	8	72.7%	2	18.2%	1	9.1%	.	.	.	.	.	.	.	.
White	2	66.7%	1	33.3%	.	.	.	.	.	.	.	.	.	.
Black	7	77.8%	2	22.2%	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	.	.	1	100.0	.	.	.	.	.	.	.	.	.	.
18 - 21	5	71.4%	1	14.3%	1	14.3%	.	.	.	.	.	.	.	.
22 - 24	4	80.0%	1	20.0%	.	.	.	.	.	.	.	.	.	.
25 - 34	6	85.7%	1	14.3%	.	.	.	.	.	.	.	.	.	.
35 - 49	2	66.7%	1	33.3%	.	.	.	.	.	.	.	.	.	.
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	7	63.6%	4	36.4%	.	.	.	.	.	.	.	.	.	.
Did NOT Receive Pell	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	8	80.0%	1	10.0%	1	10.0%	.	.	.	.	.	.	.	.
First Generation														
First Generation	12	85.7%	1	7.1%	1	7.1%	.	.	.	.	.	.	.	.
NOT First Generation	5	55.6%	4	44.4%	.	.	.	.	.	.	.	.	.	.

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

Faculty Assessment Methodology

CDEC 1417:

Methodology	Attachment(s)
<p>In this course, the students were to create a developmentally appropriate learning activity to promote cognitive development in infants, toddlers, or preschoolers. To be successful on this assignment, the student must receive a grade of 80 or above.</p>	

Outcome 2: 3. Communicate effectively with children, families, co-workers, and the community.
(CHDEV-3CHIDECE-PLO-03-00)

Faculty Assessment Methodology

TECA 1311:

Methodology	Attachment(s)
<p>One of the assignments used to assess this outcome was field experience 1. For this written paper, students had to complete two different types of observations. For part one of the observation students had to observe the interactions between caregivers and children. They were to discuss the communication between the caregiver and the children, among other details. For part two, students had to interview two teachers requiring them to interact with teachers. Among the questions asked was, "What are your tips for communicating with parents?" The level of performance required for students to be considered successful was 80% or higher as a grade on this assignment. Another assignment used to assess this outcome was discussion board 8. The assignment was: Chapter 16: Children with Diverse Needs What can you do as a teacher to support and ensure the success, both academically and emotionally, with the following groups of kids? A. Gifted and Talented B. Abused and Neglected C. Homeless Chapter 17: Parent, Family, and Community Involvement Out of the 6 types of parent/family involvement discussed in the chapter, discuss two types that you can see yourself easily implementing and two types that would be more challenging for you to implement but that ideally, you would like to implement. How could you ease the implementation of the more challenging tasks? The level of performance required for students to be considered successful: 8/10 points or higher on this assignment. Since two different assignments are used to determine success, students average between the two assignments should be 80% or high to be considered successful.</p>	Attachment1

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

Faculty Assessment Methodology

CDEC 2328:

Methodology	Attachment(s)
<p>One of your most highly trained long-time teachers has developed complications from a serious chronic disease. Her doctor told her that she can no longer work in the center directly with the children. She is extremely upset about this. What ideas could you explore to help her and your program in this situation? Give specific examples gained from the information from your textbook.</p>	
<p>Weekly discussion board prompts solicited developmentally appropriate responses. Students submitted an initial post and responded to their peers in a professional manner to discuss each weeks' topic. In order to be considered successful, students must participate in at least 80% of the discussions.</p>	

CDEC 2366:

Methodology	Attachment(s)
<p>Application of Code of Ethical Conduct: Student's work demonstrates skills in making connections between prior knowledge & new learning. Student applies his/her prior knowledge of/experience with NAEYC Code of Ethical Conduct to his/her work with young children & families. NAEYC Standard 2b</p>	
<p>In this course, the students practice in the classroom with a lead teacher. As the course ends, the lead teacher and I discuss the student's job performance and complete an evaluation form that includes skills needed in the profession, which includes exhibiting ethical behavior and accountability. To be successful, the student must receive a rating of "satisfies expectations" on each skill that was applicable.</p>	Attachment1

Outcome 4: 5. Utilize technology to manage professional responsibilities. (CHDEV-3CHIDECE-PLO-05-00)

Faculty Assessment Methodology

CDEC 2326:

Methodology	Attachment(s)
<p>Locate a website for a large corporation that operates a chain of child development programs. Kinder Care, Bright Horizons, etc. In your original post include the mission statement and discuss ways the mission statement might influence the manager's strategic planning. Respond to two other students based on their post and your beliefs.</p>	

TECA 1303:

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

Outcome 5: 6. Create an equitable environment inclusive of all children, families, colleagues, and community.
 (CHDEV-3CHIDECE-PLO-06-00)

Faculty Assessment Methodology

CDEC 1413:

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

CDEC 2422:

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

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

Faculty Assessment Methodology

CDEC 2328:

Methodology	Attachment(s)
<p>According to Chapter 9, as a good program director, you must ensure your program meets and exceeds the minimum space requirement set by your state's licensing standards. Review the standards from the Texas State Child Care Licensing Minimum Standards on Facilities and Indoor and Outdoor environment. Use the link below to access the standards. After you review the licensing requirements read the article The Great 35 Square Foot Myth. In a Word document, answer the following questions: 1. Do you think 35 square foot is enough space for a child? Explain your answer using information learned from the textbook, article and licensing standards. 2. How can you as a program director change the 35 square foot myth? Minimum Standards: https://hhs.texas.gov/sites/default/files/documents/doing-business-with-hhs/provider-portal/protective-services/ccl/min-standards/chapter-746-centers.pdf Article: The Great 35 Square Foot myth https://www.whitehutchinson.com/children/articles/35footmyth.shtml</p>	
<p>Students reviewed NAEYC Ethical Standards and completed assignments that explained how these standards should be followed in the field of Early Child Development. In order to be considered successful, students must earn a score of at least 80% on related assignments.</p>	

TECA 1318:

Methodology	Attachment(s)
<p>Find a school menu and attach it to your assignment. This is for ages through Pre K through elementary. Most districts have them posted. Evaluate it based on the sensory qualities listed in your book. In your opinion what is it lacking, what is there too much of, what changes would you make, what is the cost, and do you consider this a healthy menu to serve to children? Compare/contrast NAEYC to minimum standards for meal servings.</p>	
<p>The students located and submitted information about local regulatory agencies. The information included location of the agencies and the services provided by the agencies. Student was deemed successful meeting 75%.</p>	