



**2023-2024**

# **Program Assessment Report**

Instruction - Child Development/Early Childhood Program

**PLSO 1. NAEYC Standard 1a: 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**

**PSLO:** Student will demonstrate knowledge of theoretical concepts related to the area of cognitive development and language development

**PSLO Status:** Active

**Planned Assessment Cycles:** 2017, 2018, 2019, 20 - 21, 21 - 22, 22 - 23, 23 - 24, 24 - 25, 25 - 26

**Curriculum Mapping**

CDEC1321 (1, 2), CDEC1356 (2), CDEC1313 (1), CDEC1319 (1, 2), CDEC2307 (2), CDEC1358 (1), CDEC1359 (1, 2), TECA1354 (2, 3), TECA1318 (2), TECA1311 (1)

Measure	Finding
<p><b>Measure Status:</b> Active</p> <p><b>Measure:</b> Case Study</p> <p>The student will use and apply theoretical knowledge of child development as well as appropriate observation and documentation to gain a fuller understanding of early childhood development as time is spent analyzing preschool children's behaviors. Using pre-selected online videos, the student will observe children in the preschool age (3-5 years of age) at a childcare center. The student will have opportunities to observe both inside and outside as well as at various classroom learning centers. The student will summarize important theoretical concepts linked to Piaget's theory and Vygotsky's theory, and factual statements related to characteristics of preschooler's language development.</p> <p><b>Measure Type:</b> Other</p> <p><b>Target:</b> At least 80% of the students will score at least a 2 or higher (on a rubric with scores of 0-3) on their ability to show child development knowledge as it relates to Piaget's theory, Vygotsky's theory, and language development in the preschool child.</p>	<p><b>Findings Date:</b> 07/02/2024</p> <p><b>Findings Analysis:</b> During the Summer 2024 semester, 4 students made 12 attempts of showing appropriate empirical and quantitative skills as it relates to analysis of information. Each student made 3 separate attempts. Of those 12 attempts, 12 were scored Meets Expectations (Proficient or Strong). A total of 100% of students met the target.</p> <p><b>Reporting Period:</b> 23 - 24</p> <p><b>Student Population:</b> Traditional</p> <p><b><u>Aggregate Results</u></b></p> <p><b>Total number of students assessed:</b> 4</p> <p><b>Total number of students who met the target:</b> 4</p> <p><b>Conclusion:</b> Target Met</p> <p><b><u>Results Disaggregated by Modality</u></b></p> <p><b>Number of face-to-face students assessed:</b> 0</p> <p><b>Number of face-to-face students who met target:</b> 0</p> <p><b>Number of hybrid students assessed:</b> 0</p> <p><b>Number of hybrid students who met target:</b> 0</p> <p><b>Number of online students assessed:</b> 4</p> <p><b>Number of online students who met target:</b> 4</p> <p><b><u>Results Disaggregated by Length of Course</u></b></p> <p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 4</p> <p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 4</p> <p><b>Number of students enrolled in 16-week course assessed:</b> 0</p> <p><b>Number of students enrolled in 16-week course who met target:</b> 0</p> <p><b><u>General Education</u></b></p>

Measure	Finding
	<p><b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable</p> <p><b><u>Related Documents</u></b></p> <p><b><u>Use of Results:</u></b></p> <p><b>Submission Date:</b> 07/02/2024</p> <p><b>Use of Results:</b> Faculty will continue to include the additional lecture information related to topic and continue to use the revised rubric to determine if additional improvements need to be made.</p> <hr/> <p><b>Findings Date:</b> 05/10/2024</p> <p><b>Findings Analysis:</b> During the Spring 2024 semester, 5 students made 15 attempts of showing appropriate empirical and quantitative skills as it relates to analysis of information. Each student made 3 separate attempts. Of those 15 attempts, 15 were score as 2 or higher on a rubric measuring 0 -3. A total of 100% of students met the target.</p> <p><b>Reporting Period:</b> 23 - 24</p> <p><b>Student Population:</b> Traditional</p> <p><b><u>Aggregate Results</u></b></p> <p><b>Total number of students assessed:</b> 15</p> <p><b>Total number of students who met the target:</b> 15</p> <p><b>Conclusion:</b> Target Met</p> <p><b><u>Results Disaggregated by Modality</u></b></p> <p><b>Number of face-to-face students assessed:</b> 9</p> <p><b>Number of face-to-face students who met target:</b> 9</p> <p><b>Number of hybrid students assessed:</b> 0</p> <p><b>Number of hybrid students who met target:</b> 0</p> <p><b>Number of online students assessed:</b> 6</p> <p><b>Number of online students who met target:</b> 6</p> <p><b><u>Results Disaggregated by Length of Course</u></b></p> <p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 6</p> <p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 6</p> <p><b>Number of students enrolled in 16-week course assessed:</b> 9</p> <p><b>Number of students enrolled in 16-week course who met target:</b> 9</p> <p><b><u>General Education</u></b></p> <p><b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable</p> <p><b><u>Related Documents</u></b></p>

**PLSO 2. NAEYC Standard 1b: 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**

**PSLO:** Students will have opportunities to observe various children and reflect on children's work and play to identify its connection to Piaget and Vygotsky's theory as well as identify language examples typical of preschool children.

**PSLO Status:** Active

**Planned Assessment Cycles:** 2017, 2018, 2019, 20 - 21, 21 - 22, 22 - 23, 23 - 24, 24 - 25, 25 - 26

**Curriculum Mapping**

CDEC1321 (1, 2), CDEC1313 (1), CDEC1319 (1, 2), CDEC1358 (1), CDEC1359 (1, 2), TECA1354 (2, 3), TECA1318 (2)

Measure	Finding
<p><b>Measure Status:</b> Active</p> <p><b>Measure:</b> Case Study</p> <p>The student will use and apply theoretical knowledge of child development as well as appropriate observation and documentation to gain a fuller understanding of early childhood development as time is spent analyzing preschool children's behaviors. Using pre-selected online videos, the student will observe children in the preschool age (3-5 years of age) at a childcare center. The student will have opportunities to observe both inside and outside as well as at various classroom learning centers. The student will give examples of children's behaviors observed which link to Piaget's Pre-Operational stage, Vygotsky's theory, and typical language skills of preschool children.</p> <p><b>Measure Type:</b> Project</p> <p><b>Target:</b> At least 80% of students will score at least a score of 2 out of 3 on their ability to analyze various language examples to determine of the child demonstrates typical or atypical language skills for their age.</p>	<p><b>Findings Date:</b> 07/02/2024</p> <p><b>Findings Analysis:</b> During the Summer 2024 semester, 4 students made 16 attempts of showing appropriate empirical and quantitative skills as it relates to analysis of information. Each student made 4 separate attempts at this measure. Of those 16 attempts, 15 were scored Meets Expectations (Proficient or Strong). A total of 93% met target. All 4 students met 3 or more of their 4 attempts.</p> <p><b>Reporting Period:</b> 23 - 24</p> <p><b>Student Population:</b> Traditional</p> <p><b>Aggregate Results</b></p> <p><b>Total number of students assessed:</b> 4</p> <p><b>Total number of students who met the target:</b> 4</p> <p><b>Conclusion:</b> Target Met</p> <p><b>Results Disaggregated by Modality</b></p> <p><b>Number of face-to-face students assessed:</b> 0</p> <p><b>Number of face-to-face students who met target:</b> 0</p> <p><b>Number of hybrid students assessed:</b> 0</p> <p><b>Number of hybrid students who met target:</b> 0</p> <p><b>Number of online students assessed:</b> 4</p> <p><b>Number of online students who met target:</b> 4</p> <p><b>Results Disaggregated by Length of Course</b></p> <p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 4</p> <p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 4</p> <p><b>Number of students enrolled in 16-week course assessed:</b> 0</p> <p><b>Number of students enrolled in 16-week course who met target:</b> 0</p> <p><b>General Education</b></p> <p><b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable</p> <p><b>Related Documents</b></p>

Measure	Finding
	<p><b><u>Use of Results:</u></b>  <b>Submission Date:</b> 07/02/2024  <b>Use of Results:</b> Faculty will continue to include the additional lecture information related to topic and continue to use the revised rubric to determine if additional improvements need to be made.</p> <hr/> <p><b>Findings Date:</b> 05/10/2024  <b>Findings Analysis:</b> During the Spring 2024 semester, 5 students made 20 attempts of showing appropriate empirical and quantitative skills as it relates to analysis of information. Each student made 4 separate attempts at this measure. Of those 20 attempts, 19 were scored as 2 or higher on a rubric measuring 0 -3. A total of 95% of students met the target.  <b>Reporting Period:</b> 23 - 24  <b>Student Population:</b> Traditional  <b><u>Aggregate Results</u></b>  <b>Total number of students assessed:</b> 20  <b>Total number of students who met the target:</b> 19  <b>Conclusion:</b> Target Met  <b><u>Results Disaggregated by Modality</u></b>  <b>Number of face-to-face students assessed:</b> 12  <b>Number of face-to-face students who met target:</b> 11  <b>Number of hybrid students assessed:</b> 0  <b>Number of hybrid students who met target:</b> 0  <b>Number of online students assessed:</b> 8  <b>Number of online students who met target:</b> 8  <b><u>Results Disaggregated by Length of Course</u></b>  <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 8  <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 8  <b>Number of students enrolled in 16-week course assessed:</b> 12  <b>Number of students enrolled in 16-week course who met target:</b> 11  <b><u>General Education</u></b>  <b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable  <b><u>Related Documents</u></b></p>

**PLSO 3. NAEYC Standard 1c: 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**

**PSLO:** Students will demonstrate their knowledge and understanding of the multiple influences on early development and learning by identifying appropriate teaching strategies and/or appropriate play materials/classroom resources that influence learning and development.

**PSLO Status:** Active

**Planned Assessment Cycles:** 2017, 2018, 2019, 20 - 21, 21 - 22, 22 - 23, 23 - 24, 24 - 25, 25 - 26

**Curriculum Mapping**

CDEC1313 (1, 2), CDEC1358 (1), TECA1318 (2), CDEC1321 (1, 2), CDEC1356 (2), TECA1354 (3)

Measure	Finding
<p><b>Measure Status:</b> Active</p> <p><b>Measure:</b> Preschool Case Study Observation. Students will analyze early childhood environments for its abilities to support learning (cognitive development) as it relates to Piaget and Vygotsky's theories.</p> <p><b>Measure Type:</b> Project</p> <p><b>Target:</b> At least 80% of CDEC students will complete this PLSO with a score of 2 or higher on a scale of 0-3 on the assessment rubric.</p>	<p><b>Findings Date:</b> 07/02/2024</p> <p><b>Findings Analysis:</b> During the Summer 2024 semester, 4 students each made 1 separate attempt at this measure. Of those 4 attempts, 4 were scored Meets Expectations (Proficient or Strong). A total of 100% of students met the target.</p> <p><b>Reporting Period:</b> 23 - 24</p> <p><b>Student Population:</b> Traditional</p> <p><b>Aggregate Results</b></p> <p><b>Total number of students assessed:</b> 4</p> <p><b>Total number of students who met the target:</b> 4</p> <p><b>Conclusion:</b> Target Met</p> <p><b>Results Disaggregated by Modality</b></p> <p><b>Number of face-to-face students assessed:</b> 0</p> <p><b>Number of face-to-face students who met target:</b> 0</p> <p><b>Number of hybrid students assessed:</b> 0</p> <p><b>Number of hybrid students who met target:</b> 0</p> <p><b>Number of online students assessed:</b> 4</p> <p><b>Number of online students who met target:</b> 4</p> <p><b>Results Disaggregated by Length of Course</b></p> <p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 4</p> <p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 4</p> <p><b>Number of students enrolled in 16-week course assessed:</b> 0</p> <p><b>Number of students enrolled in 16-week course who met target:</b> 0</p> <p><b>General Education</b></p> <p><b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable</p> <p><b>Related Documents</b></p> <p><b>Use of Results:</b></p> <p><b>Submission Date:</b> 07/02/2024</p> <p><b>Use of Results:</b> Faculty will continue to include the additional lecture information related to topic and continue to use the revised rubric to determine if additional improvements need to be made.</p> <hr/> <p><b>Findings Date:</b> 05/13/2024</p>

Measure	Finding
	<p><b>Findings Analysis:</b> During the Spring 2024 semester, 5 students made 5 attempts of showing this PLSO. Each student made 1 separate attempt at this measure. Of those 5 attempts, 5 were scored as 2 or higher on a rubric measuring 0 -3. A total of 100% of students met the target.</p> <p><b>Reporting Period:</b> 23 - 24</p> <p><b>Student Population:</b> Traditional</p> <p><b><u>Aggregate Results</u></b></p> <p><b>Total number of students assessed:</b> 5</p> <p><b>Total number of students who met the target:</b> 5</p> <p><b>Conclusion:</b> Target Met</p> <p><b><u>Results Disaggregated by Modality</u></b></p> <p><b>Number of face-to-face students assessed:</b> 3</p> <p><b>Number of face-to-face students who met target:</b> 3</p> <p><b>Number of hybrid students assessed:</b> 0</p> <p><b>Number of hybrid students who met target:</b> 0</p> <p><b>Number of online students assessed:</b> 2</p> <p><b>Number of online students who met target:</b> 2</p> <p><b><u>Results Disaggregated by Length of Course</u></b></p> <p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 2</p> <p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 2</p> <p><b>Number of students enrolled in 16-week course assessed:</b> 3</p> <p><b>Number of students enrolled in 16-week course who met target:</b> 3</p> <p><b><u>General Education</u></b></p> <p><b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable</p> <p><b><u>Related Documents</u></b></p>

**PSLO 4. NAEYC Standard 1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child**

**PSLO:** The student will reflect on their opportunities to analyze observations of children as it relates to multiple theories and areas of development. Students will summarize how this opportunity will help the student grow as an educator or parent of young children knowing the typical developmental skills of children.

**PSLO Status:** Active

**Planned Assessment Cycles:** 21 - 22, 22 - 23, 23 - 24, 24 - 25, 25 - 26

**Curriculum Mapping**  
TECA1354 (3)

Measure	Finding
<p><b>Measure Status:</b> Active</p> <p><b>Measure:</b> Preschool Case Observation Assignment. Students will analyze various early childhood environments and early childhood professionals to think about their own future work as professional early childhood educators or parents and how this will benefit their interactions with children.</p> <p><b>Measure Type:</b> Project</p> <p><b>Target:</b> At least 80% of CDEC students will score at least a 2 out of 3 on the grading rubric for this PSLO</p>	<p><b>Findings Date:</b> 07/02/2024</p> <p><b>Findings Analysis:</b> During the Summer 2024 semester, 3 students each made 1 separate attempt at this measure while 1 student did not complete the section showing this PLSO (did not meet). Of those 3 attempts, 3 were scored Meets Expectations (Proficient or Strong). A total of 75% of students met the target.</p> <p><b>Reporting Period:</b> 23 - 24</p> <p><b>Student Population:</b> Traditional</p> <p><b><u>Aggregate Results</u></b></p> <p><b>Total number of students assessed:</b> 4</p> <p><b>Total number of students who met the target:</b> 3</p> <p><b>Conclusion:</b> Target Not Met</p> <p><b><u>Results Disaggregated by Modality</u></b></p> <p><b>Number of face-to-face students assessed:</b> 0</p> <p><b>Number of face-to-face students who met target:</b> 0</p> <p><b>Number of hybrid students assessed:</b> 0</p> <p><b>Number of hybrid students who met target:</b> 0</p> <p><b>Number of online students assessed:</b> 4</p> <p><b>Number of online students who met target:</b> 3</p> <p><b><u>Results Disaggregated by Length of Course</u></b></p> <p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 4</p> <p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 3</p> <p><b>Number of students enrolled in 16-week course assessed:</b> 0</p> <p><b>Number of students enrolled in 16-week course who met target:</b> 0</p> <p><b><u>General Education</u></b></p> <p><b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable</p> <p><b><u>Related Documents</u></b></p> <p><b><u>Use of Results:</u></b></p> <p><b>Submission Date:</b> 07/02/2024</p> <p><b>Use of Results:</b> Faculty will continue to include the additional lecture information related to this topic and continue to use the revised rubric to determine if additional improvements need to be made.</p> <hr/> <p><b>Findings Date:</b> 05/13/2024</p> <p><b>Findings Analysis:</b> During the Spring 2024 semester, 5 students made 5 attempts of showing this PLSO. Each student made 1 separate attempt at this measure. Of those 5 attempts, 5 were scored as 2 or higher on a rubric measuring 0 -3. A total of 100% of students met the target.</p> <p><b>Reporting Period:</b> 23 - 24</p> <p><b>Student Population:</b> Traditional</p>



Measure	Finding
	<p><b><u>Aggregate Results</u></b>  Total number of students assessed: 5  Total number of students who met the target: 5  Conclusion: Target Met</p> <p><b><u>Results Disaggregated by Modality</u></b>  Number of face-to-face students assessed: 3  Number of face-to-face students who met target: 3  Number of hybrid students assessed: 0  Number of hybrid students who met target: 0  Number of online students assessed: 2  Number of online students who met target: 2</p> <p><b><u>Results Disaggregated by Length of Course</u></b>  Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed: 2  Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target: 2  Number of students enrolled in 16-week course assessed: 3  Number of students enrolled in 16-week course who met target: 3</p> <p><b><u>General Education</u></b>  Which General Education Goal and Objective does this result support?: None/Not Applicable</p> <p><b><u>Related Documents</u></b></p>

#### PLSO 5. NAEYC Standard 2a: Know about, understand, and value the diversity of families

**PSLO:** Students will demonstrate that they know and understand diverse family and community characteristics by identifying the strengths and challenges of a unique hypothetical family

**PSLO Status:** Active

**Planned Assessment Cycles:** 2017, 2018, 2019, 20 - 21, 21 - 22, 22 - 23, 23 - 24, 24 - 25, 25 - 26

#### Curriculum Mapping

CDEC1356 (1), CDEC1313 (1), CDEC2326 (1), CDEC2328 (1), TECA1303 (1, 2, 3), CDEC1223 (2)

Measure	Finding
<b>Measure Status:</b> Active	<p><b>Findings Date:</b> 05/13/2024</p> <p><b>Findings Analysis:</b> During the Spring 2024 semester, 12 students made 24 attempts of showing this PLSO. Each student made 2 separate attempts at this measure. Of those 24 attempts, 21 were scored as 2 or higher on a rubric measuring 0 -3. A total of 87.5% of students met the target.</p> <p><b>Reporting Period:</b> 23 - 24</p> <p><b>Student Population:</b> Traditional</p>

Measure	Finding
<b>Measure:</b> Community Agency Assignment Using a family from instructor's list, students will analyze a family which presents a modern or unique situation paying attention to family strengths and challenges. The student will analyze at least 2 ways an early childhood educator can better assist this family, supporting a family-teacher partnership. At least 1 idea must be a referral to a community agency from the list provided by the instructor. Students will volunteer at community agency and learn about how this agency provides valuable resources to the community. <b>Measure Type:</b> Project <b>Target:</b> Students will analyze their chosen family and identify the strengths, challenges or unique situations with this family represents. Students will be scored on a grading rubric on this analysis. At least 80% of students will score at least a 2 out of 3 on this task.	<u><b>Aggregate Results</b></u> <b>Total number of students assessed:</b> 24 <b>Total number of students who met the target:</b> 21 <b>Conclusion:</b> Target Met <u><b>Results Disaggregated by Modality</b></u> <b>Number of face-to-face students assessed:</b> 0 <b>Number of face-to-face students who met target:</b> 0 <b>Number of hybrid students assessed:</b> 0 <b>Number of hybrid students who met target:</b> 0 <b>Number of online students assessed:</b> 24 <b>Number of online students who met target:</b> 21 <u><b>Results Disaggregated by Length of Course</b></u> <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 0 <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 0 <b>Number of students enrolled in 16-week course assessed:</b> 24 <b>Number of students enrolled in 16-week course who met target:</b> 21 <u><b>General Education</b></u> <b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable <u><b>Related Documents</b></u>

**PLSO 6. NAEYC Standard 2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement**

**PSLO:** Students will support and engage families and communities through respectful, reciprocal relationships

**PSLO Status:** Active

**Planned Assessment Cycles:** 2017, 2018, 2019, 20 - 21, 21 - 22, 22 - 23, 23 - 24, 24 - 25, 25 - 26

**Curriculum Mapping**

CDEC1321 (1), CDEC1313 (1), CDEC1319 (1), CDEC2326 (1), TECA1303 (1, 2, 3), CDEC1223 (2)

Measure	Finding
<b>Measure Status:</b> Active	<b>Findings Date:</b> 05/13/2024 <b>Findings Analysis:</b> During the Spring 2024 semester, 12 students made 36 attempts of showing this PLSO. Each student made 3 separate attempt at this measure. Of those 36 attempts, 31 were scored as 2 or higher on a rubric measuring 0 -3. A total of 86.1% of students met the target. <b>Reporting Period:</b> 23 - 24

Measure	Finding
<p><b>Measure:</b> Community Agency Assignment Using a family from instructor's list, students will analyze a family which presents a modern or unique situation paying attention to family strengths and challenges. The student will analyze at least 2 ways an early childhood educator can better assist this family, supporting a family-teacher partnership. At least 1 idea must be a referral to a community agency from the list provided by the instructor. Students will interview a staff member at community agency and learn about how this agency provides valuable resources to the community. _copy</p> <p><b>Measure Type:</b> Project</p> <p><b>Target:</b> Students will analyze their chosen family and describe the communication techniques or methods in which they would let parents know about a community resource or incorporate partnership ideas with the identified family. Communication techniques must be diverse, realistic, and sensitive to this family's unique situation. At least 80% of students will score at least a 2 out of 3 on this task.</p>	<p><b>Student Population:</b> Traditional</p> <p><b><u>Aggregate Results</u></b>  <b>Total number of students assessed:</b> 36  <b>Total number of students who met the target:</b> 31  <b>Conclusion:</b> Target Met</p> <p><b><u>Results Disaggregated by Modality</u></b>  <b>Number of face-to-face students assessed:</b> 0  <b>Number of face-to-face students who met target:</b> 0  <b>Number of hybrid students assessed:</b> 0  <b>Number of hybrid students who met target:</b> 0  <b>Number of online students assessed:</b> 36  <b>Number of online students who met target:</b> 31</p> <p><b><u>Results Disaggregated by Length of Course</u></b>  <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 0  <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 0  <b>Number of students enrolled in 16-week course assessed:</b> 36  <b>Number of students enrolled in 16-week course who met target:</b> 31</p> <p><b><u>General Education</u></b>  <b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable</p> <p><b><u>Related Documents</u></b></p>

**PLSO 7. NAEYC Standard 2c: 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.**

**PSLO:** Students will involve families and communities in their children's development and learning

**PSLO Status:** Active

**Planned Assessment Cycles:** 2017, 2018, 2019, 20 - 21, 21 - 22, 22 - 23, 23 - 24, 24 - 25, 25 - 26

#### Curriculum Mapping

CDEC1356 (2), CDEC1313 (1, 2), CDEC2326 (1), CDEC2307 (2), CDEC1358 (2), TECA1303 (1, 2, 3), CDEC1321 (1)

Measure	Finding
<p><b>Measure Status:</b> Active</p>	<p><b>Findings Date:</b> 05/13/2024</p> <p><b>Findings Analysis:</b> During the Spring 2024 semester, 12 students made 12 attempts of showing this PLSO. Each student made 1 separate attempt at this measure. Of those 12 attempts, 11 were scored as 2 or higher on a rubric measuring 0 -3. A total of 91.6% of students met the target.</p>

Measure	Finding
<b>Measure:</b> Community Agency Assignment Using a family from instructor's list, students will analyze a family which presents a modern or unique situation paying attention to family strengths and challenges. The student will analyze at least 2 ways an early childhood educator can better assist this family, supporting a family-teacher partnership. At least 1 idea must be a referral to a community agency from the list provided by the instructor. Students will interview a staff member at community agency to learn about how this agency provides valuable resources to the community. _copy <b>Measure Type:</b> Project <b>Target:</b> Students will analyze their chosen family and identify 2 ways an early childhood professional can connect with this target family. At least 1 technique must communicating information about an appropriate community agency that would be valuable for target family. At least 80% of students will score at least a 2 out of 3 on this task.	<b>Reporting Period:</b> 23 - 24 <b>Student Population:</b> Traditional <u><b>Aggregate Results</b></u> <b>Total number of students assessed:</b> 12 <b>Total number of students who met the target:</b> 11 <b>Conclusion:</b> Target Met <u><b>Results Disaggregated by Modality</b></u> <b>Number of face-to-face students assessed:</b> 0 <b>Number of face-to-face students who met target:</b> 0 <b>Number of hybrid students assessed:</b> 0 <b>Number of hybrid students who met target:</b> 0 <b>Number of online students assessed:</b> 12 <b>Number of online students who met target:</b> 11 <u><b>Results Disaggregated by Length of Course</b></u> <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 0 <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 0 <b>Number of students enrolled in 16-week course assessed:</b> 12 <b>Number of students enrolled in 16-week course who met target:</b> 11 <u><b>General Education</b></u> <b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable <u><b>Related Documents</b></u>

**PLSO 8. NAEYC Standard 3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings**

**PSLO:** Students will demonstrate using age-appropriate assessment tools as well as describe the importance of data collection from multiple assessment tools as well as from multiple assessors.

**PSLO Status:** Active

**Planned Assessment Cycles:** 2017, 2018, 2019, 20 - 21, 21 - 22, 22 - 23, 23 - 24, 24 - 25, 25 - 26

#### Curriculum Mapping

CDEC1356 (1), CDEC1223 (1, 2, 3), TECA1354 (3)

Measure	Finding
<b>Measure Status:</b> Active	<b>Findings Date:</b> 07/02/2024

Measure	Finding
<p><b>Measure:</b> Observing and Using Observation Information</p> <p>As part of a larger project, students will determine the age-appropriate Ages and Stages Questionnaire on the target child and accurately score such assessment tool. Additionally, students will collect observational data using anecdotal records. As a reflection question, students will demonstrate an understanding of reasons data collection is enhanced from using multiple sources of information as well as from multiple observers.</p> <p><b>Measure Type:</b> Project</p> <p><b>Target:</b> At least 80% of students will score a 2 out of 3 on this task on a rubric with scores of 0-3.</p> <p><b>Additional Notes:</b> This assignment was updated in the Fall 2020 to be more conducive to online learning environment and limited access to in-person child observations due to Covid-19.</p> <p>This assignment was updated in the Fall 2022 to allow for face-to-face observations of children after the rates of Covid-19 declined in the community.</p>	<p><b>Findings Analysis:</b> During the Summer 2024 semester, (n=4) 3 students each made 1 separate attempt at this measure while 1 student did not complete the section showing this PLSO (did not meet). Of those 3 students who attempted, 3 were scored Meets Expectations (Proficient or Strong).</p> <p><b>Reporting Period:</b> 23 - 24</p> <p><b>Student Population:</b> Traditional</p> <p><b><u>Aggregate Results</u></b></p> <p><b>Total number of students assessed:</b> 4</p> <p><b>Total number of students who met the target:</b> 3</p> <p><b>Conclusion:</b> Target Not Met</p> <p><b><u>Results Disaggregated by Modality</u></b></p> <p><b>Number of face-to-face students assessed:</b> 0</p> <p><b>Number of face-to-face students who met target:</b> 0</p> <p><b>Number of hybrid students assessed:</b> 0</p> <p><b>Number of hybrid students who met target:</b> 0</p> <p><b>Number of online students assessed:</b> 4</p> <p><b>Number of online students who met target:</b> 3</p> <p><b><u>Results Disaggregated by Length of Course</u></b></p> <p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 4</p> <p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 3</p> <p><b>Number of students enrolled in 16-week course assessed:</b> 0</p> <p><b>Number of students enrolled in 16-week course who met target:</b> 0</p> <p><b><u>General Education</u></b></p> <p><b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable</p> <p><b><u>Related Documents</u></b></p> <p><b><u>Use of Results:</u></b></p> <p><b>Submission Date:</b> 07/02/2024</p> <p><b>Use of Results:</b> Faculty will continue to include the additional lecture information related to topic and continue to use the revised rubric to determine if additional improvements need to be made.</p> <hr/> <p><b>Findings Date:</b> 05/14/2024</p> <p><b>Findings Analysis:</b> During the Fall 2023 semester, 10 students had 20 attempts to demonstrate successful demonstration of this PLSO (each student had 2 separate and different attempts). Of those 20 scored attempts, 20 (100%) were scored a 2 or higher on a rubric of 0 -4.</p> <p><b>Reporting Period:</b> 23 - 24</p> <p><b>Student Population:</b> Traditional</p> <p><b><u>Aggregate Results</u></b></p>

Measure	Finding
	<b>Total number of students assessed:</b> 20 <b>Total number of students who met the target:</b> 20 <b>Conclusion:</b> Target Met <u><b>Results Disaggregated by Modality</b></u> <b>Number of face-to-face students assessed:</b> 20 <b>Number of face-to-face students who met target:</b> 20 <b>Number of hybrid students assessed:</b> 0 <b>Number of hybrid students who met target:</b> 0 <b>Number of online students assessed:</b> 0 <b>Number of online students who met target:</b> 0 <u><b>Results Disaggregated by Length of Course</b></u> <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 0 <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 0 <b>Number of students enrolled in 16-week course assessed:</b> 20 <b>Number of students enrolled in 16-week course who met target:</b> 20 <u><b>General Education</b></u> <b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable <u><b>Related Documents</b></u>

#### PLSO 9. NAEYC Standard 3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools

**PSLO:** Student will demonstrate appropriate data collection using narrative observations (anecdotes), technology (photograph), as well as explain the strengths and limitations of observational data collection methods and formal assessment tools.

**PSLO Status:** Active

**Planned Assessment Cycles:** 2017, 2018, 2019, 20 - 21, 21 - 22, 22 - 23, 23 - 24, 24 - 25, 25 - 26

#### Curriculum Mapping

CDEC1356 (1), CDEC1223 (1, 2, 3), CDEC1358 (1), TECA1354 (2)

Measure	Finding
<b>Measure Status:</b> Active	<b>Findings Date:</b> 07/02/2024 <b>Findings Analysis:</b> During the Summer 2024 semester, 4 students each made 1 separate attempt at this measure. Of those 4 students who attempted, 3 were scored Meets Expectations (Proficient or Strong). A total of 75% of students met the standard. <b>Reporting Period:</b> 23 - 24 <b>Student Population:</b> Traditional <u><b>Aggregate Results</b></u> <b>Total number of students assessed:</b> 4

Measure	Finding
<p><b>Measure:</b> Observing and Using Observation Information</p> <p>As part of a larger project, students will demonstrate their knowledge of the correct organization and formatting requirements of anecdotes through their completion of 6 different anecdotes. Students will also demonstrate their knowledge of data collection using technology by pairing a photograph with an anecdote which adds additional insightful information.</p> <p><b>Measure Type:</b> Project</p> <p><b>Target:</b> At least 80% of students will score at least a 2 out of 3 on this task using a rubric with scores ranging from 0-3.</p>	<p><b>Total number of students who met the target:</b> 3</p> <p><b>Conclusion:</b> Target Not Met</p> <p><b><u>Results Disaggregated by Modality</u></b></p> <p><b>Number of face-to-face students assessed:</b> 0</p> <p><b>Number of face-to-face students who met target:</b> 0</p> <p><b>Number of hybrid students assessed:</b> 0</p> <p><b>Number of hybrid students who met target:</b> 0</p> <p><b>Number of online students assessed:</b> 4</p> <p><b>Number of online students who met target:</b> 3</p> <p><b><u>Results Disaggregated by Length of Course</u></b></p> <p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 4</p> <p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 3</p> <p><b>Number of students enrolled in 16-week course assessed:</b> 0</p> <p><b>Number of students enrolled in 16-week course who met target:</b> 0</p> <p><b><u>General Education</u></b></p> <p><b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable</p> <p><b><u>Related Documents</u></b></p> <p><b><u>Use of Results:</u></b></p> <p><b>Submission Date:</b> 07/02/2024</p> <p><b>Use of Results:</b> Faculty will add lecture information related to topic and continue to use the revised rubric to determine if additional improvements need to be made.</p> <hr/> <p><b>Findings Date:</b> 05/14/2024</p> <p><b>Findings Analysis:</b> During the Fall 2023 semester, 10 students had 20 attempts to demonstrate successful demonstration of this PLSO (each student had 2 separate and different attempts). Of those 20 scored attempts, 20 (100%) were scored a 2 or higher on a rubric of 0 -4.</p> <p><b>Reporting Period:</b> 23 - 24</p> <p><b>Student Population:</b> Traditional</p> <p><b><u>Aggregate Results</u></b></p> <p><b>Total number of students assessed:</b> 20</p> <p><b>Total number of students who met the target:</b> 20</p> <p><b>Conclusion:</b> Target Met</p> <p><b><u>Results Disaggregated by Modality</u></b></p> <p><b>Number of face-to-face students assessed:</b> 20</p> <p><b>Number of face-to-face students who met target:</b> 20</p> <p><b>Number of hybrid students assessed:</b> 0</p> <p><b>Number of hybrid students who met target:</b> 0</p> <p><b>Number of online students assessed:</b> 0</p>



Measure	Finding
	<p>Number of online students who met target: 0</p> <p><u>Results Disaggregated by Length of Course</u></p> <p>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed: 0</p> <p>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target: 0</p> <p>Number of students enrolled in 16-week course assessed: 20</p> <p>Number of students enrolled in 16-week course who met target: 20</p> <p><u>General Education</u></p> <p>Which General Education Goal and Objective does this result support?: None/Not Applicable</p> <p><u>Related Documents</u></p>

**PLSO 10. NAEYC Standard 3c: 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**

**PSLO:** Students will demonstrate responsible data collection by producing 6 objective and detailed anecdotes and connect observational data by developing 2 at-home activities that families can do with children.

**PSLO Status:** Active

**Planned Assessment Cycles:** 2017, 2018, 2019, 20 - 21, 21 - 22, 22 - 23, 23 - 24, 24 - 25, 25 - 26

#### Curriculum Mapping

TECA1354 (2), CDEC1356 (1), CDEC1223 (1, 2, 3), CDEC2307 (2)

Measure	Finding
<p><b>Measure Status:</b> Active</p> <p><b>Measure:</b> Observing and Using Observation Information</p> <p>As part of a larger project, students will conduct child observations and gather 6 anecdotal records along with one photographic observational record to allow students practice using technology with observation. Additionally, students will use observation information gathered to develop two at-home learning activities that families can do with their child that builds on the information gleaned from the observation &amp; assessment data.</p> <p><b>Measure Type:</b> Project</p> <p><b>Target:</b> At least 80% of students will score at least a 2 out of 3 on this task using a rubric ranging from 0-3.</p>	<p><b>Findings Date:</b> 07/02/2024</p> <p><b>Findings Analysis:</b> During the Summer 2024 semester, 4 students each made 1 separate attempt at this measure. Of the 4 students who attempted, 4 were scored Meets Expectations (Proficient or Strong). A total of 100% of students met the standard.</p> <p><b>Reporting Period:</b> 23 - 24</p> <p><b>Student Population:</b> Traditional</p> <p><u><b>Aggregate Results</b></u></p> <p><b>Total number of students assessed:</b> 4</p> <p><b>Total number of students who met the target:</b> 4</p> <p><b>Conclusion:</b> Target Met</p> <p><u><b>Results Disaggregated by Modality</b></u></p> <p><b>Number of face-to-face students assessed:</b> 0</p> <p><b>Number of face-to-face students who met target:</b> 0</p> <p><b>Number of hybrid students assessed:</b> 0</p> <p><b>Number of hybrid students who met target:</b> 0</p>



Measure	Finding
	<p> <b>Number of online students assessed:</b> 4  <b>Number of online students who met target:</b> 4  <u><b>Results Disaggregated by Length of Course</b></u>  <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 4  <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 4  <b>Number of students enrolled in 16-week course assessed:</b> 0  <b>Number of students enrolled in 16-week course who met target:</b> 0  <u><b>General Education</b></u>  <b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable  <u><b>Related Documents</b></u>  <u><b>Use of Results:</b></u>  <b>Submission Date:</b> 07/02/2024  <b>Use of Results:</b> Faculty will continue to include the additional lecture information related to this topic and continue to use the revised rubric to determine if additional improvements need to be made. </p> <hr/> <p> <b>Findings Date:</b> 05/14/2024  <b>Findings Analysis:</b> During the Fall 2023 semester, 10 students had 20 attempts to demonstrate successful demonstration of this PLSO (each student had 2 separate and different attempts). Of those 20 scored attempts, 20 (100%) were scored a 2 or higher on a rubric of 0 -4.  <b>Reporting Period:</b> 23 - 24  <b>Student Population:</b> Traditional  <u><b>Aggregate Results</b></u>  <b>Total number of students assessed:</b> 20  <b>Total number of students who met the target:</b> 20  <b>Conclusion:</b> Target Met  <u><b>Results Disaggregated by Modality</b></u>  <b>Number of face-to-face students assessed:</b> 20  <b>Number of face-to-face students who met target:</b> 20  <b>Number of hybrid students assessed:</b> 0  <b>Number of hybrid students who met target:</b> 0  <b>Number of online students assessed:</b> 0  <b>Number of online students who met target:</b> 0  <u><b>Results Disaggregated by Length of Course</b></u>  <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 0  <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 0 </p>

Measure	Finding
	<b>Number of students enrolled in 16-week course assessed:</b> 20 <b>Number of students enrolled in 16-week course who met target:</b> 20 <u>General Education</u> <b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable <u>Related Documents</u>

#### PLSO 11. NAEYC Standard 3d: Build assessment partnerships with families and professional colleagues

**PSLO:** Students will demonstrate professional communication skills to engage target child's parent in the assessment process as well as share assessment information learned from various assessment tools. Students will build on assessment information to communicate to parents at-home learning ideas to help meet the needs and interests of the target child observed.

**PSLO Status:** Active

**Planned Assessment Cycles:** 2017, 2018, 2019, 20 - 21, 21 - 22, 22 - 23, 23 - 24, 24 - 25, 25 - 26

#### Curriculum Mapping

CDEC1356 (1), CDEC1223 (1, 2, 3)

Measure	Finding
<b>Measure Status:</b> Active <b>Measure:</b> Observing and Using Observation Information As part of a larger project, students will identify a target child for observation. The student will write a letter inviting the parent to be a part of the assessment data collection process by completing a formal assessment tool (Ages and Stages Questionnaire). Students will analyze the information from observation and from the Ages and Stages Questionnaire in a follow-up letter to target child's parent. Included in that letter, the students will describe at-home activities which would be valuable at promoting skills and areas of growth for the target child. <b>Measure Type:</b> Project <b>Target:</b> At least 80% of students will score at least a 2 or higher on this task using a rubric ranging from 0-3.	<b>Findings Date:</b> 05/14/2024 <b>Findings Analysis:</b> During the Fall 2023 semester, 10 students had 20 attempts to demonstrate successful demonstration of this PLSO (each student had 2 separate and different attempts). Of those 20 scored attempts, 20 (100%) were scored a 2 or higher on a rubric of 0 -4. <b>Reporting Period:</b> 23 - 24 <b>Student Population:</b> Traditional <u>Aggregate Results</u> <b>Total number of students assessed:</b> 20 <b>Total number of students who met the target:</b> 20 <b>Conclusion:</b> Target Met <u>Results Disaggregated by Modality</u> <b>Number of face-to-face students assessed:</b> 20 <b>Number of face-to-face students who met target:</b> 20 <b>Number of hybrid students assessed:</b> 0 <b>Number of hybrid students who met target:</b> 0 <b>Number of online students assessed:</b> 0 <b>Number of online students who met target:</b> 0 <u>Results Disaggregated by Length of Course</u> <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 0 <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 0

Measure	Finding
	<b>Number of students enrolled in 16-week course assessed:</b> 20 <b>Number of students enrolled in 16-week course who met target:</b> 20 <u>General Education</u> <b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable <u>Related Documents</u>

**PLSO 12. NAEYC Standard 4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.th young children**

**PSLO:** Students will understand and demonstrate positive, caring, supportive relationships and interactions in their work with young children.

**PSLO Status:** Active

**Planned Assessment Cycles:** 2017, 2018, 2019, 20 - 21, 21 - 22, 22 - 23, 23 - 24, 24 - 25

#### Curriculum Mapping

CDEC1321 (1, 2), CDEC2288 (3), CDEC2287 (1, 2)

Measure	Finding
<b>Measure Status:</b> Active <b>Measure:</b> Faculty field observations While working in early childhood educational settings, students will be observed by their course instructor on various occasions(typically students are observed approximately three times). The purpose of such observations is to give feedback to students on their interactions with children, their professional dispositions, as well as activities planned. After instructor observes each student, written feedback linked to all six NAEYC standards will be given to the student, summarizing strengths as well as areas to be improved with suggestions for such improvements. Additionally, the course instructor may provide video clips and/or photographs of intern student in action with the children. These videos clips/photographs are taken at random, but may highlight appropriate interactions or interactions to be improved. <b>Measure Type:</b> Clinical/Practicum/Internship Evaluation	<b>Findings Date:</b> 06/25/2024 <b>Findings Analysis:</b> 100% (n=10) of intern II students in the Fall 2023 and Spring 2024 semesters met the goal. They demonstrated their competence in managing the early childhood classroom, establishing positive relationships, and providing supportive interactions. <b>Reporting Period:</b> 23 - 24 <b>Student Population:</b> Traditional <u>Aggregate Results</u> <b>Total number of students assessed:</b> 10 <b>Total number of students who met the target:</b> 10 <b>Conclusion:</b> Target Met <u>Results Disaggregated by Modality</u> <b>Number of face-to-face students assessed:</b> 0 <b>Number of face-to-face students who met target:</b> 0 <b>Number of hybrid students assessed:</b> 0 <b>Number of hybrid students who met target:</b> 0 <b>Number of online students assessed:</b> 10 <b>Number of online students who met target:</b> 10 <u>Results Disaggregated by Length of Course</u> <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 0 <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 0

Measure	Finding
<b>Target:</b> While completing 128 hours of field experiences in early childhood settings, students will be evaluated with a rubric at the end on their ability to demonstrate positive relationships and supportive interactions with young children. 100% of candidates will score at least a 1 out of 2 on this task.	<b>Number of students enrolled in 16-week course assessed:</b> 10 <b>Number of students enrolled in 16-week course who met target:</b> 10 <u><b>General Education</b></u> <b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable <u><b>Related Documents</b></u> <u><b>Use of Results:</b></u> <b>Submission Date:</b> 06/25/2024 <b>Use of Results:</b> Faculty will continue to use the revised rubric and will evaluate it each semester to determine if additional improvements should be made.

**PLSO 13 NAEYC Standard 4b: Students will demonstrate knowledge and understanding 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.**

**PSLO:** Students will demonstrate knowledge and understanding and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child.

**PSLO Status:** Active

**Planned Assessment Cycles:** 2017, 2018, 2019, 20 - 21, 21 - 22, 22 - 23, 23 - 24, 24 - 25

#### Curriculum Mapping

CDEC1321 (1, 2), CDEC1356 (2), CDEC1313 (1), CDEC2288 (3), CDEC2307 (2), CDEC2287 (1, 2), CDEC1358 (2)

Measure	Finding
<b>Measure Status:</b> Active	<b>Findings Date:</b> 06/25/2024 <b>Findings Analysis:</b> 100% (n=10) of intern II students in the Fall 2023 and Spring 2024 semesters met the goal. They demonstrated their competence in managing the early childhood classroom, supporting children's play, and carrying out individualized instruction. <b>Reporting Period:</b> 23 - 24 <b>Student Population:</b> Traditional <u><b>Aggregate Results</b></u> <b>Total number of students assessed:</b> 10 <b>Total number of students who met the target:</b> 10 <b>Conclusion:</b> Target Met <u><b>Results Disaggregated by Modality</b></u> <b>Number of face-to-face students assessed:</b> 0 <b>Number of face-to-face students who met target:</b> 0 <b>Number of hybrid students assessed:</b> 0 <b>Number of hybrid students who met target:</b> 0 <b>Number of online students assessed:</b> 10

Measure	Finding
<p><b>Measure:</b> Faculty field observations</p> <p>While working in early childhood educational settings, students will be observed by their course instructor on various occasions (typically students are observed approximately three times). The purpose of such observations is to give feedback to students on their interactions with children, their professional dispositions, as well as activities planned. After instructor observes each student, written feedback linked to all six NAEYC standards will be given to the student, summarizing strengths as well as areas to be improved with suggestions for such improvements. Additionally, the course instructor will provide video clips and/or of intern student in action with the children. These videos/photographs clips are taken at random, but may highlight appropriate interactions or interactions to be improved.</p> <p><b>Measure Type:</b> Clinical/Practicum/Internship Evaluation</p> <p><b>Target:</b> While completing 128 hours of field experiences in early childhood settings, students will be evaluated with a rubric at the end on their ability to use effective strategies, such as being actively engaged in the child's play, stimulating discussions and/or asking open-ended questions that promote critical thinking in young children. 100% of candidates will score at least a 1 out of 2 on this task.</p>	<p><b>Number of online students who met target:</b> 10</p> <p><b><u>Results Disaggregated by Length of Course</u></b></p> <p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 0</p> <p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 0</p> <p><b>Number of students enrolled in 16-week course assessed:</b> 10</p> <p><b>Number of students enrolled in 16-week course who met target:</b> 10</p> <p><b><u>General Education</u></b></p> <p><b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable</p> <p><b><u>Related Documents</u></b></p> <p><b><u>Use of Results:</u></b></p> <p><b>Submission Date:</b> 06/25/2024</p> <p><b>Use of Results:</b> Faculty will continue to use the revised observation rubric to provide feedback to students regarding appropriate practices, and will evaluate if additional changes need to be made in future semesters.</p>

**PLSO 14. NAEYC Standard 4c: 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.**

**PSLO:** Students will use a broad repertoire of appropriate and culturally relevant teaching practices.

**PSLO Status:** Active

**Planned Assessment Cycles:** 2017, 2018, 2019, 20 - 21, 21 - 22, 22 - 23, 23 - 24, 24 - 25

#### Curriculum Mapping

CDEC1313 (1), CDEC1319 (1), CDEC2288 (3), CDEC2307 (2), CDEC2287 (1, 2), CDEC1321 (1), CDEC1356 (1), CDEC1358 (1), TECA1318 (2)

Measure	Finding
<b>Measure Status:</b> Active	

Measure	Finding
<p><b>Measure:</b> From the week-long lesson plan project, students must plan 5 teacher-led small group activities as well as plan at least 3 thematic material to add to various learning centers.</p> <p><b>Measure Type:</b> Project</p> <p><b>Target:</b> Students will met the goal of this PSLO by achieving a grade of 1 or higher (out of 2) on the grading rubric.</p> <p><b>Additional Notes:</b> This measure was added to replace the previous measure which was faculty observations of intern 2 students.</p>	

**PLSO 15. NAEYC Standard 5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.**

**PSLO:** Students will show an understanding of content knowledge and resources for the academic disciplines in an early childhood curriculum by identifying appropriate learning goals for planned children's activities and emphasizing appropriate vocabulary words in such activities.

**PSLO Status:** Active

**Planned Assessment Cycles:** 2017, 2018, 2019, 20 - 21, 21 - 22, 22 - 23, 23 - 24, 24 - 25, 25 - 26

**Curriculum Mapping**

CDEC1356 (3), CDEC1313 (1, 2), CDEC2307 (2), CDEC2287 (2), CDEC1358 (2), CDEC1359 (1), TECA1318 (2)

Measure	Finding
<p><b>Measure Status:</b> Active</p> <p><b>Measure:</b> Activity Plan</p> <p>Students will use a designated template to design a specific activity plan which focuses on literacy skills. In the activity plan, students will include three or more vocabulary words which are appropriate, descriptive and interesting to support activity. Additionally, students will write a coherent and appropriate activity goal which is clearly linked to supporting literacy development.</p> <p><b>Measure Type:</b> Project</p> <p><b>Target:</b> 80% of students completing the CDEC activity plan will score of 2 or higher (out of 3)</p>	<p><b>Findings Date:</b> 05/14/2024</p> <p><b>Findings Analysis:</b> During the Fall 2023 semester, 9 students had 18 attempts to demonstrate successful demonstration of this PLSO (each student had 2 separate and different attempts). One student only made 1 attempt instead of 2, and that attempt was omitted from the calculations. Of those 17 scored attempts, 15 attempts (88.2%) of the students scored a 2 or higher on a rubric of 0 -4. Two attempts did not meet the target. The two attempts that did not meet the target (scored a 1) were due to an incorrectly written activity plan goal on the template. These students did not have their goal linked to the required element of literacy.</p> <p><b>Reporting Period:</b> 23 - 24</p> <p><b>Student Population:</b> Traditional</p> <p><b>Aggregate Results</b></p> <p><b>Total number of students assessed:</b> 17</p> <p><b>Total number of students who met the target:</b> 15</p> <p><b>Conclusion:</b> Target Met</p> <p><b>Results Disaggregated by Modality</b></p> <p><b>Number of face-to-face students assessed:</b> 0</p>

Measure	Finding
<b>Additional Notes:</b> Students will continue to select appropriate vocabulary words as part of the activity planning process but the reporting of data for this measure will not be included in Nuventive.Improve in 2020	<b>Number of face-to-face students who met target:</b> 0 <b>Number of hybrid students assessed:</b> 0 <b>Number of hybrid students who met target:</b> 0 <b>Number of online students assessed:</b> 17 <b>Number of online students who met target:</b> 15 <u><b>Results Disaggregated by Length of Course</b></u> <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 0 <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 0 <b>Number of students enrolled in 16-week course assessed:</b> 17 <b>Number of students enrolled in 16-week course who met target:</b> 15 <u><b>General Education</b></u> <b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable <u><b>Related Documents</b></u>

**PLSO 16. NAEYC Standard 5b: 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 conte**

**PSLO:** Students will show an understanding of pedagogical content knowledge as it relates to designing appropriate curriculum activities for young children. Students will select appropriate children's literature and supporting materials. Additionally, students will sequence appropriate steps in planned read aloud activities that build on appropriate children's literature and demonstrate interactive and engaging read aloud methods.

**PSLO Status:** Active

**Planned Assessment Cycles:** 2017, 2018, 2019, 20 - 21, 21 - 22, 22 - 23, 23 - 24, 24 - 25, 25 - 26

#### Curriculum Mapping

CDEC1321 (1, 2), CDEC1356 (3), CDEC1313 (1, 2), CDEC2287 (2), CDEC1358 (2)

Measure	Finding
<b>Measure Status:</b> Active	<b>Findings Date:</b> 05/14/2024 <b>Findings Analysis:</b> During the Fall 2023 semester, 9 students had 18 attempts to demonstrate successful demonstration of this PLSO (each student had 2 separate and different attempts). Of those 18 scored attempts, a total of 18 (100%) of the students' attempts were scored a 2 or higher on a rubric of 0 - 4. <b>Reporting Period:</b> 23 - 24 <b>Student Population:</b> Traditional <u><b>Aggregate Results</b></u> <b>Total number of students assessed:</b> 18 <b>Total number of students who met the target:</b> 18



Measure	Finding
<p><b>Measure:</b> Activity Plan Students will use a designated template to design a specific activity plan which focuses on literacy. In the student's activity plan, the student will identify an appropriate children's book as well thoughtfully plan how this book will be read to children in a read aloud activity. The planned literacy activity will be organized, developmentally appropriate and provide thoughtful connections back to children's learning.</p> <p><b>Measure Type:</b> Project <b>Target:</b> 80% of students completing the CDEC activity plan will score or 2 or 3 ("Meets expectations") on a scale of 0-3</p>	<p><b>Conclusion:</b> Target Met <b><u>Results Disaggregated by Modality</u></b>  <b>Number of face-to-face students assessed:</b> 0  <b>Number of face-to-face students who met target:</b> 0  <b>Number of hybrid students assessed:</b> 0  <b>Number of hybrid students who met target:</b> 0  <b>Number of online students assessed:</b> 18  <b>Number of online students who met target:</b> 18  <b><u>Results Disaggregated by Length of Course</u></b>  <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 0  <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 0  <b>Number of students enrolled in 16-week course assessed:</b> 18  <b>Number of students enrolled in 16-week course who met target:</b> 18  <b><u>General Education</u></b>  <b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable  <b><u>Related Documents</u></b></p>

**PLSO 17. NAEYC Standard 5c: 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.**

**PSLO:** Students will modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines and their pedagogical content knowledge. This will be shown in the student's selection of an appropriate professional literacy learning standard, correctly identifying skills/objectives using Bloom's verbs, as well as develop two follow up literacy activities that connect to the original goal of planned activity.

**PSLO Status:** Active

**Planned Assessment Cycles:** 2017, 2018, 2019, 20 - 21, 21 - 22, 22 - 23, 23 - 24, 24 - 25, 25 - 26

#### Curriculum Mapping

CDEC1321 (1, 2), TECA1318 (2), CDEC1356 (3), CDEC1313 (1, 2), CDEC2307 (2), CDEC2287 (2), CDEC1358 (2)

Measure	Finding
<p><b>Measure Status:</b> Active</p>	<p><b>Findings Date:</b> 05/14/2024  <b>Findings Analysis:</b> During the Fall 2023 semester, 9 students had 27 attempts to demonstrate successful demonstration of this PLSO (each student had 3 separate and different scored attempts). Of those 27 scored attempts, 25 (92.5%) were scored as a 2 or higher on a rubric of 0 - 4. Two attempts did not meet the target. The two attempts that did not meet the target (scored a 1) were due to a lack of connection to literacy with the skills/objectives the child will achieve upon completion of the planned activity.</p>



Measure	Finding
<b>Measure:</b> Activity Plan Students will use a designated template to design a specific activity plan which focuses on literacy skills. The student's activity plan includes: (1) two learning objectives using Bloom's vocabulary (2) planned objectives that support the appropriate learning standard set forth by either: "Little Texans Infant/Toddler Learning Guidelines"; "Texas Prekindergarten Guidelines"; or "Texas Essential Knowledge Skills (TEKS)" for school-aged children (3) two or more follow up activities which support the learning objectives of the planned literacy activity. <b>Measure Type:</b> Project <b>Target:</b> Students completing the CDEC literacy activity plan will complete these three measures which will be averaged together and 80% of students must meet a score a 2 or higher (out of 3).	<b>Reporting Period:</b> 23 - 24 <b>Student Population:</b> Traditional <u><b>Aggregate Results</b></u> <b>Total number of students assessed:</b> 27 <b>Total number of students who met the target:</b> 25 <b>Conclusion:</b> Target Met <u><b>Results Disaggregated by Modality</b></u> <b>Number of face-to-face students assessed:</b> 0 <b>Number of face-to-face students who met target:</b> 0 <b>Number of hybrid students assessed:</b> 0 <b>Number of hybrid students who met target:</b> 0 <b>Number of online students assessed:</b> 27 <b>Number of online students who met target:</b> 25 <u><b>Results Disaggregated by Length of Course</b></u> <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 0 <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 0 <b>Number of students enrolled in 16-week course assessed:</b> 27 <b>Number of students enrolled in 16-week course who met target:</b> 25 <u><b>General Education</b></u> <b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable <u><b>Related Documents</b></u>

**PSLO 18. NAEYC Standard 6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.**

**PSLO:** Students will identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

**PSLO Status:** Active

**Planned Assessment Cycles:** 2017, 2018, 2019, 20 - 21, 21 - 22, 22 - 23, 23 - 24, 24 - 25

#### Curriculum Mapping

CDEC2326 (1), CDEC2328 (2), CDEC2288 (2, 3), CDEC2287 (2), CDEC1359 (1), TECA1311 (1), TECA1303 (1, 2)

Measure	Finding
<b>Measure Status:</b> Active	

Measure	Finding
<p><b>Measure:</b> Faculty will observe each candidate at least 3 times during the semester. While working in the early childhood environment, the student maintains a polished appearance while at field site/work/service learning events. Clothing is comfortable, but professional. Reports from the field site/employer indicate that the candidate is dependable, displays appropriate behaviors, and has good attendance. Additionally, the intern will volunteer in service learning that benefit children and families.</p> <p><b>Measure Type:</b> Clinical/Practicum/Internship Evaluation</p> <p><b>Target:</b> All candidates will score at least a "1" out of a possible "2" for this criteria.</p> <p><b>Additional Notes:</b> To better align with NAEYC, the following measure was created to assess this PLSO. The new measure will be part of the student's assessment in Internship II. This will go into effect 2020. This is measured in NAEYC Key Assessment 4.</p>	

**PLSO 19. NAEYC Standard 6b: Students will know about and uphold ethical and other early childhood professional guidelines.**

**PSLO:** Students will know and uphold ethical and other early childhood professional guidelines.

**PSLO Status:** Active

**Planned Assessment Cycles:** 2017, 2018, 2019, 20 - 21, 21 - 22, 22 - 23, 23 - 24, 24 - 25

**Curriculum Mapping**

CDEC1358 (2), TECA1311 (1), CDEC1356 (2), CDEC2326 (1), CDEC2328 (2), CDEC2288 (2, 3), CDEC2287 (2)

Measure	Finding
<b>Measure Status:</b> Active	

Measure	Finding
<p><b>Measure:</b> Faculty will observe candidates at least 3 times during the semester. Candidates must uphold ethical guidelines and demonstrate behaviors fitting of the NAEYC's Code of Ethical Conduct as it applies to children, co-workers, families, and community. They will demonstrate practices that show they are familiar with local, state, and federal rules and regulations and follow these to keep children healthy and safe (child/staff ratios, health protocols, etc.). They modify their work to demonstrate best practices with children, families, and colleagues after careful reflection and feedback from their instructor and/or master teacher.</p> <p><b>Measure Type:</b> Clinical/Practicum/Internship Evaluation</p> <p><b>Target:</b> All candidates will score at least a "1" out of a possible "2" on this criteria.</p> <p><b>Additional Notes:</b> To better align with NAEYC, the following measure was created to assess this PLSO. The new measure will be part of the student's assessment in Internship II. This will go into effect 2020. This will be assessed in NAEYC Key Assessment 4.</p>	

**PLSO 20. NAEYC Standard 6c: Students will use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.**

**PSLO:** Students will use professional communication skills, in speaking and writing, to effectively support young children's learning and to work with families and colleagues.

**PSLO Status:** Active

**Planned Assessment Cycles:** 2017, 2018, 2019, 20 - 21, 21 - 22, 22 - 23, 23 - 24, 24 - 25

#### Curriculum Mapping

CDEC1356 (2), CDEC2326 (1), CDEC2328 (2), CDEC2288 (2, 3), CDEC2287 (2), TECA1354 (2), TECA1318 (2), TECA1311 (1)

Measure	Finding
<b>Measure Status:</b> Active	

Measure	Finding
<p><b>Measure:</b> Faculty will observe candidates at least 3 times during the semester. The candidate will demonstrate and model how to use the technology provided in the early childhood environment in a purposeful manner that clearly influences the quality of their work with young children. This may include demonstrating computer use with children, using technology for assessment, and using the internet to access resources used in their work with children.</p> <p><b>Measure Type:</b> Clinical/Practicum/Internship Evaluation</p> <p><b>Target:</b> All candidates will score at least a "1" out of a possible "2" on this criteria.</p> <p><b>Additional Notes:</b> To better align with NAEYC, the following measure was created to assess this PLSO. The new measure will be part of the student's assessment in Internship II. This will go into effect 2020. This will be assessed in NAEYC Key Assessment 4.</p>	

**PLSO 21. NAEYC Standard 6d: Students will engage in continuous, collaborative learning to inform practice by demonstrating self-motivated, purposeful learning, and they actively investigate ways to improve their practice.**

**PSLO:** Engage in continuous, collaborative learning to inform practice.

**PSLO Status:** Active

**Planned Assessment Cycles:** 2017, 2018, 2019, 20 - 21, 21 - 22, 22 - 23, 23 - 24, 24 - 25

#### Curriculum Mapping

CDEC1356 (2), CDEC2326 (1), CDEC2328 (2), CDEC2288 (2, 3), CDEC2287 (2), CDEC1358 (2), TECA1354 (2), TECA1318 (2), TECA1311 (1)

Measure	Finding
<p><b>Measure Status:</b> Active</p>	<p><b>Findings Date:</b> 06/25/2024</p> <p><b>Findings Analysis:</b> 100% (n=10) of students enrolled in the Fall 2023 and Spring 2024 CDEC 2288 classes met this criteria by reflecting on their work within their portfolio and demonstrated best practices with children, families, and colleagues.</p> <p><b>Reporting Period:</b> 23 - 24</p> <p><b>Student Population:</b> Traditional</p> <p><b>Aggregate Results</b></p> <p><b>Total number of students assessed:</b> 10</p> <p><b>Total number of students who met the target:</b> 10</p>

Measure	Finding
<b>Measure:</b> Personal Reflections While enrolled in Internship II students will compile a portfolio of work that best represents who they are as an early childhood professional. The student will include personal reflections for each item in the portfolio that mirrors their work and growth as a professional. Specifically, they will demonstrate best practices and lead their work with young children and work as a productive member of a team. <b>Measure Type:</b> Clinical/Practicum/Internship Evaluation <b>Target:</b> 90% of candidates will score at least a 1 out of 2 on this measure.	<b>Conclusion:</b> Target Met <u><b>Results Disaggregated by Modality</b></u> <b>Number of face-to-face students assessed:</b> 0 <b>Number of face-to-face students who met target:</b> 0 <b>Number of hybrid students assessed:</b> 0 <b>Number of hybrid students who met target:</b> 0 <b>Number of online students assessed:</b> 10 <b>Number of online students who met target:</b> 10 <u><b>Results Disaggregated by Length of Course</b></u> <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 0 <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 0 <b>Number of students enrolled in 16-week course assessed:</b> 10 <b>Number of students enrolled in 16-week course who met target:</b> 10 <u><b>General Education</b></u> <b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable <u><b>Related Documents</b></u> <u><b>Use of Results:</b></u> <b>Submission Date:</b> 06/25/2024 <b>Use of Results:</b> Faculty will continue to use reflection assignments to have interns reflect on their work, modify when necessary, and seek guidance from professionals when needed as self-reflection is critical to improve one's performance.

**PLSO 22 NAEYC Standard 6e: Students will 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.**

**PSLO:** Students will 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. This includes using supervisors' and peers' feedback, they reflect on their daily practice and analyze their work with young children in a broader context to modify and improve it.

**PSLO Status:** Active

**Planned Assessment Cycles:** 2017, 2018, 2019, 20 - 21, 21 - 22, 22 - 23, 23 - 24, 24 - 25

### Curriculum Mapping

TECA1311 (1), CDEC2328 (2), CDEC2288 (2, 3), CDEC2287 (2), CDEC1358 (1), CDEC1359 (1)

Measure	Finding
<b>Measure Status:</b> Active	

Measure	Finding
<p><b>Measure:</b> Candidates participate in at least 8 hours of service learning to demonstrate their advocacy skills by communicating and collaborating with others around a common early childhood initiative.</p> <p><b>Measure Type:</b> Clinical/Practicum/Internship Evaluation</p> <p><b>Target:</b> All candidates will score at least a "2" out of a possible "3" on this criteria.</p> <p><b>Additional Notes:</b> To better align with NAEYC, the following measure was created to assess this PLSO. The new measure will be part of the student's assessment in Internship II. This will go into effect 2020. This will be assessed in NAEYC Key Assessment 4.</p>	

**PLSO 23. NAEYC Standard F: Students will document their opportunities to observe and practice in at least two of the three early childhood age groups (birth - age 3, 3-5, 5-8)**

**PSLO:** Students will observe and practice in 2 different age groups.

**PSLO Status:** Active

**Planned Assessment Cycles:** 2017, 2018, 2019, 20 - 21, 21 - 22, 22 - 23, 23 - 24, 24 - 25, 25 - 26

**Curriculum Mapping**

CDEC1321 (2), CDEC1313 (1, 2), CDEC2288 (2, 3), CDEC2287 (1, 2), TECA1354 (2), TECA1311 (2, 3)

Measure	Finding
<p><b>Measure Status:</b> Active</p> <p><b>Measure:</b> Field Experiences</p> <p>Throughout their courses in the CDEC program, students will have opportunities to observe/practice in at least 2 different age groups.</p> <p><b>Measure Type:</b> Clinical/Practicum/Internship Evaluation</p> <p><b>Target:</b> Faculty will continue to track and observe that each student has opportunities to observe/practice in at least two of the three early childhood age groups.</p> <p><b>Additional Notes:</b> Beginning in Fall 2023, this measure will be tracked using an excel file in TEAMS and will no longer be an active PLSO</p>	

**PLSO 24. NAEYC Standard F: Observe/practice in 2 different education settings** Students will document their opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

**PSLO:** Students will observe and practice in 2 different education settings

**PSLO Status:** Active

**Planned Assessment Cycles:** 2017, 2018, 2019, 20 - 21, 21 - 22, 22 - 23, 23 - 24, 24 - 25

#### **Curriculum Mapping**

CDEC1321 (2), CDEC1313 (1, 2), CDEC2288 (2, 3), CDEC2287 (1, 2), TECA1354 (2), TECA1311 (2, 3)

Measure	Finding
<b>Measure Status:</b> Active <b>Measure:</b> Field Experiences Throughout their courses in the CDEC program, students will have opportunities to observe/practice in at least 2 different educational settings. <b>Measure Type:</b> Clinical/Practicum/Internship Evaluation <b>Target:</b> Faculty will observe and track that each candidate has opportunities to observe/practice in at least 2 different educational settings. <b>Additional Notes:</b> Beginning in Fall 2023, this measure will be tracked using an excel file in TEAMS and will no longer be an active PLSO	

#### **Critical Thinking Skills 1.4 Analysis**

**PSLO:** Critical Thinking Skills 1.4 Analysis - Be able to list/describe the components of information as it relates to child developmental characteristics

**PSLO Status:** Active

**Planned Assessment Cycles:** 2017, 2018, 2019, 20 - 21, 21 - 22, 22 - 23, 23 - 24, 24 - 25

#### **Curriculum Mapping**

CDEC1356 (2), CDEC1358 (2), TECA1354 (2, 3)

Measure	Finding
<b>Measure Status:</b> Active	<b>Findings Date:</b> 07/02/2024 <b>Findings Analysis:</b> During the Summer 2024 semester, 18 students were measured on their ability to show Critical Thinking (Analysis) skills on a Toy Analysis Assignment. Of those 18 students, 16 students (88%) earned a Mets Standard. <b>Reporting Period:</b> 23 - 24

Measure	Finding
<p><b>Measure:</b> Toy Brochure: Students will generate original ideas through the design of an educational brochure related to a particular infant/toddler toy. Students will be able to describe important information related to how young children develop, or listing facts about developmental stages and apply such information as they analyze the educational benefits of an infant/toddler toy. Students will demonstrate knowledge through written information in a visually appealing brochure which will be on display for families who have children enrolled in the Center for Early Learning on DMC campus. Brochures will engage parents in making appropriate toy purchases for young children.</p> <p>While analyzing a children's toy, students will: identity which category of play the particular toy represents according to Piaget's theory; summarize at least 3 factual pieces of important information related to the stages /characteristics of development of infants /toddlers who would use the toy.</p> <p><b>Measure Type:</b> Project</p> <p><b>Target:</b> At least 80% of students will complete this task with a score of at least a 2 (out of 3).</p>	<p><b>Student Population:</b> Traditional</p> <p><b><u>Aggregate Results</u></b>  <b>Total number of students assessed:</b> 18  <b>Total number of students who met the target:</b> 16  <b>Conclusion:</b> Target Met</p> <p><b><u>Results Disaggregated by Modality</u></b>  <b>Number of face-to-face students assessed:</b> 0  <b>Number of face-to-face students who met target:</b> 0  <b>Number of hybrid students assessed:</b> 0  <b>Number of hybrid students who met target:</b> 0  <b>Number of online students assessed:</b> 18  <b>Number of online students who met target:</b> 16</p> <p><b><u>Results Disaggregated by Length of Course</u></b>  <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 18  <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 16  <b>Number of students enrolled in 16-week course assessed:</b> 0  <b>Number of students enrolled in 16-week course who met target:</b> 0</p> <p><b><u>General Education</u></b>  <b>Which General Education Goal and Objective does this result support?:</b> Critical Thinking</p> <p><b><u>Related Documents</u></b></p> <hr/> <p><b>Findings Date:</b> 05/10/2024  <b>Findings Analysis:</b> During the Spring 2024 semester, 33 students were measured on their ability to show Critical Thinking (Analysis) skills on a Toy Analysis Assignment. Of those 33 students, 24 students (72.7%) earned a score of 2 or higher on a scale of 0 through 3.  <b>Reporting Period:</b> 23 - 24  <b>Student Population:</b> Traditional</p> <p><b><u>Aggregate Results</u></b>  <b>Total number of students assessed:</b> 33  <b>Total number of students who met the target:</b> 24  <b>Conclusion:</b> Target Not Met</p> <p><b><u>Results Disaggregated by Modality</u></b>  <b>Number of face-to-face students assessed:</b> 12  <b>Number of face-to-face students who met target:</b> 8  <b>Number of hybrid students assessed:</b> 0  <b>Number of hybrid students who met target:</b> 0  <b>Number of online students assessed:</b> 21  <b>Number of online students who met target:</b> 16</p> <p><b><u>Results Disaggregated by Length of Course</u></b></p>



Measure	Finding
	<p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 21</p> <p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 16</p> <p><b>Number of students enrolled in 16-week course assessed:</b> 12</p> <p><b>Number of students enrolled in 16-week course who met target:</b> 8</p> <p><u><b>General Education</b></u></p> <p><b>Which General Education Goal and Objective does this result support?:</b> Critical Thinking</p> <p><u><b>Related Documents</b></u></p>

### Communication Skills--Written

**PSLO:** Students will generate original ideas through the design of an educational brochure related to a particular infant/toddler toy. Students will be able to describe important information related to how young children develop, and apply such information as they work in teams to analyze the educational benefits of an infant/toddler toy. Students will demonstrate knowledge through written information in a visually appealing brochure which will be on display for families who have children enrolled in the Center for Early Learning on DMC campus. Brochures will engage parents in making appropriate toy purchases for young children.

**PSLO Status:** Active

**Planned Assessment Cycles:** 2017, 2018, 2019, 20 - 21, 21 - 22, 22 - 23, 23 - 24, 24 - 25

### Curriculum Mapping

CDEC1356 (2), CDEC1358 (2), TECA1354 (2, 3)

Measure	Finding
<p><b>Measure Status:</b> Active</p> <p><b>Measure:</b> Toy Brochure</p> <p>Using college-level writing and appropriate design and organizational skills, students will develop an effective written communication tool (2-page tri-fold brochure) for parents of young describing the benefits of an educational toy. Work will be assessed on writing/grammar as well as on organization of information.</p> <p><b>Measure Type:</b> Project</p> <p><b>Target:</b> At least 80% of students will complete this task with a score of at least a 1 (out of 2).</p>	<p><b>Findings Date:</b> 07/02/2024</p> <p><b>Findings Analysis:</b> During the Summer 2024 semester, 18 students made 36 attempts at showing appropriate written communication scores as assessed on a grading rubric. Each student made 2 separate attempts at this measure. Of those 36 attempts, 35 attempts were scored as Meets Standard. This represents 97% of the students.</p> <p><b>Reporting Period:</b> 23 - 24</p> <p><b>Student Population:</b> Traditional</p> <p><u><b>Aggregate Results</b></u></p> <p><b>Total number of students assessed:</b> 36</p> <p><b>Total number of students who met the target:</b> 35</p> <p><b>Conclusion:</b> Target Met</p> <p><u><b>Results Disaggregated by Modality</b></u></p> <p><b>Number of face-to-face students assessed:</b> 0</p> <p><b>Number of face-to-face students who met target:</b> 0</p> <p><b>Number of hybrid students assessed:</b> 0</p> <p><b>Number of hybrid students who met target:</b> 0</p> <p><b>Number of online students assessed:</b> 36</p>

Measure	Finding
	<p> <b>Number of online students who met target:</b> 35  <u><b>Results Disaggregated by Length of Course</b></u>  <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 36  <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 35  <b>Number of students enrolled in 16-week course assessed:</b> 0  <b>Number of students enrolled in 16-week course who met target:</b> 0  <u><b>General Education</b></u>  <b>Which General Education Goal and Objective does this result support?:</b> Communication Skills - Written  <u><b>Related Documents</b></u> </p> <hr/> <p> <b>Findings Date:</b> 05/13/2024  <b>Findings Analysis:</b> During the Spring 2024 semester, 33 students made 66 attempts at showing appropriate written communication scores as assessed on a grading rubric. Each student made 2 separate attempts at this measure. Of those 66 attempts, 64 attempts were scored as "Meets Expectations (2)" on a scale of 0 - 2. This represents 96.% of the students.  <b>Reporting Period:</b> 23 - 24  <b>Student Population:</b> Traditional  <u><b>Aggregate Results</b></u>  <b>Total number of students assessed:</b> 66  <b>Total number of students who met the target:</b> 64  <b>Conclusion:</b> Target Met  <u><b>Results Disaggregated by Modality</b></u>  <b>Number of face-to-face students assessed:</b> 24  <b>Number of face-to-face students who met target:</b> 24  <b>Number of hybrid students assessed:</b> 0  <b>Number of hybrid students who met target:</b> 0  <b>Number of online students assessed:</b> 42  <b>Number of online students who met target:</b> 42  <u><b>Results Disaggregated by Length of Course</b></u>  <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 24  <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 24  <b>Number of students enrolled in 16-week course assessed:</b> 42  <b>Number of students enrolled in 16-week course who met target:</b> 42  <u><b>General Education</b></u>  <b>Which General Education Goal and Objective does this result support?:</b> Communication Skills - Written </p>

Measure	Finding
	<u>Related Documents</u>

### Empirical and Quantitative Skills 3.3 (Analysis)

**PSLO:** Students will generate original ideas through the design of an educational brochure related to a particular infant/toddler toy. Using outside academic resources, students will be able to describe important information related to how young children develop, and apply such information as they work in teams to analyze the educational benefits of an infant/toddler toy. Students will demonstrate knowledge through written information in a visually appealing brochure which will be on display for families who have children enrolled in the Center for Early Learning on DMC campus. Brochures will engage parents in making appropriate toy purchases for young children.

**PSLO Status:** Active

**Planned Assessment Cycles:** 2017, 2018, 2019, 20 - 21, 21 - 22, 22 - 23, 23 - 24, 24 - 25

### Curriculum Mapping

TECA1354 (2, 3)

Measure	Finding
<b>Measure Status:</b> Active <b>Measure:</b> Toy Brochure Students will then analyze a common children's toy, identifying at least 2 ways the toy provides developmental and/or educational benefits. <b>Measure Type:</b> Project <b>Target:</b> At least 80% of students will successfully complete this task with a score of at least 2 (out of 3).	<b>Findings Date:</b> 07/02/2024 <b>Findings Analysis:</b> During the Summer 2024 semester, 18 students made 1 attempt of showing appropriate empirical and quantitative skills as it relates to analysis of information. Of those 18 attempts, 18 were scored as Met Standard. A total of 100% of students met the target. <b>Reporting Period:</b> 23 - 24 <b>Student Population:</b> Traditional <u><b>Aggregate Results</b></u> <b>Total number of students assessed:</b> 18 <b>Total number of students who met the target:</b> 18 <b>Conclusion:</b> Target Met <u><b>Results Disaggregated by Modality</b></u> <b>Number of face-to-face students assessed:</b> 0 <b>Number of face-to-face students who met target:</b> 0 <b>Number of hybrid students assessed:</b> 0 <b>Number of hybrid students who met target:</b> 0 <b>Number of online students assessed:</b> 18 <b>Number of online students who met target:</b> 18 <u><b>Results Disaggregated by Length of Course</b></u> <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 18 <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 18 <b>Number of students enrolled in 16-week course assessed:</b> 0 <b>Number of students enrolled in 16-week course who met target:</b> 0 <u><b>General Education</b></u>

Measure	Finding
	<p><b>Which General Education Goal and Objective does this result support?:</b> Empirical and Quantitative</p> <p><b><u>Related Documents</u></b></p> <hr/> <p><b>Findings Date:</b> 05/10/2024</p> <p><b>Findings Analysis:</b> During the Spring 2024 semester, 33 students made 33 attempts of showing appropriate empirical and quantitative skills as it relates to analysis of information. Of those 33 attempts, 33 were score as 2 or higher on a rubric measuring 0 -3. A total of 100% of students met the target.</p> <p><b>Reporting Period:</b> 23 - 24</p> <p><b>Student Population:</b> Traditional</p> <p><b><u>Aggregate Results</u></b></p> <p><b>Total number of students assessed:</b> 33</p> <p><b>Total number of students who met the target:</b> 33</p> <p><b>Conclusion:</b> Target Met</p> <p><b><u>Results Disaggregated by Modality</u></b></p> <p><b>Number of face-to-face students assessed:</b> 12</p> <p><b>Number of face-to-face students who met target:</b> 12</p> <p><b>Number of hybrid students assessed:</b> 0</p> <p><b>Number of hybrid students who met target:</b> 0</p> <p><b>Number of online students assessed:</b> 21</p> <p><b>Number of online students who met target:</b> 21</p> <p><b><u>Results Disaggregated by Length of Course</u></b></p> <p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 21</p> <p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 21</p> <p><b>Number of students enrolled in 16-week course assessed:</b> 12</p> <p><b>Number of students enrolled in 16-week course who met target:</b> 12</p> <p><b><u>General Education</u></b></p> <p><b>Which General Education Goal and Objective does this result support?:</b> Empirical and Quantitative</p> <p><b><u>Related Documents</u></b></p>

### Social Responsibility--6.3 Civic Responsibility

**PSLO:** Social Responsibility--6.3 Civic Responsibility

**PSLO Status:** Active

**Planned Assessment Cycles:** 2017, 2018, 2019, 20 - 21, 21 - 22, 22 - 23, 23 - 24, 24 - 25

**Curriculum Mapping**  
TECA1354 (2, 3)

Measure	Finding
<p><b>Measure Status:</b> Active</p> <p><b>Measure:</b> Toy Brochure: Students will generate original ideas through the design of an educational brochure related to a particular infant/toddler toy. Using outside academic resources, students will be able to describe important information related to how young children develop, and apply such information as they work in teams to analyze the educational benefits of an infant/toddler toy. Students will also elaborate on how families can support young children's learning and development through the use of a particular toy. Students will compile information in a visually appealing brochure which will be on display for families who have children enrolled in the Center for Early Learning on DMC campus. Brochures will engage parents in making appropriate toy purchases for young children.</p> <p>This measure: students will develop developmentally appropriate and helpful ideas on how parents can actively engage their child in the use of an educational toy with the goal of supporting children's development / learning.</p> <p><b>Measure Type:</b> Project</p> <p><b>Target:</b> At least 80% of students will complete this task with a score of at least 2 (out of 3)</p>	<p><b>Findings Date:</b> 07/02/2024</p> <p><b>Findings Analysis:</b> During the Summer 2024 semester, (n=18) 18 students made 1 attempt each of showing appropriate empirical and quantitative skills as it relates to social responsibility. Of those 18 students, 18 were scored as "Meets Standard". A total of 100% of students met the target.</p> <p><b>Reporting Period:</b> 23 - 24</p> <p><b>Student Population:</b> Traditional</p> <p><b><u>Aggregate Results</u></b></p> <p><b>Total number of students assessed:</b> 18</p> <p><b>Total number of students who met the target:</b> 18</p> <p><b>Conclusion:</b> Target Met</p> <p><b><u>Results Disaggregated by Modality</u></b></p> <p><b>Number of face-to-face students assessed:</b> 0</p> <p><b>Number of face-to-face students who met target:</b> 0</p> <p><b>Number of hybrid students assessed:</b> 0</p> <p><b>Number of hybrid students who met target:</b> 0</p> <p><b>Number of online students assessed:</b> 18</p> <p><b>Number of online students who met target:</b> 18</p> <p><b><u>Results Disaggregated by Length of Course</u></b></p> <p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 18</p> <p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 18</p> <p><b>Number of students enrolled in 16-week course assessed:</b> 0</p> <p><b>Number of students enrolled in 16-week course who met target:</b> 0</p> <p><b><u>General Education</u></b></p> <p><b>Which General Education Goal and Objective does this result support?:</b> Social Responsibility</p> <p><b><u>Related Documents</u></b></p> <hr/> <p><b>Findings Date:</b> 05/10/2024</p> <p><b>Findings Analysis:</b> During the Spring 2024 semester, 32 students made 32 attempts of showing appropriate empirical and quantitative skills as it relates to social responsibility. Of those 33 attempts, 32 were score as 2 or higher on a rubric measuring 0 -3. One student failed to complete this required element and was omitted from calculations. A total of 100% of students met the target.</p> <p><b>Reporting Period:</b> 23 - 24</p> <p><b>Student Population:</b> Traditional</p>

Measure	Finding
	<p><b><u>Aggregate Results</u></b>  Total number of students assessed: 32  Total number of students who met the target: 32  Conclusion: Target Met</p> <p><b><u>Results Disaggregated by Modality</u></b>  Number of face-to-face students assessed: 11  Number of face-to-face students who met target: 11  Number of hybrid students assessed: 0  Number of hybrid students who met target: 0  Number of online students assessed: 21  Number of online students who met target: 21</p> <p><b><u>Results Disaggregated by Length of Course</u></b>  Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed: 21  Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target: 21  Number of students enrolled in 16-week course assessed: 11  Number of students enrolled in 16-week course who met target: 11</p> <p><b><u>General Education</u></b>  Which General Education Goal and Objective does this result support?: Social Responsibility</p> <p><b><u>Related Documents</u></b></p>

### Critical Thinking Skills 1.5 Evaluation - Be able to judge the relevance of the components of information

**PSLO:** Critical Thinking Skills 1.5 Evaluation - Be able to judge the relevance of the components of information

**PSLO Status:** Active

**Planned Assessment Cycles:** 22 - 23, 23 - 24, 24 - 25

### Curriculum Mapping

TECA1354 (3)

Measure	Finding
Measure Status: Active	<p><b>Findings Date:</b> 07/02/2024  <b>Findings Analysis:</b> During the Summer 2024 semester, 18 students made 36 attempts of showing appropriate critical thinking skills as it relates to evaluation of information. Each student made 2 separate attempts at this measure. Of those 36 attempts, 35 were scored as "Meets Standards". This represents 97% of the students.  <b>Reporting Period:</b> 23 - 24  <b>Student Population:</b> Traditional</p> <p><b><u>Aggregate Results</u></b></p>

Measure	Finding
<p><b>Measure:</b> Toy Brochure Project: Students will generate original ideas through the design of an educational brochure related to a particular infant/toddler toy. Students will be able to describe important information related to how young children develop, or listing facts about developmental stages and apply such information as they analyze the educational benefits of an infant/toddler toy. Students will demonstrate knowledge through written information in a visually appealing brochure which will be on display for families who have children enrolled in the Center for Early Learning on DMC campus. Brochures will engage parents in making appropriate toy purchases for young children</p> <p>While analyzing a children's toy, the student will: identify which age range of children the toy would be developmentally appropriate for (toy company and a own reflection on the age range) analyze any safety hazards associated with the toy</p> <p><b>Measure Type:</b> Project</p> <p><b>Target:</b> At least 80% of students will complete this task with a score of 2 or higher (out of 3)</p> <p><b>Additional Notes:</b> This measure was separated from the other critical thinking measure to reflect 2 different task components.</p>	<p><b>Total number of students assessed:</b> 36  <b>Total number of students who met the target:</b> 35  <b>Conclusion:</b> Target Met  <u><b>Results Disaggregated by Modality</b></u>  <b>Number of face-to-face students assessed:</b> 0  <b>Number of face-to-face students who met target:</b> 0  <b>Number of hybrid students assessed:</b> 0  <b>Number of hybrid students who met target:</b> 0  <b>Number of online students assessed:</b> 36  <b>Number of online students who met target:</b> 35  <u><b>Results Disaggregated by Length of Course</b></u>  <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 36  <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 35  <b>Number of students enrolled in 16-week course assessed:</b> 0  <b>Number of students enrolled in 16-week course who met target:</b> 0  <u><b>General Education</b></u>  <b>Which General Education Goal and Objective does this result support?:</b> Critical Thinking  <u><b>Related Documents</b></u></p> <hr/> <p><b>Findings Date:</b> 05/10/2024  <b>Findings Analysis:</b> During the Spring 2024 semester, 33 students made 96 attempts of showing appropriate critical thinking skills as it relates to evaluation of information. Each student made 3 separate attempts at his measure. Of those 96 attempts, 85 were scored as 2 or higher on a rubric measuring 0 -3. A total of 88.5% of students met the target. One student did not complete that particular assignment requirement and was not included in the calculations.  <b>Reporting Period:</b> 23 - 24  <b>Student Population:</b> Traditional  <u><b>Aggregate Results</b></u>  <b>Total number of students assessed:</b> 96  <b>Total number of students who met the target:</b> 85  <b>Conclusion:</b> Target Met  <u><b>Results Disaggregated by Modality</b></u>  <b>Number of face-to-face students assessed:</b> 33  <b>Number of face-to-face students who met target:</b> 31  <b>Number of hybrid students assessed:</b> 0  <b>Number of hybrid students who met target:</b> 0  <b>Number of online students assessed:</b> 63  <b>Number of online students who met target:</b> 54  <u><b>Results Disaggregated by Length of Course</b></u></p>



Measure	Finding
	<p>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed: 63</p> <p>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target: 54</p> <p>Number of students enrolled in 16-week course assessed: 33</p> <p>Number of students enrolled in 16-week course who met target: 31</p> <p><u>General Education</u></p> <p>Which General Education Goal and Objective does this result support?: Critical Thinking</p> <p><u>Related Documents</u></p>

### Emperical and Quantitive Skills 3.1 (Data Collection)

**PSLO:** GEN ED: Empirical and Quantitave Skills 3.1 (Data Collection)

**PSLO Status:** Active

**Planned Assessment Cycles:** 22 - 23, 23 - 24, 24 - 25

### Curriculum Mapping

TECA1354 (3)

Measure	Finding
<p><b>Measure Status:</b> Active</p> <p><b>Measure:</b> To complete a toy brochure project, students will identify at least 2 credible (academic /scientific) outside resource to gather information on the stages/developmental characteristics of infant / toddler development.</p> <p><b>Measure Type:</b> Project</p> <p><b>Target:</b> At least 80% of students will complete this measure with a score of 2 or higher (out of 3)</p>	<p><b>Findings Date:</b> 07/02/2024</p> <p><b>Findings Analysis:</b> During the Summer 2024 semester, 18 students were measured on their ability to show empirical and quantitative data skills at it relates to data collection on a Toy Analysis Assignment. Of those 18 students, 12 students (66.6%) earned a “Meets Standard”.</p> <p><b>Reporting Period:</b> 23 - 24</p> <p><b>Student Population:</b> Traditional</p> <p><u><b>Aggregate Results</b></u></p> <p><b>Total number of students assessed:</b> 18</p> <p><b>Total number of students who met the target:</b> 12</p> <p><b>Conclusion:</b> Target Not Met</p> <p><u><b>Results Disaggregated by Modality</b></u></p> <p><b>Number of face-to-face students assessed:</b> 0</p> <p><b>Number of face-to-face students who met target:</b> 0</p> <p><b>Number of hybrid students assessed:</b> 0</p> <p><b>Number of hybrid students who met target:</b> 0</p> <p><b>Number of online students assessed:</b> 18</p> <p><b>Number of online students who met target:</b> 12</p> <p><u><b>Results Disaggregated by Length of Course</b></u></p> <p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 18</p>



Measure	Finding
	<p> <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target: 12</b>  <b>Number of students enrolled in 16-week course assessed: 0</b>  <b>Number of students enrolled in 16-week course who met target: 0</b>  <u><b>General Education</b></u>  <b>Which General Education Goal and Objective does this result support?:</b> Empirical and Quantitative  <u><b>Related Documents</b></u> </p> <hr/> <p> <b>Findings Date:</b> 05/10/2024  <b>Findings Analysis:</b> During the Spring 2024 semester, 33 students made 33 attempts of showing appropriate empirical and quantitative skills as it relates to data collection. Each student made only one attempt at this measure. Of those 33 attempts, 33 were score as 2 or higher on a rubric measuring 0 -3. A total of 100% of students met the target.  <b>Reporting Period:</b> 23 - 24  <b>Student Population:</b> Traditional  <u><b>Aggregate Results</b></u>  <b>Total number of students assessed: 33</b>  <b>Total number of students who met the target: 33</b>  <b>Conclusion:</b> Target Met  <u><b>Results Disaggregated by Modality</b></u>  <b>Number of face-to-face students assessed: 12</b>  <b>Number of face-to-face students who met target: 12</b>  <b>Number of hybrid students assessed: 0</b>  <b>Number of hybrid students who met target: 0</b>  <b>Number of online students assessed: 21</b>  <b>Number of online students who met target: 21</b>  <u><b>Results Disaggregated by Length of Course</b></u>  <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed: 21</b>  <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target: 21</b>  <b>Number of students enrolled in 16-week course assessed: 12</b>  <b>Number of students enrolled in 16-week course who met target: 12</b>  <u><b>General Education</b></u>  <b>Which General Education Goal and Objective does this result support?:</b> Empirical and Quantitative  <u><b>Related Documents</b></u> </p>

## Communication Skills-- Visual

**PSLO:** Communication Skills Aspect 3: Visual - Be able to develop, interpret, and express ideas effectively through visual communication

**PSLO Status:** Active

**Planned Assessment Cycles:** 22 - 23, 23 - 24, 24 - 25

### Curriculum Mapping

TECA1354 (3)

Measure	Finding
<p><b>Measure Status:</b> Active</p> <p><b>Measure:</b> Toy Brochure: Students will generate original ideas through the design of an educational brochure related to a particular infant/toddler toy. Students will be able to describe important information related to how young children develop, or listing facts about developmental stages and apply such information as they analyze the educational benefits of an infant/toddler toy. Students will demonstrate knowledge through written information in a visually appealing brochure which will be on display for families who have children enrolled in the Center for Early Learning on DMC campus. Brochures will engage parents in making appropriate toy purchases for young children.</p> <p>While analyzing a children's toy, students will: create a tri-fold brochure that is easy to read (appropriate letter size/font), looks complete (no empty spaces or over crowding of text), and includes had an appropriate balance of text with visual images that are clear and not blurred.</p> <p><b>Measure Type:</b> Project</p> <p><b>Target:</b> At least 80% of students will complete this task with a score of 2 (out of 2) on the assessment rubric</p>	<p><b>Findings Date:</b> 07/02/2024</p> <p><b>Findings Analysis:</b> During the Summer 2024 semester, 18 students were measured on their ability to show appropriate communication skills as it relates to visual display information a Toy Analysis Assignment. Of those 18 students, 17 students (94%) met the target of "Meets Standard".</p> <p><b>Reporting Period:</b> 23 - 24</p> <p><b>Student Population:</b> Traditional</p> <p><b><u>Aggregate Results</u></b></p> <p><b>Total number of students assessed:</b> 18</p> <p><b>Total number of students who met the target:</b> 17</p> <p><b>Conclusion:</b> Target Met</p> <p><b><u>Results Disaggregated by Modality</u></b></p> <p><b>Number of face-to-face students assessed:</b> 0</p> <p><b>Number of face-to-face students who met target:</b> 0</p> <p><b>Number of hybrid students assessed:</b> 0</p> <p><b>Number of hybrid students who met target:</b> 0</p> <p><b>Number of online students assessed:</b> 18</p> <p><b>Number of online students who met target:</b> 17</p> <p><b><u>Results Disaggregated by Length of Course</u></b></p> <p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 18</p> <p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 17</p> <p><b>Number of students enrolled in 16-week course assessed:</b> 0</p> <p><b>Number of students enrolled in 16-week course who met target:</b> 0</p> <p><b><u>General Education</u></b></p> <p><b>Which General Education Goal and Objective does this result support?:</b> Communication Skills - Visual</p> <p><b><u>Related Documents</u></b></p> <p><b>Findings Date:</b> 05/10/2024</p>

Measure	Finding
	<p><b>Findings Analysis:</b> During the Spring 2024 semester, 33 students made 33 attempts of showing appropriate communication skills as it relates to visual display of information. Each student made only 1 attempt at this measure. Of those 33 attempts, 33 were score as 2 or higher on a rubric measuring 0-2. A total of 100% of students met the target.</p> <p><b>Reporting Period:</b> 23 - 24</p> <p><b>Student Population:</b> Traditional</p> <p><b><u>Aggregate Results</u></b></p> <p><b>Total number of students assessed:</b> 33</p> <p><b>Total number of students who met the target:</b> 33</p> <p><b>Conclusion:</b> Target Met</p> <p><b><u>Results Disaggregated by Modality</u></b></p> <p><b>Number of face-to-face students assessed:</b> 12</p> <p><b>Number of face-to-face students who met target:</b> 12</p> <p><b>Number of hybrid students assessed:</b> 0</p> <p><b>Number of hybrid students who met target:</b> 0</p> <p><b>Number of online students assessed:</b> 21</p> <p><b>Number of online students who met target:</b> 21</p> <p><b><u>Results Disaggregated by Length of Course</u></b></p> <p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 21</p> <p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 21</p> <p><b>Number of students enrolled in 16-week course assessed:</b> 12</p> <p><b>Number of students enrolled in 16-week course who met target:</b> 12</p> <p><b><u>General Education</u></b></p> <p><b>Which General Education Goal and Objective does this result support?:</b> Communication Skills - Visual</p> <p><b><u>Related Documents</u></b></p>