

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

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

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

### Reflection Questions

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

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

### Child Development Outcomes Assessed

- Outcome 1: *Students will be able to use developmentally appropriate practices to support children's learning.*
- Outcome 2: *Students will be able to interpret observations and assessments to plan and implement child centered curriculum.*
- Outcome 3: *Students will be able to communicate effectively with children, families, co-workers, and the community.*
- Outcome 4: *Students will be able to exhibit ethical behavior and professional responsibilities as required by the field of early childhood.*
- Outcome 5: *Students will be able to utilize technology to manage professional responsibilities.*
- Outcome 6: *Students will be able to create an equitable environment inclusive of all children, families, colleagues, and community.*
- Outcome 7: *Students will be able to implement knowledge of regulatory agencies that govern early childhood programs.*

### Courses Identified for Child Development Outcomes Assessment

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

### Courses Sampled for Child Development Outcomes Assessment

Sampled Courses	Total Sections	Total Enrollments	Number of Students Assessed in One or More Outcomes	
			N	%
CDEC 1323	3	39	38	97.4%
CDEC 1356	2	28	17	60.7%
CDEC 1359	2	19	10	52.6%
CDEC 1417	2	28	10	35.7%
CDEC 1458	1	20	16	80.0%
CDEC 2326	2	26	0	0.0%
CDEC 2328	1	12	0	0.0%
CDEC 2366	3	23	20	87.0%
CDEC 2422	2	28	13	46.4%
TECA 1303	5	106	65	61.3%
TECA 1311	2	17	0	0.0%
TECA 1318	3	43	29	67.4%

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

**Students declared in the program**

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1323	12	100.0	.	.	.	.	.	.	.	.	.	.	.	.
CDEC 1417	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
CDEC 1458	4	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Total	16	94.1%	.	.	.	.	.	.	.	.	.	.	1	5.9%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1323	6	100.0	.	.	.	.	.	.	.	.	.	.	.	.
CDEC 1417	.	.	.	.	.	.	.	.	.	.	.	.	3	100.0
CDEC 1458	2	50.0%	.	.	1	25.0%	.	.	1	25.0%	.	.	.	.
Total	8	61.5%	.	.	1	7.7%	.	.	1	7.7%	.	.	3	23.1%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Gender</b>														
Female	24	80.0%	.	.	1	3.3%	.	.	1	3.3%	.	.	4	13.3%
Male	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<b>Race/Ethnicity</b>														
Nat American or Alaskan	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	2	66.7%	.	.	.	.	.	.	1	33.3%	.	.	.	.
Hispanic or Latino Origin	15	78.9%	.	.	1	5.3%	.	.	.	.	.	.	3	15.8%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	5	83.3%	.	.	.	.	.	.	.	.	.	.	1	16.7%
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
<b>Age Group</b>														
17 & Under	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	7	58.3%	.	.	.	.	.	.	1	8.3%	.	.	4	33.3%
22 - 24	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
25 - 34	3	100.0	.	.	.	.	.	.	.	.	.	.	.	.
35 - 49	10	90.9%	.	.	1	9.1%	.	.	.	.	.	.	.	.
50 & Over	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
<b>Pell Status</b>														
Received Pell	10	76.9%	.	.	1	7.7%	.	.	1	7.7%	.	.	1	7.7%
Did NOT Receive Pell	4	80.0%	.	.	.	.	.	.	.	.	.	.	1	20.0%
No FASFA on Record	10	83.3%	.	.	.	.	.	.	.	.	.	.	2	16.7%
<b>First Generation</b>														
First Generation	15	83.3%	.	.	.	.	.	.	1	5.6%	.	.	2	11.1%
NOT First Generation	9	75.0%	.	.	1	8.3%	.	.	.	.	.	.	2	16.7%

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

**Students NOT declared in the program**

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1323	5	100.0	.	.	.	.	.	.	.	.	.	.	.	.
CDEC 1417	2	33.3%	.	.	.	.	.	.	.	.	.	.	4	66.7%
Total	7	63.6%	.	.	.	.	.	.	.	.	.	.	4	36.4%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1323	14	87.5%	1	6.3%	1	6.3%	.	.	.	.	.	.	.	.
CDEC 1417	7	38.9%	1	5.6%	1	5.6%	.	.	.	.	.	.	9	50.0%
CDEC 1458	9	75.0%	1	8.3%	.	.	.	.	2	16.7%	.	.	.	.
Total	30	65.2%	3	6.5%	2	4.3%	.	.	2	4.3%	.	.	9	19.6%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Gender</b>														
Female	37	64.9%	3	5.3%	2	3.5%	.	.	2	3.5%	.	.	13	22.8%
Male	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<b>Race/Ethnicity</b>														
Nat American or Alaskan	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	5	41.7%	1	8.3%	.	.	.	.	2	16.7%	.	.	4	33.3%
Hispanic or Latino Origin	28	73.7%	2	5.3%	2	5.3%	.	.	.	.	.	.	6	15.8%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	2	40.0%	.	.	.	.	.	.	.	.	.	.	3	60.0%
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
<b>Age Group</b>														
17 & Under	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	10	47.6%	2	9.5%	2	9.5%	.	.	1	4.8%	.	.	6	28.6%
22 - 24	8	61.5%	.	.	.	.	.	.	1	7.7%	.	.	4	30.8%
25 - 34	10	83.3%	.	.	.	.	.	.	.	.	.	.	2	16.7%
35 - 49	5	71.4%	1	14.3%	.	.	.	.	.	.	.	.	1	14.3%
50 & Over	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
<b>Pell Status</b>														
Received Pell	18	58.1%	1	3.2%	1	3.2%	.	.	2	6.5%	.	.	9	29.0%
Did NOT Receive Pell	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	18	72.0%	2	8.0%	1	4.0%	.	.	.	.	.	.	4	16.0%
<b>First Generation</b>														
First Generation	26	72.2%	2	5.6%	.	.	.	.	1	2.8%	.	.	7	19.4%
NOT First Generation	11	52.4%	1	4.8%	2	9.5%	.	.	1	4.8%	.	.	6	28.6%

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

Students declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1356	6	75.0%	.	.	.	.	.	.	.	.	.	.	2	25.0%
Total	6	75.0%	.	.	.	.	.	.	.	.	.	.	2	25.0%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1356	4	36.4%	.	.	.	.	.	.	.	.	.	.	7	63.6%
Total	4	36.4%	.	.	.	.	.	.	.	.	.	.	7	63.6%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Gender</b>														
Female	9	50.0%	.	.	.	.	.	.	.	.	.	.	9	50.0%
Male	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
<b>Race/Ethnicity</b>														
Nat American or Alaskan	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	1	25.0%	.	.	.	.	.	.	.	.	.	.	3	75.0%
Hispanic or Latino Origin	5	55.6%	.	.	.	.	.	.	.	.	.	.	4	44.4%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	3	75.0%	.	.	.	.	.	.	.	.	.	.	1	25.0%
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<b>Age Group</b>														
17 & Under	.	.	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	5	55.6%	.	.	.	.	.	.	.	.	.	.	4	44.4%
22 - 24	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
25 - 34	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
35 - 49	3	50.0%	.	.	.	.	.	.	.	.	.	.	3	50.0%
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<b>Pell Status</b>														
Received Pell	6	54.5%	.	.	.	.	.	.	.	.	.	.	5	45.5%
Did NOT Receive Pell	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	2	33.3%	.	.	.	.	.	.	.	.	.	.	4	66.7%
<b>First Generation</b>														
First Generation	4	44.4%	.	.	.	.	.	.	.	.	.	.	5	55.6%
NOT First Generation	6	60.0%	.	.	.	.	.	.	.	.	.	.	4	40.0%

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

**Students NOT declared in the program**

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1356	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Total	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1356	4	57.1%	1	14.3%	.	.	.	.	.	.	.	.	2	28.6%
Total	4	57.1%	1	14.3%	.	.	.	.	.	.	.	.	2	28.6%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Gender</b>														
Female	6	66.7%	1	11.1%	.	.	.	.	.	.	.	.	2	22.2%
Male	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<b>Race/Ethnicity</b>														
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	4	80.0%	.	.	.	.	.	.	.	.	.	.	1	20.0%
Hispanic or Latino Origin	2	66.7%	1	33.3%	.	.	.	.	.	.	.	.	.	.
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<b>Age Group</b>														
17 & Under	.	.	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	.	.	1	50.0%	.	.	.	.	.	.	.	.	1	50.0%
22 - 24	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
25 - 34	3	100.0	.	.	.	.	.	.	.	.	.	.	.	.
35 - 49	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
50 & Over	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
<b>Pell Status</b>														
Received Pell	6	85.7%	1	14.3%	.	.	.	.	.	.	.	.	.	.
Did NOT Receive Pell	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
No FASFA on Record	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
<b>First Generation</b>														
First Generation	5	71.4%	1	14.3%	.	.	.	.	.	.	.	.	1	14.3%
NOT First Generation	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%

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

**Students declared in the program**

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1359	2	50.0%	.	.	.	.	.	.	.	.	.	.	2	50.0%
TECA 1311	.	.	.	.	.	.	.	.	.	.	.	.	3	100.0
<b>Total</b>	<b>2</b>	<b>28.6%</b>	.	.	.	.	.	.	.	.	.	.	<b>5</b>	<b>71.4%</b>

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1359	2	50.0%	.	.	.	.	.	.	.	.	.	.	2	50.0%
TECA 1311	.	.	.	.	.	.	.	.	.	.	.	.	7	100.0
<b>Total</b>	<b>2</b>	<b>18.2%</b>	.	.	.	.	.	.	.	.	.	.	<b>9</b>	<b>81.8%</b>

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Gender</b>														
Female	4	22.2%	.	.	.	.	.	.	.	.	.	.	14	77.8%
Male	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<b>Race/Ethnicity</b>														
Nat American or Alaskan	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	1	33.3%	.	.	.	.	.	.	.	.	.	.	2	66.7%
Hispanic or Latino Origin	1	11.1%	.	.	.	.	.	.	.	.	.	.	8	88.9%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	1	25.0%	.	.	.	.	.	.	.	.	.	.	3	75.0%
International	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<b>Age Group</b>														
17 & Under	.	.	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	2	22.2%	.	.	.	.	.	.	.	.	.	.	7	77.8%
22 - 24	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
25 - 34	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
35 - 49	1	25.0%	.	.	.	.	.	.	.	.	.	.	3	75.0%
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
<b>Pell Status</b>														
Received Pell	1	12.5%	.	.	.	.	.	.	.	.	.	.	7	87.5%
Did NOT Receive Pell	2	66.7%	.	.	.	.	.	.	.	.	.	.	1	33.3%
No FASFA on Record	1	14.3%	.	.	.	.	.	.	.	.	.	.	6	85.7%
<b>First Generation</b>														
First Generation	1	12.5%	.	.	.	.	.	.	.	.	.	.	7	87.5%
NOT First Generation	3	30.0%	.	.	.	.	.	.	.	.	.	.	7	70.0%

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

**Students NOT declared in the program**

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1359	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
TECA 1311	.	.	.	.	.	.	.	.	.	.	.	.	4	100.0
Total	1	20.0%	.	.	.	.	.	.	.	.	.	.	4	80.0%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1359	4	40.0%	1	10.0%	.	.	.	.	1	10.0%	.	.	4	40.0%
TECA 1311	.	.	.	.	.	.	.	.	.	.	.	.	3	100.0
Total	4	30.8%	1	7.7%	.	.	.	.	1	7.7%	.	.	7	53.8%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Gender</b>														
Female	4	23.5%	1	5.9%	.	.	.	.	1	5.9%	.	.	11	64.7%
Male	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
<b>Race/Ethnicity</b>														
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	1	25.0%	1	25.0%	.	.	.	.	.	.	.	.	2	50.0%
Hispanic or Latino Origin	3	27.3%	.	.	.	.	.	.	1	9.1%	.	.	7	63.6%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
<b>Age Group</b>														
17 & Under	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	2	25.0%	.	.	.	.	.	.	1	12.5%	.	.	5	62.5%
22 - 24	1	33.3%	1	33.3%	.	.	.	.	.	.	.	.	1	33.3%
25 - 34	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
35 - 49	1	25.0%	.	.	.	.	.	.	.	.	.	.	3	75.0%
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<b>Pell Status</b>														
Received Pell	2	33.3%	1	16.7%	.	.	.	.	.	.	.	.	3	50.0%
Did NOT Receive Pell	.	.	.	.	.	.	.	.	.	.	.	.	3	100.0
No FASFA on Record	3	33.3%	.	.	.	.	.	.	1	11.1%	.	.	5	55.6%
<b>First Generation</b>														
First Generation	3	33.3%	1	11.1%	.	.	.	.	.	.	.	.	5	55.6%
NOT First Generation	2	22.2%	.	.	.	.	.	.	1	11.1%	.	.	6	66.7%



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

### Students declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1323	12	100.0	.	.	.	.	.	.	.	.	.	.	.	.
CDEC 1359	2	50.0%	.	.	.	.	.	.	.	.	.	.	2	50.0%
CDEC 2328	.	.	.	.	.	.	.	.	.	.	.	.	3	100.0
CDEC 2366	10	83.3%	1	8.3%	1	8.3%	.	.	.	.	.	.	.	.
Total	24	77.4%	1	3.2%	1	3.2%	.	.	.	.	.	.	5	16.1%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1323	6	100.0	.	.	.	.	.	.	.	.	.	.	.	.
CDEC 1359	2	50.0%	.	.	.	.	.	.	.	.	.	.	2	50.0%
CDEC 2328	.	.	.	.	.	.	.	.	.	.	.	.	4	100.0
CDEC 2366	.	.	.	.	.	.	.	.	1	100.0	.	.	.	.
Total	8	53.3%	.	.	.	.	.	.	1	6.7%	.	.	6	40.0%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Gender</b>														
Female	32	69.6%	1	2.2%	1	2.2%	.	.	1	2.2%	.	.	11	23.9%
Male	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<b>Race/Ethnicity</b>														
Nat American or Alaskan	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	3	60.0%	.	.	.	.	.	.	.	.	.	.	2	40.0%
Hispanic or Latino Origin	18	64.3%	1	3.6%	1	3.6%	.	.	1	3.6%	.	.	7	25.0%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	8	80.0%	.	.	.	.	.	.	.	.	.	.	2	20.0%
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
<b>Age Group</b>														
17 & Under	1	50.0%	.	.	1	50.0%	.	.	.	.	.	.	.	.
18 - 21	8	72.7%	.	.	.	.	.	.	.	.	.	.	3	27.3%
22 - 24	3	100.0	.	.	.	.	.	.	.	.	.	.	.	.
25 - 34	6	60.0%	.	.	.	.	.	.	1	10.0%	.	.	3	30.0%
35 - 49	12	66.7%	1	5.6%	.	.	.	.	.	.	.	.	5	27.8%
50 & Over	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
<b>Pell Status</b>														
Received Pell	16	64.0%	1	4.0%	.	.	.	.	1	4.0%	.	.	7	28.0%
Did NOT Receive Pell	4	100.0	.	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	12	70.6%	.	.	1	5.9%	.	.	.	.	.	.	4	23.5%
<b>First Generation</b>														
First Generation	21	70.0%	1	3.3%	1	3.3%	.	.	.	.	.	.	7	23.3%
NOT First Generation	11	68.8%	.	.	.	.	.	.	1	6.3%	.	.	4	25.0%

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

**Students NOT declared in the program**

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1323	3	60.0%	.	.	2	40.0%	.	.	.	.	.	.	.	.
CDEC 1359	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
CDEC 2366	4	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Total	8	80.0%	.	.	2	20.0%	.	.	.	.	.	.	.	.

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1323	15	93.8%	.	.	1	6.3%	.	.	.	.	.	.	.	.
CDEC 1359	3	30.0%	1	10.0%	1	10.0%	.	.	1	10.0%	.	.	4	40.0%
CDEC 2328	.	.	.	.	.	.	.	.	.	.	.	.	5	100.0
CDEC 2366	5	83.3%	.	.	1	16.7%	.	.	.	.	.	.	.	.
Total	23	62.2%	1	2.7%	3	8.1%	.	.	1	2.7%	.	.	9	24.3%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Gender</b>														
Female	30	65.2%	1	2.2%	5	10.9%	.	.	1	2.2%	.	.	9	19.6%
Male	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
<b>Race/Ethnicity</b>														
Nat American or Alaskan	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	7	70.0%	.	.	1	10.0%	.	.	.	.	.	.	2	20.0%
Hispanic or Latino Origin	22	68.8%	.	.	3	9.4%	.	.	1	3.1%	.	.	6	18.8%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	.	.	.	.	1	50.0%	.	.	.	.	.	.	1	50.0%
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	1	50.0%	1	50.0%	.	.	.	.	.	.	.	.	.	.
<b>Age Group</b>														
17 & Under	5	100.0	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	11	55.0%	.	.	4	20.0%	.	.	1	5.0%	.	.	4	20.0%
22 - 24	6	85.7%	.	.	.	.	.	.	.	.	.	.	1	14.3%
25 - 34	3	75.0%	.	.	.	.	.	.	.	.	.	.	1	25.0%
35 - 49	4	50.0%	1	12.5%	.	.	.	.	.	.	.	.	3	37.5%
50 & Over	2	66.7%	.	.	1	33.3%	.	.	.	.	.	.	.	.
<b>Pell Status</b>														
Received Pell	13	68.4%	.	.	2	10.5%	.	.	.	.	.	.	4	21.1%
Did NOT Receive Pell	1	33.3%	.	.	.	.	.	.	.	.	.	.	2	66.7%
No FASFA on Record	17	68.0%	1	4.0%	3	12.0%	.	.	1	4.0%	.	.	3	12.0%
<b>First Generation</b>														
First Generation	16	64.0%	1	4.0%	2	8.0%	.	.	.	.	.	.	6	24.0%
NOT First Generation	15	68.2%	.	.	3	13.6%	.	.	1	4.5%	.	.	3	13.6%

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

Students declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
CDEC 2326	.	.	.	.	.	.	.	.	.	.	.	.	.	4	100.0
TECA 1303	5	62.5%	.	.	.	.	.	.	.	.	.	.	.	3	37.5%
Total	5	41.7%	.	.	.	.	.	.	.	.	.	.	.	7	58.3%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
CDEC 2326	.	.	.	.	.	.	.	.	.	.	.	.	.	5	100.0
TECA 1303	3	60.0%	.	.	.	.	.	.	.	.	.	.	.	2	40.0%
Total	3	30.0%	.	.	.	.	.	.	.	.	.	.	.	7	70.0%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
<b>Gender</b>															
Female	8	36.4%	.	.	.	.	.	.	.	.	.	.	.	14	63.6%
Male	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<b>Race/Ethnicity</b>															
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
Black or African-American	1	33.3%	.	.	.	.	.	.	.	.	.	.	.	2	66.7%
Hispanic or Latino Origin	5	33.3%	.	.	.	.	.	.	.	.	.	.	.	10	66.7%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	1	50.0%	.	.	.	.	.	.	.	.	.	.	.	1	50.0%
International	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<b>Age Group</b>															
17 & Under	2	66.7%	.	.	.	.	.	.	.	.	.	.	.	1	33.3%
18 - 21	2	50.0%	.	.	.	.	.	.	.	.	.	.	.	2	50.0%
22 - 24	1	33.3%	.	.	.	.	.	.	.	.	.	.	.	2	66.7%
25 - 34	.	.	.	.	.	.	.	.	.	.	.	.	.	5	100.0
35 - 49	2	33.3%	.	.	.	.	.	.	.	.	.	.	.	4	66.7%
50 & Over	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.	.
<b>Pell Status</b>															
Received Pell	1	12.5%	.	.	.	.	.	.	.	.	.	.	.	7	87.5%
Did NOT Receive Pell	2	66.7%	.	.	.	.	.	.	.	.	.	.	.	1	33.3%
No FASFA on Record	5	45.5%	.	.	.	.	.	.	.	.	.	.	.	6	54.5%
<b>First Generation</b>															
First Generation	3	23.1%	.	.	.	.	.	.	.	.	.	.	.	10	76.9%
NOT First Generation	5	55.6%	.	.	.	.	.	.	.	.	.	.	.	4	44.4%

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

Students NOT declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
TECA 1303	27	69.2%	.	.	2	5.1%	.	.	1	2.6%	.	.	9	23.1%
Total	27	69.2%	.	.	2	5.1%	.	.	1	2.6%	.	.	9	23.1%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 2326	.	.	.	.	.	.	.	.	.	.	.	.	17	100.0
TECA 1303	28	51.9%	2	3.7%	5	9.3%	.	.	.	.	.	.	19	35.2%
Total	28	39.4%	2	2.8%	5	7.0%	.	.	.	.	.	.	36	50.7%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Gender</b>														
Female	54	50.9%	1	0.9%	6	5.7%	.	.	1	0.9%	.	.	44	41.5%
Male	1	25.0%	1	25.0%	1	25.0%	.	.	.	.	.	.	1	25.0%
<b>Race/Ethnicity</b>														
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
Asian	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	1	11.1%	1	11.1%	2	22.2%	.	.	.	.	.	.	5	55.6%
Hispanic or Latino Origin	47	56.6%	1	1.2%	4	4.8%	.	.	1	1.2%	.	.	30	36.1%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	3	25.0%	.	.	1	8.3%	.	.	.	.	.	.	8	66.7%
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	3	75.0%	.	.	.	.	.	.	.	.	.	.	1	25.0%
<b>Age Group</b>														
17 & Under	8	42.1%	.	.	3	15.8%	.	.	.	.	.	.	8	42.1%
18 - 21	24	50.0%	2	4.2%	2	4.2%	.	.	.	.	.	.	20	41.7%
22 - 24	5	35.7%	.	.	2	14.3%	.	.	1	7.1%	.	.	6	42.9%
25 - 34	13	65.0%	.	.	.	.	.	.	.	.	.	.	7	35.0%
35 - 49	4	57.1%	.	.	.	.	.	.	.	.	.	.	3	42.9%
50 & Over	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
<b>Pell Status</b>														
Received Pell	20	51.3%	1	2.6%	.	.	.	.	.	.	.	.	18	46.2%
Did NOT Receive Pell	5	33.3%	.	.	1	6.7%	.	.	.	.	.	.	9	60.0%
No FASFA on Record	30	53.6%	1	1.8%	6	10.7%	.	.	1	1.8%	.	.	18	32.1%
<b>First Generation</b>														
First Generation	28	51.9%	.	.	2	3.7%	.	.	.	.	.	.	24	44.4%
NOT First Generation	27	48.2%	2	3.6%	5	8.9%	.	.	1	1.8%	.	.	21	37.5%

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

**Students declared in the program**

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

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

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
<b>Gender</b>															
Female	.	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
Male	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<b>Race/Ethnicity</b>															
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Hispanic or Latino Origin	.	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<b>Age Group</b>															
17 & Under	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	.	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
22 - 24	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
25 - 34	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
35 - 49	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<b>Pell Status</b>															
Received Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
Did NOT Receive Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	.	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
<b>First Generation</b>															
First Generation	.	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
NOT First Generation	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

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

**Students NOT declared in the program**

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 2422	3	37.5%	.	.	.	.	.	.	.	.	.	.	5	62.5%
Total	3	37.5%	.	.	.	.	.	.	.	.	.	.	5	62.5%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 2422	10	55.6%	.	.	.	.	.	.	.	.	.	.	8	44.4%
Total	10	55.6%	.	.	.	.	.	.	.	.	.	.	8	44.4%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Gender</b>														
Female	13	50.0%	.	.	.	.	.	.	.	.	.	.	13	50.0%
Male	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<b>Race/Ethnicity</b>														
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	.	.	.	.	.	.	.	.	.	.	.	.	3	100.0
Hispanic or Latino Origin	12	60.0%	.	.	.	.	.	.	.	.	.	.	8	40.0%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	1	33.3%	.	.	.	.	.	.	.	.	.	.	2	66.7%
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<b>Age Group</b>														
17 & Under	.	.	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	1	16.7%	.	.	.	.	.	.	.	.	.	.	5	83.3%
22 - 24	4	50.0%	.	.	.	.	.	.	.	.	.	.	4	50.0%
25 - 34	4	50.0%	.	.	.	.	.	.	.	.	.	.	4	50.0%
35 - 49	3	100.0	.	.	.	.	.	.	.	.	.	.	.	.
50 & Over	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
<b>Pell Status</b>														
Received Pell	1	11.1%	.	.	.	.	.	.	.	.	.	.	8	88.9%
Did NOT Receive Pell	.	.	.	.	.	.	.	.	.	.	.	.	.	.
No FASFA on Record	12	70.6%	.	.	.	.	.	.	.	.	.	.	5	29.4%
<b>First Generation</b>														
First Generation	13	65.0%	.	.	.	.	.	.	.	.	.	.	7	35.0%
NOT First Generation	.	.	.	.	.	.	.	.	.	.	.	.	6	100.0

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

Students declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
CDEC 2328	.	.	.	.	.	.	.	.	.	.	.	.	.	3	100.0
TECA 1318	4	44.4%	.	.	.	.	.	.	.	.	.	.	.	5	55.6%
Total	4	33.3%	.	.	.	.	.	.	.	.	.	.	.	8	66.7%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
CDEC 2328	.	.	.	.	.	.	.	.	.	.	.	.	.	4	100.0
TECA 1318	2	50.0%	.	.	.	.	.	.	.	.	.	.	.	2	50.0%
Total	2	25.0%	.	.	.	.	.	.	.	.	.	.	.	6	75.0%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
<b>Gender</b>															
Female	6	30.0%	.	.	.	.	.	.	.	.	.	.	.	14	70.0%
Male	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<b>Race/Ethnicity</b>															
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	2	40.0%	.	.	.	.	.	.	.	.	.	.	.	3	60.0%
Hispanic or Latino Origin	3	27.3%	.	.	.	.	.	.	.	.	.	.	.	8	72.7%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	1	33.3%	.	.	.	.	.	.	.	.	.	.	.	2	66.7%
International	.	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<b>Age Group</b>															
17 & Under	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	1	25.0%	.	.	.	.	.	.	.	.	.	.	.	3	75.0%
22 - 24	.	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
25 - 34	1	25.0%	.	.	.	.	.	.	.	.	.	.	.	3	75.0%
35 - 49	.	.	.	.	.	.	.	.	.	.	.	.	.	7	100.0
50 & Over	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.	.
<b>Pell Status</b>															
Received Pell	1	11.1%	.	.	.	.	.	.	.	.	.	.	.	8	88.9%
Did NOT Receive Pell	1	50.0%	.	.	.	.	.	.	.	.	.	.	.	1	50.0%
No FASFA on Record	4	44.4%	.	.	.	.	.	.	.	.	.	.	.	5	55.6%
<b>First Generation</b>															
First Generation	4	30.8%	.	.	.	.	.	.	.	.	.	.	.	9	69.2%
NOT First Generation	2	28.6%	.	.	.	.	.	.	.	.	.	.	.	5	71.4%

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

Students NOT declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
TECA 1318	2	50.0%	.	.	.	.	.	.	.	.	.	.	2	50.0%
Total	2	50.0%	.	.	.	.	.	.	.	.	.	.	2	50.0%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 2328	.	.	.	.	.	.	.	.	.	.	.	.	5	100.0
TECA 1318	20	76.9%	1	3.8%	1	3.8%	.	.	.	.	.	.	4	15.4%
Total	20	64.5%	1	3.2%	1	3.2%	.	.	.	.	.	.	9	29.0%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Fac Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Gender</b>														
Female	20	64.5%	.	.	1	3.2%	.	.	.	.	.	.	10	32.3%
Male	2	50.0%	1	25.0%	.	.	.	.	.	.	.	.	1	25.0%
<b>Race/Ethnicity</b>														
Nat American or Alaskan	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	2	33.3%	.	.	1	16.7%	.	.	.	.	.	.	3	50.0%
Hispanic or Latino Origin	17	68.0%	1	4.0%	.	.	.	.	.	.	.	.	7	28.0%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
<b>Age Group</b>														
17 & Under	9	81.8%	1	9.1%	1	9.1%	.	.	.	.	.	.	.	.
18 - 21	6	50.0%	.	.	.	.	.	.	.	.	.	.	6	50.0%
22 - 24	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
25 - 34	5	83.3%	.	.	.	.	.	.	.	.	.	.	1	16.7%
35 - 49	1	33.3%	.	.	.	.	.	.	.	.	.	.	2	66.7%
50 & Over	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
<b>Pell Status</b>														
Received Pell	5	62.5%	.	.	.	.	.	.	.	.	.	.	3	37.5%
Did NOT Receive Pell	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
No FASFA on Record	17	68.0%	1	4.0%	1	4.0%	.	.	.	.	.	.	6	24.0%
<b>First Generation</b>														
First Generation	9	50.0%	.	.	1	5.6%	.	.	.	.	.	.	8	44.4%
NOT First Generation	13	76.5%	1	5.9%	.	.	.	.	.	.	.	.	3	17.6%



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

### Faculty Assessment Methodology

#### CDEC 1323:

Methodology	Attachment(s)
Assignment Instructions: 1. Plan to observe in a childcare center that you work in or in the San Jacinto College Lab School on the central campus. 2. Use a RUNNING RECORD to observe one child for 10-15 minutes. Repeat with a second child. 3. At the END write your interpretations of the children's activities. 3. Include a summary of the process of this type of observation with an evaluation of your accuracy, completeness, and objectivity.	
Students used appropriate screening tools to observe children, assess their development skills and developed strategies for parents or teachers to engage children's development and learning.	
Students used appropriate screening tools to observe children, assess their development skills and developed strategies for parents or teachers to engage children's development and learning.	

#### CDEC 1417:

Methodology	Attachment(s)
Your statements are intended to reflect your own teaching practices in each of the functional areas such as physical, cognitive, etc.. Competency Statement 2 ? To advance physical and intellectual competence. Write a statement that describes how your teaching practices meet the standards for physical and intellectual competence. Write one paragraph for each functional area. Then write one paragraph each for the following requirements: REQUIREMENT (CS2a) Pick one of the nine learning experiences you created (ex. Science/Sensory Language/Literacy Creative Arts learning activity etc.). How does this experience reflect your philosophy of how to support young children's physical development? REQUIREMENT (CS2b) ? Pick one of the nine learning experiences you created. How does this experience reflect your philosophy of how to support young children's cognitive development? REQUIREMENT (CS2c) ? Pick one of the nine learning experiences you created. How does this experience reflect your philosophy of how to support young children's creative development? REQUIREMENT (CS2d) ? Write an additional paragraph that describes ways to promote the communication/language development among all children, including dual language learners.	

#### CDEC 1458:

Methodology	Attachment(s)
The students were to present two developmentally appropriate activities virtually. The activity was assessed against a rubric with 4 criteria (Components, Timing, Creativity/Innovation, and Developmentally Appropriate Practices). Each criterion had a numerical value. A copy of the assignment rubric and guidelines are attached. To be considered successful, students achieved a grade of 75 or above.	Attachment1
	Attachment2

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

**Faculty Assessment Methodology**

**CDEC 1356:**

Methodology	Attachment(s)
<p>Students were assessed using their response a written assignment demonstrating how they will assess the effectiveness of a language/literacy activity for young children. To be successful, students must score 80 or more of 100 points when completing the following assignment: 1). Describe how the activity will be introuced to children 2) Describe the activity sequence ? how the activity will proceed from beginning to end 3) Describe how you will evaluate learning to see if the activity was successful.</p>	

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

### Faculty Assessment Methodology

CDEC 1359:

Methodology	Attachment(s)
<p>Students were to display an understanding of the significance of advocacy for children with special needs and their families through a creative image and written component. Assignment ? Advocacy Flyer: Students were to read chapters one and two in the course textbook and complete the following: a) Create a flyer that reflects the importance of early intervention and laws that affect children with exceptionalities b) Write two paragraphs (1) describing the image and (2) explaining the role of advocacy for children with special needs and their families The activity was assessed against a rubric with three criteria (Creativity, Written Component, and Timeliness). Each criterion had a numerical value. A copy of the assignment rubric is attached. To be considered successful, students achieved a grade of 75 or above.</p>	Attachment1

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

### Faculty Assessment Methodology

#### CDEC 1323:

Methodology	Attachment(s)
I observed the student in their observation setting working with the children they had been with the entire semester.	
Students completed a discussion post describing their professional role in keeping assessment information about children confidential and strategies they would implement when faced with an ethical dilemma.	
Students completed a discussion post describing their professional role in keeping assessment information about children confidential and strategies they would implement when faced with an ethical dilemma.	

#### CDEC 1359:

Methodology	Attachment(s)
Students were to complete a critical reading analysis in which responses to questions related to causes, incidences, and characteristics of exceptionalities related to the domains of development were required. Assignment ? Critical Reading Analysis: Students were to read a peer-reviewed article that addressed early identification/intervention and prevention of emotional and behavioral disorders. Students responded to the article with a written critical analysis. The assignment prompts are below: a) Share knowledge gained from reading the article b) Identify three important facts in the article c) Explain the implications for teachers d) Connect the information in the article to that in the textbook The responses were assessed against a rubric with 3 criteria that each had 3 different levels of performance (Novice, Competent, Proficient). A copy of the rubric is attached. To be considered successful, students achieved a grade of 75 or above.	Attachment1

#### CDEC 2366:

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

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

**Faculty Assessment Methodology**

**TECA 1303:**

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

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

**Faculty Assessment Methodology**

**CDEC 2422:**

Methodology	Attachment(s)
<p>Begin your reflective statement about Competency Standard IV with a paragraph describing how your teaching practices meet this standard. Then prepare at least one paragraph on each of the following: 1) How do you ensure that families are kept aware of what's happening in their child's daily/weekly life in your program? 2) How do you ensure that you are aware of what's happening in each child's home life? How does that awareness direct your teaching practices? 3) Reflect on the feedback you received in the Family Questionnaires you collected. Explain how the responses surprised you, confirmed your own reflections about yourself and/or gave you a new goal for professional growth</p>	

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

**Faculty Assessment Methodology**

**TECA 1318:**

Methodology	Attachment(s)
<p>Students completed a field experience assignment in which they were to implement knowledge of regulatory agencies. In field experience 2, students were to complete an early childhood program safety checklist that included requirements from the Texas Minimum Standards and determine if all standards included were in compliance. Students were successful if they received a grade of 75 or above.</p>	
<p>The students located and submitted information about local regulatory agencies. The information included location of the agencies and the services provided by the agencies. Student deemed successful meeting 75%.</p>	