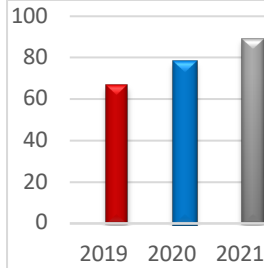
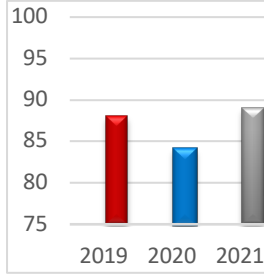
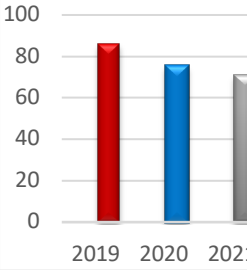


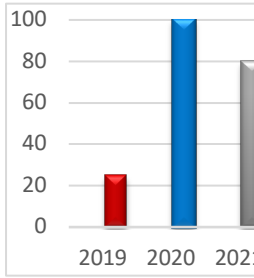
Program Outcomes Assessment Table (POAT)
Program: Associate Degree in Applied Science; Major in Early Care and Education
Academic Year: 2021-2022

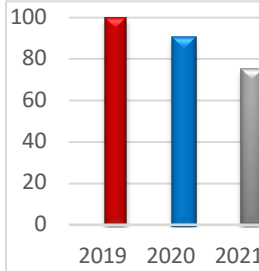
College Outcomes	Program Outcomes Graduates will be able to:	Course Learning Outcomes Students will be able to:	Performance Measure	Results	Curricula Use of Results	Success Trends								
2, 3	<p>Standard 1: Child Development and Learning in Context Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.</p>	<p>While placed in a lab placement setting that includes exceptional children, the student will observe and record information in specified areas of development, research specific areas of disability, design and implement learning opportunities, and document findings in a Case Study paper.</p>	<p>Benchmark: 80% of students in ECD 107 will earn a passing grade on the Case Study assignment. Action Level: Below 80%</p>	<p>Benchmark Met 83% of students who completed the assignment earned a passing score.</p>	<p>This comprehensive assignment requires students use skills gained over time to observe, interact, research, plan, and implement activities in the classroom that support the needs of an exceptional child. In 2019 & 2020 the students were not permitted to attend lab placement settings due to COVID and video observations provided by the instructor were substituted for classroom experiences. In 2021 the students were permitted to return to lab placement settings for real life experiences. Because students were able to return to lab practicum placements, they were able to gain a deeper understanding of child development, the uniqueness of each individual child, the importance of relationships,</p>	 <table border="1"> <caption>Success Trends Data</caption> <thead> <tr> <th>Year</th> <th>Success Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>65</td> </tr> <tr> <td>2020</td> <td>78</td> </tr> <tr> <td>2021</td> <td>85</td> </tr> </tbody> </table>	Year	Success Rate (%)	2019	65	2020	78	2021	85
Year	Success Rate (%)													
2019	65													
2020	78													
2021	85													

					and providing appropriate instruction based on the needs of the child. In order to continue improving on the assignment, instructors will spend class time discussing and reviewing the requirements and providing individual support as needed.									
2	<p>Standard 2: Family-Teacher Partnerships and Community Connections</p> <p>Early childhood educators understand that successful early childhood education depends upon educators’ partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children’s development and learning. They (c) use community resources to support young children’s learning and development and to support children’s families, and they build connections between early learning settings, schools, and</p>	<p>Students will demonstrate the ability to actively engage with parents and children while completing the Parent Engagement Plan assignment. Students will meet with families, gather information, complete assessments, plan and provide activities for parents to use with their children and reflect on the parent survey responses to improve their planning and teaching skills.</p>	<p>Benchmark: 80% of Students in 108 will score a passing grade or higher on the Family Engagement Plan assignment.</p> <p>Action Level: Below 80%</p>	<p>Benchmark Met</p> <p>91.66% of students earned a passing score on the assignment.</p>	<p>Due to COVID restrictions, this assignment was completed virtually in 2019 and 2020. It is more difficult for students to connect with families when they are not able to meet with them face-to-face. The students were able to conduct interviews and assessments face-to-face in 2021. This return to face-to-face interactions and engagement provided students with more thorough background information and enabled them to engage on a more personal level with the families and children. To continue moving forward next year, instructors will provide additional online reference materials for students and will spend class time reviewing the assignment requirements and discussing parent/student interactions.</p>	<table border="1"> <caption>Bar Chart Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>65%</td> </tr> <tr> <td>2020</td> <td>92%</td> </tr> <tr> <td>2021</td> <td>92%</td> </tr> </tbody> </table>	Year	Percentage	2019	65%	2020	92%	2021	92%
Year	Percentage													
2019	65%													
2020	92%													
2021	92%													

	community organizations and agencies.													
	<p>Standard 3: Child Observation, Documentation, and Assessment</p> <p>Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children’s progress and, based on the findings, to plan learning experiences.</p>	<p>ECD 203 students will observe, document and use a variety of assessment tools. Students will demonstrate the ability to use ethically grounded and developmentally, culturally, ability, and linguistically appropriate assessment tools to document developmental progress and promote positive outcomes for each child by using the results to plan learning experiences.</p>	<p>Benchmark: 80% of students in ECD 203 will earn a passing grade on the Assessments assignment.</p> <p>Action Level: Below 80%</p>	<p>Benchmark Met 89% of students earned a passing score on the assignment.</p>	<p>Students begin learning about and practicing assessments in EDU 204, a pre-requisite course to ECD 203. Using this previous knowledge, students build on their observation, documentation, reflection and planning skills by choosing and completing assessments in a preschool lab practicum setting. During 2020, the students were not able to attend lab practicum settings due to the COVID shutdown and video observations provided by instructors were used instead. Without the ability to practice in person, it was more difficult for students to connect theory to practice as demonstrated by the drop on success in 2020. In 2021 students have been able to return to preschool classrooms to complete these assessments. Which has resulted in improved student comprehension and practice skill levels. Students are more successful when provided with real life experiences that support instructional theory. Moving forward, students will continue to use lab</p>	 <table border="1"> <caption>Success Rates by Year</caption> <thead> <tr> <th>Year</th> <th>Success Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>88</td> </tr> <tr> <td>2020</td> <td>84</td> </tr> <tr> <td>2021</td> <td>89</td> </tr> </tbody> </table>	Year	Success Rate (%)	2019	88	2020	84	2021	89
Year	Success Rate (%)													
2019	88													
2020	84													
2021	89													

					<p>practicum settings to complete assessments and instructors will discuss practicum experiences in the classroom to deepen student knowledge.</p>									
	<p>Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.</p>	<p>Students will demonstrate Positive relationships and interactions with children in the preschool lab practicum setting which is a component of the Integrated Teaching Plan. They will use teaching skills that follow developmentally appropriate practice for young children. In developing the Integrated Teaching Plan, a broad repertoire of culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches will be used.</p>	<p>Benchmark: 80% of students in ECD 237 will earn a passing score for the Integrated Teaching Plan assignment.</p> <p>Action Level: Below 80%</p>	<p>Benchmark Not Met 71% of student</p>	<p>Due to COVID restrictions in 2019 and 2020, most students in ECD 237 in 2020 and in 2021 did not have the opportunity to complete lab practicum experiences face-to-face during COVID. The first face-to-face lab practicum experience for most of the 2021 ECD 237 students was in the fall of 2021 while enrolled in ECD 237. Because of this, it was more difficult for these students to connect theory with practice as they completed this comprehensive capstone assignment. Without real life experiences working with children, students had more difficulty choosing and planning developmentally appropriate activities. Moving forward, students will attend lab practicum placements in EDU 204, ECD 203, and ECD 107 prior to enrolling in ECD 237 to give them real life experiences that support coursework. When enrolled in ECD 237, students will attend lab</p>	 <table border="1"> <caption>Bar Chart Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>85%</td> </tr> <tr> <td>2020</td> <td>75%</td> </tr> <tr> <td>2021</td> <td>71%</td> </tr> </tbody> </table>	Year	Percentage	2019	85%	2020	75%	2021	71%
Year	Percentage													
2019	85%													
2020	75%													
2021	71%													

					<p>practicum weekly as a part of the course in preparation for student teaching in ECD 243.</p>									
	<p>Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum</p>	<p>The Integrated Teaching Plans created in ECD 237 are implemented in ECD 243 during the Supervised Field Experience student teaching experience. Students demonstrate the ability to revise plans based on the needs of the students, teach content and domain knowledge using developmentally appropriate practices, and ensure that learning will be stimulating, challenging, and meaningful to each child.</p>	<p>Benchmark: 80% of students in ECD 243 will earn a passing grade on this assignment.</p> <p>Action Level: Below 80%</p>	<p>Benchmark Met 80% of students met the standard for implementing lesson plans.</p>	<p>Due to the COVID shutdown in the spring of 2019, ECD students no longer had access to lab practicum placements unless they were already working in a childcare center or school setting. Because of this, in 2019, only 2 of the 8 students enrolled in ECD 243 were able to complete their student teaching experience. Extended time was provided for students to complete student teaching, but the 6 remaining students did not return and complete the degree. Because COVID restrictions continued into 2020, only 4 students enrolled in ECD 243 with access to student teaching settings continuing to be extremely limited. All of these students were successful which is reflected in the data, but the low student count due to COVID should be mentioned. In 2021, low enrollment has continued in the 2nd year courses as long-term impact of the COVID shutdown. Moving forward, the program will continue to</p>	 <table border="1"> <caption>Student Success Rates for ECD 243</caption> <thead> <tr> <th>Year</th> <th>Success Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>25</td> </tr> <tr> <td>2020</td> <td>100</td> </tr> <tr> <td>2021</td> <td>80</td> </tr> </tbody> </table>	Year	Success Rate (%)	2019	25	2020	100	2021	80
Year	Success Rate (%)													
2019	25													
2020	100													
2021	80													

	<p>development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.</p>				<p>build and maintain community connections with childcare centers and school districts to ensure that students have access to student teaching settings. We are also focusing on rebuilding the number of students completing the program by reaching out to students that have not completed their program due to COVID as well as reaching out to new students interested in enrolling in the program.</p>									
	<p>Standard 6: Professionalism as an Early Childhood Educator Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early</p>	<p>Students document their viewpoints and reflect on classroom practices related to professionalism as an early childhood educator by completing the Philosophy of Teaching paper. Students use written communication skills to reflect on how they see themselves in the education field, how they will advocate for children and the profession, their understanding of</p>	<p>Benchmark: 80% of students in ECD 243 will earn a passing grade on this assignment.</p> <p>Action Level: Below 80%</p>	<p>Benchmark Not Met 75% of students met this standard.</p>	<p>Students are encouraged to identify professionally with the field of Early Care and Education beginning in ECD 101 Introduction to Early Childhood Education and there is follow up in ECD 105, ECD 107, ECD 203, and ECD 243. This sense of professionalism develops over time as students participate in lab practicum experiences and complete related assignments throughout the program. Due to COVID restrictions in 2019 and 2020, most students enrolled in ECD 243 in 2021 did not have the opportunity to attend lab practicum for 3 of the 5 lab courses in the program. This lack of real-life experience</p>	 <table border="1"> <caption>Student Performance Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>100%</td> </tr> <tr> <td>2020</td> <td>~90%</td> </tr> <tr> <td>2021</td> <td>~75%</td> </tr> </tbody> </table>	Year	Percentage	2019	100%	2020	~90%	2021	~75%
Year	Percentage													
2019	100%													
2020	~90%													
2021	~75%													

	<p>childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.</p>	<p>professional guidelines and how they plan to continue forward as a lifelong learner working with others in this profession.</p>			<p>has made it more difficult for students to understand and connect with the field of professional education. As seen in the data, all of the students in 2019 who had completed all previous lab requirements face-to-face were successful, but in 2020 and 2021 this lack of real-life experience has impacted student knowledge and comprehension. Moving forward, we will continue lab practicum placements as well as providing instruction in professionalism throughout the program. Additionally, we have added ECD 201 Principals of Ethics and Leadership as a required course for the degree.</p>	
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Program Outcomes Assessment Table (POAT)