



# **Program Assessment Report**

**2021 - 2022**

**Instruction - Child Development/Early Childhood**

**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 have opportunities for discussion and observation to analyze cognitive development theoretical principles and play in social situations  
**PSLO Status:** Active  
**Planned Assessment Cycles:** 2017, 2018, 2019, 20 - 21, 21 - 22, 22 - 23  
**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  <b>Measure:</b> Case Study                      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 building a case study on a particular child. The student will observe the same preschool child at a childcare center for a minimum of 4 hours across multiple days, having opportunities to observe both inside and outside. The student will give examples of behaviors observed which link to Piaget's theory and Vygotsky's theory, language development, and the role the environment plays in supporting cognitive development.  <b>Target:</b> At least 80% of the students will score at least a 2 or higher (out of 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> 03/28/2022  <b>Findings Analysis:</b> During the Fall 2021, 100% (n = 4) of CDEC students completed this task with at least a 2 or higher out of 3 on the assessment rubric.  <b>Reporting Period:</b> 21 - 22  <b>Student Population:</b> Traditional</p> <p><b>Aggregate Results</b>  <b>Total number of students assessed:</b> 4  <b>Total number of students who met the target:</b> 4  <b>Conclusion:</b> Target Met</p> <p><b>Results Disaggregated by Modality</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> 1  <b>Number of online students who met target:</b> 1</p> <p><b>Results Disaggregated by Length of Course</b>  <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 3  <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 3  <b>Number of students enrolled in 16-week course assessed:</b> 1  <b>Number of students enrolled in 16-week course who met target?:</b> 1</p> <p><b>General Education</b>  <b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable</p> <p><b>Use of Results:</b></p>

Measure	Finding
	<p><b>Submission Date:</b> 04/04/2022</p> <p><b>Use of Results:</b> During the Fall 2021 semester, the instructor added additional video resources to Canvas to assist students in understanding this content so they are better able to later identify examples on their own. Additionally, given the hybrid and online nature of this class, the instructor provided a non-mandatory online Zoom help session for any student to have opportunities to discuss their assignment and/or ask questions. The instructor will continue to use these new ideas to help students with the completion of this PSLO</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 learn about children through observation and reflect on children’s work and play to identify its connection to Piaget and Vygotsky’s theory as well as identify language development examples.

**PSLO Status:** Active

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

**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 building a case study on a particular child. The student will observe the same preschool child at a childcare center for a minimum of 4 hours across multiple days, having opportunities to observe both inside and outside. The student will give examples of behaviors observed which link to Piaget’s theory and Vygotsky’s theory, language development, and the role the environment plays in supporting cognitive development.</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> 03/28/2022</p> <p><b>Findings Analysis:</b> During the Fall of 2021, 100% (n = 4) of CDEC students completed this task with a score of 2 or higher out of 3 on the assessment rubric.</p> <p><b>Reporting Period:</b> 21 - 22</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> 1</p> <p><b>Number of online students who met target:</b> 1</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> 3</p>

Measure	Finding
	<p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target: 3</b>  <b>Number of students enrolled in 16-week course assessed: 1</b>  <b>Number of students enrolled in 16-week course who met target?: 1</b></p> <p><b><u>General Education</u></b>  <b>Which General Education Goal and Objective does this result support?: None/Not Applicable</b></p> <p><b><u>Use of Results:</u></b>  <b>Submission Date:</b> 05/23/2022  <b>Use of Results:</b> Given the success of the students on this measure, the instructor will continue to provide existing resources, including lecture examples to support student's success in understanding Piaget's theory, Vygotsky's theory, and language development as well as video examples that show children demonstrating these concepts in action, thus helping students be able to identify such examples when completing their own observations.</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 teaching strategies and/or appropriate materials that influence learning.

**PSLO Status:** Active

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

**Curriculum Mapping:** CDEC1313 (1, 2), CDEC1358 (1), TECA1318 (2), CDEC1321 (1, 2), CDEC1356 (2), TECA1354 (3)

Measure	Finding
<p><b>Measure Status:</b> Inactive  <b>Measure:</b> Candidates provide environments that are safe, clean, and healthy. The learning environment is arranged with children's needs in mind. Low, child-sized furnishings are used in clearly defined spaces. Materials provided are appropriate for this age group, sufficient in quantity, complete and in good repair. The candidate's interactions with children are respectful and build trust and security.  <b>Target:</b> Each candidate will be observed by faculty at least three times a semester. Students must score at least a "2" out of a possible "3" on this criteria.</p>	<p><b>Findings Date:</b> 06/06/2022  <b>Findings Analysis:</b> 100% (n=9) of students in Fall 2021 and Spring 2022 met this criteria as evidenced by the faculty member's observation of their work.  <b>Reporting Period:</b> 21 - 22  <b>Student Population:</b> Traditional</p> <p><b><u>Aggregate Results</u></b>  <b>Total number of students assessed:</b> 9  <b>Total number of students who met the target:</b> 9  <b>Conclusion:</b> Target Met</p> <p><b><u>Results Disaggregated by Modality</u></b>  <b>Number of face-to-face students assessed:</b> 9  <b>Number of face-to-face students who met target:</b> 9</p>

Measure	Finding
<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. However, this measure will no longer be assessed on Nuventive, only on NAEYC accreditation data to help with redundancy on measures for this PSLO.</p>	<p><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</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> 9  <b>Number of students enrolled in 16-week course who met target?:</b> 9</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>Use of Results:</u></b>  <b>Submission Date:</b> 06/06/2022  <b>Use of Results:</b> Faculty will continue to observe student interns in this manner and provide feedback as needed.</p>
<p><b>Measure Status:</b> Active  <b>Measure:</b> Preschool Case Study Observation. Students will analyze early childhood environments for their abilities to support learning (cognitive development) as it relates to Piaget and Vygotsky's theories.  <b>Target:</b> At least 80% of CDEC students will complete this PLSO with a score of 2 or higher out of 3 on the assessment rubric.</p>	<p><b>Findings Date:</b> 03/28/2022  <b>Findings Analysis:</b> During the Fall 2021 semester, 100% (n = 4) of CDEC students completed this PLSO with a score of 2 or higher out of 3.  <b>Reporting Period:</b> 21 - 22  <b>Student Population:</b> Traditional</p> <p><b><u>Aggregate Results</u></b>  <b>Total number of students assessed:</b> 4  <b>Total number of students who met the target:</b> 4  <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> 1  <b>Number of online students who met target:</b> 1</p> <p><b><u>Results Disaggregated by Length of Course</u></b></p>

Measure	Finding
	<p>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed: 3  Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target: 3  Number of students enrolled in 16-week course assessed: 1  Number of students enrolled in 16-week course who met target?: 1</p> <p><b>General Education</b>  Which General Education Goal and Objective does this result support?: None/Not Applicable</p> <p><b>Use of Results:</b>  <b>Submission Date:</b> 05/25/2022  <b>Use of Results:</b> While students were successful on this task, a few common mistakes that lead to a score of 2 (out of 3) were that students would analyze the environment as it contributes to children's development, but not specifically to cognitive development &amp; learning. To assist students to not continue this mistake, the instructions and rubric language will be enhanced to ensure students are clear on the assignment expectations.</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:** TBD

**PSLO Status:** Active

**Planned Assessment Cycles:** 21 - 22, 22 - 23

**Curriculum Mapping:** TECA1354 (3)

Measure	Finding
<p><b>Measure Status:</b> Inactive  <b>Measure:</b> Key Assessment 4: Using Developmentally Effective Approaches  As part of CDEC 2288, Internship 2, students will make the following appropriate decisions to support children:  1. Promote children's physical and psychological health, safety, and sense of security  2. Demonstrate respect for each child as a feeling, thinking individual and respect for each child's culture, home language, individual abilities, family context, and community  3. Build on the cultural and linguistic assets that</p>	<p><b>Findings Date:</b> 06/06/2022  <b>Findings Analysis:</b> 100% (n = 9) students enrolled in Fall 2021 and Spring 2022 met this criteria as evidenced from faculty member's observation of their work in the field.  <b>Reporting Period:</b> 21 - 22  <b>Student Population:</b> Traditional</p> <p><b>Aggregate Results</b>  <b>Total number of students assessed:</b> 9  <b>Total number of students who met the target:</b> 9  <b>Conclusion:</b> Target Met</p> <p><b>Results Disaggregated by Modality</b>  <b>Number of face-to-face students assessed:</b> 9</p>

Measure	Finding
<p>each child brings to the early learning setting</p> <p>4. Communicate their belief in children’s ability to learn through play, spontaneous activities, and guided investigations, helping all children understand and make meaning from their experiences</p> <p>5. Construct group and individual learning experiences that are both challenging and supportive and by applying their knowledge of child development to provide scaffolds that make learning achievable and that stretch experiences for each child, including children with special abilities, disabilities, or developmental delays.</p> <p><b>Target:</b> Students must score a 2/2 on this criteria.</p> <p><b>Additional Notes:</b> To help with clarity on whether students meet PSLO 4 (NAEYC Standard 1d), only one measure will be used to assess this. This measure will come from the Case Study Project which students complete in TECA 1354</p>	<p><b>Number of face-to-face students who met target:</b> 9  <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</p> <p><b>Results Disaggregated by Length of Course</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> 9  <b>Number of students enrolled in 16-week course who met target?:</b> 9</p> <p><b>General Education</b>  <b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable</p> <p><b>Use of Results:</b>  <b>Submission Date:</b> 06/06/2022  <b>Use of Results:</b> Faculty will continue to observe student interns in this manner and provide feedback as needed.</p>
<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>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> 03/28/2022  <b>Findings Analysis:</b> During the Fall 2021 semester, 100% (n = 4) students complete this PSLO with a score of 2 or higher out of 3.  <b>Reporting Period:</b> 21 - 22  <b>Student Population:</b> Traditional</p> <p><b>Aggregate Results</b>  <b>Total number of students assessed:</b> 4  <b>Total number of students who met the target:</b> 4  <b>Conclusion:</b> Target Met</p> <p><b>Results Disaggregated by Modality</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> 1  <b>Number of online students who met target:</b> 1</p> <p><b>Results Disaggregated by Length of Course</b></p>

Measure	Finding
	<p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed: 3</b>  <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target: 3</b>  <b>Number of students enrolled in 16-week course assessed: 1</b>  <b>Number of students enrolled in 16-week course who met target?: 1</b></p> <p><b><u>General Education</u></b>  <b>Which General Education Goal and Objective does this result support?: None/Not Applicable</b></p> <p><b><u>Use of Results:</u></b>  <b>Submission Date:</b> 05/25/2022  <b>Use of Results:</b> All students completed this task with a score of 3 (out of 3) on the grading rubric. The assignment question seems clear and the stipulations set in the grading rubric seem clear as well. Since this is a reflection question, allowing for variations in answers, faculty will continue to support student's efforts on being thorough and elaborate as they answer this question.</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

**PSLO Status:** Active

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

**Curriculum Mapping:** CDEC1356 (1), CDEC1313 (1), CDEC2326 (1), CDEC2328 (1), TECA1303 (1, 2, 3), CDEC1223 (2)

Measure	Finding
<p><b>Measure Status:</b> Active  <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>Target:</b> Students will analyze their chosen family and identify the strengths, challenges or unique</p>	<p><b>Findings Date:</b> 05/23/2022  <b>Findings Analysis:</b> During the Spring 2022, 100% (n = 17) students complete this task with a score of 2 or higher (out of 3) on the grading rubric.  <b>Reporting Period:</b> 21 - 22  <b>Student Population:</b> Traditional</p> <p><b><u>Aggregate Results</u></b>  <b>Total number of students assessed:</b> 17  <b>Total number of students who met the target:</b> 17  <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</p>



Measure	Finding
<p>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.</p>	<p><b>Number of hybrid students who met target: 0</b>  <b>Number of online students assessed: 17</b>  <b>Number of online students who met target: 17</b></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: 17</b>  <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target: 17</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></p> <p><b><u>General Education</u></b>  <b>Which General Education Goal and Objective does this result support?: None/Not Applicable</b></p> <p><b><u>Use of Results:</u></b>  <b>Submission Date:</b> 06/06/2022  <b>Use of Results:</b> While the students were successful on this measure, upon further investigation into the data, a few students had difficulty identifying 2 family strengths, but were easily able to identify the challenges/struggles presented in the family situation. Faculty will review the hypothetical family situations to ensure the family strengths are apparent in each situation. Additionally, when discussion unique family situations in lecture, faculty will better help students learn to identify positive aspects and unique features of families that might be a strength to the teacher/classroom as well.</p>

**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

**Curriculum Mapping:** CDEC1321 (1), CDEC1313 (1), CDEC1319 (1), CDEC2326 (1), TECA1303 (1, 2, 3), CDEC1223 (2)

Measure	Finding
<p><b>Measure Status:</b> Active  <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</p>	<p><b>Findings Date:</b> 05/23/2022  <b>Findings Analysis:</b> During the Spring 2022, 94% (n = 16) students complete this task with a score of 2 or higher (out of 3) on the grading rubric.  <b>Reporting Period:</b> 21 - 22  <b>Student Population:</b> Traditional</p>

Measure	Finding
<p>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>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.</p> <p>At least 80% of students will score at least a 2 out of 3 on this task.</p>	<p><b>Aggregate Results</b>  <b>Total number of students assessed:</b> 17  <b>Total number of students who met the target:</b> 17  <b>Conclusion:</b> Target Met</p> <p><b>Results Disaggregated by Modality</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> 17  <b>Number of online students who met target:</b> 17</p> <p><b>Results Disaggregated by Length of Course</b>  <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 17  <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 17  <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>General Education</b>  <b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable</p> <p><b>Use of Results:</b>  <b>Submission Date:</b> 06/06/2022  <b>Use of Results:</b> During the Fall 2021, the instructions were updated to help guide students to the appropriate lecture content which identifies 6 types of family involvement to support partnerships. This helped to support students success in meeting the target. Students also needed to describe how they would communicate with families, representing diverse communication methods that were also realistic and sensitive to the unique nature of the target family. To support student's success in completing this task, faculty will reiterate the diverse communication techniques during lecture, and allow students opportunities to evaluate the pros and cons of different methods.</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

**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>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</p> <p><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.</p>	<p><b>Findings Date:</b> 05/23/2022</p> <p><b>Findings Analysis:</b> During the Spring 2022, 88% (n = 15) students complete this task with a score of 2 or higher (out of 3) on the grading rubric.</p> <p><b>Reporting Period:</b> 21 - 22</p> <p><b>Student Population:</b> Traditional</p> <p><b>Aggregate Results</b>  <b>Total number of students assessed:</b> 17  <b>Total number of students who met the target:</b> 17  <b>Conclusion:</b> Target Met</p> <p><b>Results Disaggregated by Modality</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> 17  <b>Number of online students who met target:</b> 17</p> <p><b>Results Disaggregated by Length of Course</b>  <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 17  <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target:</b> 17  <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>General Education</b>  <b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable</p> <p><b>Use of Results:</b>  <b>Submission Date:</b> 06/06/2022  <b>Use of Results:</b> While students met this target, while assessing student's work, the faculty member learned of additional community agencies that students wrote about in their assignments. These community agencies provide valuable resources to the community and would be appropriate to add to the faculty member's community agency list, which students refer to when completing this assignment.</p>

**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 have the opportunity to practice data collection using both narrative and non-narrative methods of observations as well as reflect on the positive and limitations of each type of data collection method.

**PSLO Status:** Active

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

**Curriculum Mapping:** CDEC1356 (1), CDEC1223 (1, 2, 3), TECA1354 (3)

Measure	Finding
<p><b>Measure Status:</b> Active</p> <p><b>Measure:</b> Observing and Using Observation Information</p> <p>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, using a letter template, students invite parents to complete an Ages and Stages Questionnaire on the target child, and afterwards score such questionnaire.</p> <p>In a written assignment, students will reflect on the pros and cons of narrative and non-narrative observational methods.</p> <p>Additionally, students will give at least 2 curriculum activities or teaching methods which would be valuable to implement for that child, focusing on physical or social development. The student will write a sample letter to parents, summarizing information learned in the observation as well as sharing at-home curriculum ideas parents can assist children with that relates to the child's skills and areas of growth.</p> <p><b>Target:</b> Students will demonstrate their abilities to collect data using non-narrative and narrative data collection methods (anecdotes).</p> <p>Additionally, students will provide a thorough written reflection, discussing the positives and drawbacks of both a narrative and non-narrative method of observation.</p> <p>At least 80% of students will score a 2 out of 3 on this task.</p>	<p><b>Findings Date:</b> 03/28/2022</p> <p><b>Findings Analysis:</b> During the Fall 2021 semester, 100% (n = 10) CDEC students completed this PSLO with a score of 2 or higher out of 3.</p> <p><b>Reporting Period:</b> 21 - 22</p> <p><b>Student Population:</b> Traditional</p> <p><b><u>Aggregate Results</u></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> <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> 10</p> <p><b>Number of hybrid students who met target:</b> 10</p> <p><b>Number of online students assessed:</b> 0</p> <p><b>Number of online students who met target:</b> 0</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>Use of Results:</u></b></p> <p><b>Submission Date:</b> 05/19/2022</p>

Measure	Finding
<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><b>Use of Results:</b> Many students had difficulty completing sections of this assignment as it required participation from a parent to complete a non-narrative formal assessment tool on their child. Moving forward, students will have the option to have the Ages and Stages completed by the parent OR the classroom teacher. This will hopefully assist students in being able to compare the non-narrative and narrative assessment tools more thoroughly and in a timely manner. This will also allow students to complete the assignment faster, allowing time left in the semester to make any necessary corrections to improve their score.</p>

### 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 completion of narrative observations (anecdotes) and use all required information as well as demonstrate proper use of data collection with technology (photograph)

**PSLO Status:** Active

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

**Curriculum Mapping:** CDEC1356 (1), CDEC1223 (1, 2, 3), CDEC1358 (1), TECA1354 (2)

Measure	Finding
<p><b>Measure Status:</b> Active  <b>Measure:</b> Observing and Using Observation Information            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 invite parents or teachers to complete an Ages and Stages Questionnaire on the target child, and afterwards score such questionnaire. In a written assignment, students will reflect on the pros and cons of narrative and non-narrative observational methods. Additionally, students will give at least 2 curriculum activities or teaching methods which would be valuable to implement for that child, focusing on physical or social development. The student will write a sample letter to parents, summarizing information learned in the observation as well as sharing at-home curriculum ideas parents can assist children with that relates to the child's skills and areas of growth.</p>	<p><b>Findings Date:</b> 04/04/2022  <b>Findings Analysis:</b> During the Fall 2021 semester, 100% (n = 10) CDEC students completed these tasks with a score of 2 or higher out of 3  <b>Reporting Period:</b> 21 - 22  <b>Student Population:</b> Traditional</p> <p><b>Aggregate Results</b>  <b>Total number of students assessed:</b> 10  <b>Total number of students who met the target:</b> 10  <b>Conclusion:</b> Target Met</p> <p><b>Results Disaggregated by Modality</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> 10  <b>Number of hybrid students who met target:</b> 10  <b>Number of online students assessed:</b> 0  <b>Number of online students who met target:</b> 0</p> <p><b>Results Disaggregated by Length of Course</b>  <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed:</b> 0</p>

Measure	Finding
<p><b>Target:</b> 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 at least one anecdote with a photo which is taken without any identifying information. Finally, students will demonstrate their abilities to use quantitative skills correctly by scoring a non-narrative, formal assessment tool (Ages and Stages Questionnaire) At least 80% of students will score at least a 2 out of 3 on this task.</p>	<p><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</p> <p><b>General Education</b>  <b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable</p> <p><b>Use of Results:</b>  <b>Submission Date:</b> 05/19/2022  <b>Use of Results:</b> The majority of the students were successful in collecting narrative observational data paired with technology (digital photography) to assist in data collection. Some students, however, were met with hurdles when taking photographic observational evidence on their own smart devices due to confidentiality of children. In those situations, the classroom teachers offered to take the photos, and email to the students, but that resulted in many delays from the teachers getting the photographic evidence to the students. Moving forward, when students ask the teacher to complete the Ages and Stages Questionnaire (non-narrative method of observation), in that request letter, the student will also be instructed to inform teachers, in writing, that they will be required to use technology to assist in data collection and to please all the student to complete such task.  Additionally, to allow additional practice using technology, a proposed update to this assignment will require students to use an app service common in the childcare industry to upload and share observational data to a hypothetical parent (the instructor)</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

**Curriculum Mapping:** TECA1354 (2), CDEC1356 (1), CDEC1223 (1, 2, 3), CDEC2307 (2)

Measure	Finding
<p><b>Measure Status:</b> Active  <b>Measure:</b> Observing and Using Observation Information  Students will conduct child observations and gather 6 anecdotal records along with one photographic observational record to allow students practice</p>	<p><b>Findings Date:</b> 04/04/2022  <b>Findings Analysis:</b> During the Fall 2021 semester, 100% (n = 10) CDEC students completed this task with a score of 2 or higher out of 3.  <b>Reporting Period:</b> 21 - 22  <b>Student Population:</b> Traditional</p>



Measure	Finding
<p>using technology with observation. Additionally, students invite parents or teachers to complete an Ages and Stages Questionnaire on the target child, and afterwards score such questionnaire. In a written assignment, students will reflect on the pros and cons of narrative and non-narrative observational methods. Additionally, students will give at least 2 curriculum activities or teaching methods which would be valuable to implement for that child, focusing on physical or social development. The student will write a sample letter to parents, summarizing information learned in the observation as well as sharing at-home curriculum ideas parents can assist children with that relates to the child's skills and areas of growth.</p> <p><b>Target:</b> 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. At least 80% of students will score at least a 2 out of 3 on this task.</p>	<p><b>Aggregate Results</b>  <b>Total number of students assessed:</b> 10  <b>Total number of students who met the target:</b> 10  <b>Conclusion:</b> Target Met</p> <p><b>Results Disaggregated by Modality</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> 10  <b>Number of hybrid students who met target:</b> 10  <b>Number of online students assessed:</b> 0  <b>Number of online students who met target:</b> 0</p> <p><b>Results Disaggregated by Length of Course</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> 10  <b>Number of students enrolled in 16-week course who met target?:</b> 10</p> <p><b>General Education</b>  <b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable</p> <p><b>Use of Results:</b>  <b>Submission Date:</b> 05/19/2022  <b>Use of Results:</b> Since students were very successful in developing 2 at-home learning activities that connected to the child observational data collected, to enhance this activity, students will link their curriculum ideas to the NAEYC Early Learning Program Standards</p>

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

**PSLO:** Students will demonstrate professional communication skills by developing a letter to parents sharing developmental information about their child as well as will explain how they would share the letter with parents (email, conference, handing it in person, etc.)

**PSLO Status:** Active

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

**Curriculum Mapping:** CDEC1356 (1), CDEC1223 (1, 2, 3)

Measure	Finding
<b>Measure Status:</b> Active	<b>Findings Date:</b> 04/04/2022

Measure	Finding
<p><b>Measure:</b> Observing and Using Observation Information  Students will conduct child observations and gather 5 anecdotal records along with one photographic observational record to allow students practice using technology with observation. Additionally, students invite parents or teachers to complete an Ages and Stages Questionnaire on the target child, and afterwards score such questionnaire. In a written assignment, students will reflect on the pros and cons of narrative and non-narrative observational methods. Additionally, students will give at least 2 curriculum activities or teaching methods which would be valuable to implement for that child, focusing on physical or social development. The student will write a sample letter to parents, summarizing information learned in the observation as well as sharing at-home curriculum ideas parents can assist children with that relates to the child's skills and areas of growth.</p> <p><b>Target:</b> Students will demonstrate professional communication skills by developing a letter to parents sharing developmental information about their child as well as will explain how they would share the letter with parents (email, conference, handing it in person, etc.) At least 80% of students will score at least a 2 out of 3 on this task.</p>	<p><b>Findings Analysis:</b> During the Fall 2021 semester, 100% (n = 10) CDEC students completed this task with a score of 2 or higher out of 3.  <b>Reporting Period:</b> 21 - 22  <b>Student Population:</b> Traditional</p> <p><b>Aggregate Results</b>  <b>Total number of students assessed:</b> 10  <b>Total number of students who met the target:</b> 10  <b>Conclusion:</b> Target Met</p> <p><b>Results Disaggregated by Modality</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> 10  <b>Number of hybrid students who met target:</b> 10  <b>Number of online students assessed:</b> 0  <b>Number of online students who met target:</b> 0</p> <p><b>Results Disaggregated by Length of Course</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> 10  <b>Number of students enrolled in 16-week course who met target?:</b> 10</p> <p><b>General Education</b>  <b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable</p> <p><b>Use of Results:</b>  <b>Submission Date:</b> 04/04/2022  <b>Use of Results:</b> Since this class is an introduction class often taken during student's 1st semester, during the Fall 2021 semester, to assist students in completing this task, the instructor provided a template letter that students had to build upon when completing their own letter. During lecture, students are given opportunities to discuss methods of communication with parents to help broaden their techniques to meet the diverse linguist needs of families and their schedules. The instructor will continue these new techniques. For the Fall 2022 semester (next time this assignment is administered), the instructor is exploring a new method of data sharing with families using app based technology so that students have more experience using technology with observations and teacher-parent communication.</p>



**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

**Curriculum Mapping:** CDEC1321 (1, 2), CDEC2288 (3), CDEC2287 (1, 2)

Measure	Finding
<p><b>Measure Status:</b> Active</p> <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 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.</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 demonstrate positive relationships and supportive interactions with young children. 100% of candidates will score at least a 1 out of 2 on this task.</p>	<p><b>Findings Date:</b> 06/06/2022</p> <p><b>Findings Analysis:</b> 100% (n=9) of the students evaluated during Fall 2021 and Spring 2022 demonstrated positive relationships and supportive interactions with young children. The each displayed warm, nurturing interactions with children, delivered proper instruction/guidance, and treated children as unique individuals within the context of the group</p> <p><b>Reporting Period:</b> 21 - 22</p> <p><b>Student Population:</b> Traditional</p> <p><u><b>Aggregate Results</b></u></p> <p><b>Total number of students assessed:</b> 9</p> <p><b>Total number of students who met the target:</b> 9</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> 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> 0</p> <p><b>Number of online students who met target:</b> 0</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> 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> 9</p> <p><b>Number of students enrolled in 16-week course who met target?:</b> 9</p> <p><u><b>General Education</b></u></p> <p><b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable</p> <p><u><b>Use of Results:</b></u></p> <p><b>Submission Date:</b> 06/06/2022</p>

Measure	Finding
	<p><b>Use of Results:</b> Faculty members will continue to provide critical feedback to student interns in their work with children and colleagues.</p> <p><b>Findings Date:</b> 05/04/2022</p> <p><b>Findings Analysis:</b> 100% (n=4) of Spring 2022 interns demonstrated their competency in managing the early childhood classroom, establishing relationships with families, and growing as an early childhood professional.</p> <p><b>Reporting Period:</b> 21 - 22</p> <p><b>Student Population:</b> Traditional</p> <p><b><u>Aggregate Results</u></b>  <b>Total number of students assessed:</b> 4  <b>Total number of students who met the target:</b> 4  <b>Conclusion:</b> Target Met</p> <p><b><u>Results Disaggregated by Modality</u></b>  <b>Number of face-to-face students assessed:</b> 4  <b>Number of face-to-face students who met target:</b> 4  <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</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> 4  <b>Number of students enrolled in 16-week course who met target?:</b> 4</p> <p><b><u>General Education</u></b>  <b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable</p>

**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

**Curriculum Mapping:** CDEC1321 (1, 2), CDEC1356 (2), CDEC1313 (1), CDEC2288 (3), CDEC2307 (2), CDEC2287 (1, 2), CDEC1358 (2)

Measure	Finding
<p><b>Measure Status:</b> Active</p> <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>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>Findings Date:</b> 06/06/2022</p> <p><b>Findings Analysis:</b> 100% (n=9) of the students in the Fall 2021 and Spring 2022 demonstrated the ability to use effective teaching strategies with young children. All students were actively involved in the children's play, and engaged in discussions and questioning to promote critical thinking in these young children.</p> <p><b>Reporting Period:</b> 21 - 22</p> <p><b>Student Population:</b> Traditional</p> <p><b>Aggregate Results</b></p> <p><b>Total number of students assessed:</b> 9</p> <p><b>Total number of students who met the target:</b> 9</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> 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> 0</p> <p><b>Number of online students who met target:</b> 0</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> 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> 9</p> <p><b>Number of students enrolled in 16-week course who met target?:</b> 9</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>Use of Results:</b></p> <p><b>Submission Date:</b> 06/06/2022</p> <p><b>Use of Results:</b> Faculty members will continue to observe and provide critical feedback to student interns regarding their work with children, families, and colleagues.</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

**Curriculum Mapping:** CDEC1313 (1), CDEC1319 (1), CDEC2288 (3), CDEC2307 (2), CDEC2287 (1, 2), CDEC1321 (1), CDEC1356 (1), CDEC1358 (1), TECA1318 (2)

Measure	Finding
<p><b>Measure Status:</b> Inactive</p> <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 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.</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 broad repertoire of developmentally appropriate teaching / learning approaches such as creating fun, hands-on learning experiences as well as effective use of guidance and transitions with children. 90% of candidates will score at least a 1 out of 2 on this task.</p> <p><b>Additional Notes:</b> To better align with the NAEYC Standards, the measure used to assess PLSO 14 (NAEYC Standards 4c) will be changed to a week-long lesson plan that Intern II students will complete.</p>	<p><b>Findings Date:</b> 06/06/2022</p> <p><b>Findings Analysis:</b> 100% (n=9) of the students during the Fall 2021 and Spring 2022 semesters demonstrated the ability to use fun, developmentally appropriate teaching approaches and effective guidance strategies. Hands-on learning and effective guidance strategies including the appropriate use of transitions were demonstrated by all candidates.</p> <p><b>Reporting Period:</b> 21 - 22</p> <p><b>Student Population:</b> Traditional</p> <p><b>Aggregate Results</b></p> <p><b>Total number of students assessed:</b> 9</p> <p><b>Total number of students who met the target:</b> 9</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> 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> 0</p> <p><b>Number of online students who met target:</b> 0</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> 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> 9</p> <p><b>Number of students enrolled in 16-week course who met target?:</b> 9</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>Use of Results:</b></p>

Measure	Finding
	<p><b>Submission Date:</b> 06/06/2022</p> <p><b>Use of Results:</b> Faculty members will continue to observe and provide critical feedback to student interns regarding developmentally appropriate practices and teaching strategies that best meet the needs of children.</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:** Understand content knowledge and resources for the academic disciplines in an early childhood curriculum.

**PSLO Status:** Active

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

**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>Target:</b> 80% of students completing the CDEC activity plan will score of 2 or higher (out of 3)</p> <p><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</p>	<p><b>Findings Date:</b> 05/23/2022</p> <p><b>Findings Analysis:</b> Fall the Fall of 2021, 100% (n = 6) of students scored a 2 or higher, out of 3 on this task. Four (n=4) students fully met this criteria earning a score of 3 out of 3 on the grading rubric. Two (n=2) students partially met this criteria, earning a score of 2 out of 3 on the rubric.</p> <p><b>Reporting Period:</b> 21 - 22</p> <p><b>Student Population:</b> Traditional</p> <p><b>Aggregate Results</b></p> <p><b>Total number of students assessed:</b> 6</p> <p><b>Total number of students who met the target:</b> 6</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> 6</p> <p><b>Number of hybrid students who met target:</b> 6</p> <p><b>Number of online students assessed:</b> 0</p> <p><b>Number of online students who met target:</b> 0</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> 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> 6</p>

Measure	Finding
	<p><b>Number of students enrolled in 16-week course who met target?: 6</b></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>Use of Results:</u></b>  <b>Submission Date:</b> 05/23/2022  <b>Use of Results:</b> All of the students completed met this PLSO. This PLSO is a combination of two separate tasks that students must do, each task is scored on the grading rubric, ranging from 0-3. Then, the two scores are averaged to get the score entered for this PLSO. The 2 students that scored a 2 (out of 3) on the grading rubric had difficulty with only 1, out of the 2 tasks, and that was writing an appropriate literacy goal for the planned literacy activity (the assignment). In the future, faculty will show examples of appropriate literacy goals in lecture to serve as models to assist students when they must develop their own literacy goal.</p>

**PLSO 16. NAEYC Standard 5b: Understand content knowledge and resources for the academic disciplines in an early childhood curriculum.**

**PSLO:** Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area.

**PSLO Status:** Active

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

**Curriculum Mapping:** CDEC1321 (1, 2), CDEC1356 (3), CDEC1313 (1, 2), CDEC2287 (2), CDEC1358 (2)

Measure	Finding
<p><b>Measure Status:</b> Active  <b>Measure:</b> Activity Plan            Students will use a designated template to design a specific activity plan which focuses on either math, science, creative arts, literacy, or physical activity. In the student's activity plan, the description of the activity is organized and thorough. Activity reflects skills / objectives and is creative, engaging and developmentally appropriate.</p> <p><b>Target:</b> 85% of students completing the CDEC activity plan will score a 3 "Meets expectations".</p>	<p><b>Findings Date:</b> 05/23/2022  <b>Findings Analysis:</b> Fall the Fall of 2021, 100% (n = 6) of students scored a 2 or higher, out of 3 on this task. All six (n=6) students fully met this criteria earning a score of 3 out of 3 on the grading rubric.  <b>Reporting Period:</b> 21 - 22  <b>Student Population:</b> Traditional</p> <p><b><u>Aggregate Results</u></b>  <b>Total number of students assessed:</b> 6  <b>Total number of students who met the target:</b> 6  <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> 6</p>

Measure	Finding
	<p>Number of hybrid students who met target: 6  Number of online students assessed: 0  Number of online students who met target: 0</p> <p><b>Results Disaggregated by Length of Course</b>  Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week courses) assessed: 0  Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target: 0  Number of students enrolled in 16-week course assessed: 6  Number of students enrolled in 16-week course who met target?: 6</p> <p><b>General Education</b>  Which General Education Goal and Objective does this result support?: None/Not Applicable  <b>Use of Results:</b>  <b>Submission Date:</b> 05/23/2022  <b>Use of Results:</b> All of the students completed met this PLSO. This PLSO is a combination of two separate tasks that students must do, each task is scored on the grading rubric, ranging from 0-3. Then, the two scores are averaged to get the score entered for this PLSO. The two tasks asked of students are to select an age-appropriate and developmentally appropriate children's book as well as provide a step-by-step description of how a teacher would carry out this planned literacy activity. While all the students were successful in both of these tasks, in the future, the faculty will enhance this activity by having students detail how they will discuss / describe planned vocabulary words (which was part of PLSO 15/NAEYC 5a) with children while completing this literacy read-aloud activity.</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.

**PSLO Status:** Active

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

**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  <b>Measure:</b> Activity Plan  Students will use a designated template to design a specific activity plan which focuses on literacy skills.</p>	<p><b>Findings Date:</b> 05/23/2022  <b>Findings Analysis:</b> Fall the Fall of 2021, 100% (n = 6) of students scored a 2 or higher, out of 3 on this task. Four (n=4) students fully met this criteria earning a score of 3 out of 3 on the grading rubric. Two (n=2) students partially met this criteria, earning a score of 2 out of 3 on the rubric.</p>



Measure	Finding
<p>The student's activity plan includes:</p> <p>(1) two learning objectives using Bloom's vocabulary</p> <p>(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</p> <p>(3) two or more follow up activities which support the learning objectives of the planned literacy activity.</p> <p><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).</p>	<p><b>Reporting Period:</b> 21 - 22</p> <p><b>Student Population:</b> Traditional</p> <p><b><u>Aggregate Results</u></b>  <b>Total number of students assessed:</b> 6  <b>Total number of students who met the target:</b> 6  <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> 6  <b>Number of hybrid students who met target:</b> 6  <b>Number of online students assessed:</b> 0  <b>Number of online students who met target:</b> 0</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> 6  <b>Number of students enrolled in 16-week course who met target?:</b> 6</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>Use of Results:</u></b>  <b>Submission Date:</b> 05/23/2022  <b>Use of Results:</b> All of the students completed met this PLSO. This PLSO is a combination of three separate tasks that students must do, each task is scored on the grading rubric, ranging from 0-3. Then, the three scores are averaged to get the score entered for this PLSO.  The 2 students that scored a 2 (out of 3) on the grading rubric had difficulty with only 1, out of the 3 tasks, and that was developing two appropriate follow-up activities for the planned literacy activity (the assignment). The students either wrote two follow-up activities that were too similar (thus not offering diversity in type of activity), or the follow-up activities were not connected back to the skills/objectives of their planned read aloud literacy activity. While the assignment instructions do stipulate this requirement, students complete this activity using an activity plan template, provided by the instructor. In the future, faculty will update activity plan template to give students a reminder of the expectations as they are typing their planned read aloud literacy activity into the template.</p>



**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

**Curriculum Mapping:** CDEC2326 (1), CDEC2328 (2), CDEC2288 (2, 3), CDEC2287 (2), CDEC1359 (1), TECA1311 (1), TECA1303 (1, 2)

Measure	Finding
<p><b>Measure Status:</b> Inactive</p> <p><b>Measure:</b> Personal Reflections</p> <p>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, the intern will become a member of an early childhood organization and volunteer at an early childhood event. Additionally they will develop a concise Philosophy of Education, sharing their ideas about how young children grow and learn.</p> <p><b>Target:</b> 90% of candidates will score at least a 1 out of 2 on this measure.</p> <p><b>Additional Notes:</b> Beginning in 2020, to better align the key assessments with NAEYC, the Professional Portfolio was removed as a measure that will not be assessed for Nuventive. This will still continue to be a learning opportunity for students however. Beginning Spring 2023, PSLO 18 (NAEYC Standard 6a) will be assessed from only one measure which is faculty observations of Intern 2 students in the field. This will be scored using a rubric assessing professional appearance and professional behaviors as they work as an early childhood professional.</p>	<p><b>Findings Date:</b> 06/06/2022</p> <p><b>Findings Analysis:</b> 100% (n=9) of the candidates enrolled in CDEC 2288 for the Fall 2021 and Spring 2022 semesters met this criteria by joining a professional organization, developed a personal reflection on the benefits of this membership, and volunteered in at least one early childhood event this semester (Week of the Young Child event t Retama Library and book donations to the Little Free Library) . Additionally, they developed their own concise Philosophy of Education.</p> <p><b>Reporting Period:</b> 21 - 22</p> <p><b>Student Population:</b> Traditional</p> <p><b>Aggregate Results</b></p> <p><b>Total number of students assessed:</b> 9</p> <p><b>Total number of students who met the target:</b> 9</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> 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> 0</p> <p><b>Number of online students who met target:</b> 0</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> 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> 9</p> <p><b>Number of students enrolled in 16-week course who met target?:</b> 9</p> <p><b>General Education</b></p> <p><b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable</p>

Measure	Finding
	<p><b>Use of Results:</b>  <b>Submission Date:</b> 06/06/2022  <b>Use of Results:</b> These activities will continue as they offer opportunities for student interns to identify with the field of early childhood education, professional membership, and service learning.</p>
<p><b>Measure Status:</b> Active  <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>Target:</b> All candidates will score at least a "1" out of a possible "2" for this criteria.  <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>	<p><b>Findings Date:</b> 06/06/2022  <b>Findings Analysis:</b> 100% of students (n=9) of students enrolled in CDEC 2288 for Fall 2021 and Spring 2022 reflected a professional demeanor in their dress, hygiene, and behavior. They maintained good attendance, and volunteered in at least one service learning event.  <b>Reporting Period:</b> 21 - 22  <b>Student Population:</b> Traditional</p> <p><b>Aggregate Results</b>  <b>Total number of students assessed:</b> 9  <b>Total number of students who met the target:</b> 9  <b>Conclusion:</b> Target Met</p> <p><b>Results Disaggregated by Modality</b>  <b>Number of face-to-face students assessed:</b> 9  <b>Number of face-to-face students who met target:</b> 9  <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</p> <p><b>Results Disaggregated by Length of Course</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> 9  <b>Number of students enrolled in 16-week course who met target?:</b> 9</p> <p><b>General Education</b>  <b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable</p> <p><b>Related Documents</b>  <b>Use of Results:</b>  <b>Submission Date:</b> 06/06/2022  <b>Use of Results:</b> Observations of the student intern in the field coupled with a "letter of recommendation" from the site director has shown these candidates to be good reflections of the profession.</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

**Curriculum Mapping:** CDEC1358 (2), TECA1311 (1), CDEC1356 (2), CDEC2326 (1), CDEC2328 (2), CDEC2288 (2, 3), CDEC2287 (2)

Measure	Finding
<p><b>Measure Status:</b> Inactive  <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, the student will download their own personal copy of the NAEYC Code of Ethical Conduct, develop a personal reflection on this position statement, and abide by its guiding principles.  <b>Target:</b> 90% of candidates must score at least a 1 out of 2 on this measure.  <b>Additional Notes:</b> During the Fall 2020 semester, the CDEC faculty made the decision to remove intern 2 students' portfolios as a measure. This was based on the guidance / feedback from NAEYC. While CDEC students will still complete this as a learning opportunity, it will no longer be assessed as a NAEYC key assessment. Starting in the Spring 2023, only one measure will be used to assess PLSO 19 (NAEYC Standard 6b) and that will be from faculty observations of intern 2 students (KA 4)</p>	<p><b>Findings Date:</b> 06/06/2022  <b>Findings Analysis:</b> 100% of students (n=9) enrolled in CDEC 2288 for the Fall 2021 and Spring 2022 semesters downloaded their own personal copy of the Code of Ethical conduct and wrote their own personal reflection of what this document is and how they will follow its guiding principals, using examples from their own work in the field.  <b>Reporting Period:</b> 21 - 22  <b>Student Population:</b> Traditional</p> <p><b>Aggregate Results</b>  <b>Total number of students assessed:</b> 9  <b>Total number of students who met the target:</b> 9  <b>Conclusion:</b> Target Met</p> <p><b>Results Disaggregated by Modality</b>  <b>Number of face-to-face students assessed:</b> 9  <b>Number of face-to-face students who met target:</b> 9  <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</p> <p><b>Results Disaggregated by Length of Course</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> 9  <b>Number of students enrolled in 16-week course who met target?:</b> 9</p> <p><b>General Education</b>  <b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable  <b>Use of Results:</b>  <b>Submission Date:</b> 06/06/2022</p>

Measure	Finding
	<p><b>Use of Results:</b> Faculty will continue to require this as part of the Capstone Portfolio as a means to help student interns reflect on the ethical responsibilities they have towards children, families, their colleagues, and the community.</p>
<p><b>Measure Status:</b> Active</p> <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>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>	<p><b>Findings Date:</b> 06/06/2022</p> <p><b>Findings Analysis:</b> 100% of students (n=9) enrolled in CDEC 2288 for the Fall 2021 and Spring 2022 semesters met this criteria by demonstrating best practices with children, families, and colleagues.</p> <p><b>Reporting Period:</b> 21 - 22</p> <p><b>Student Population:</b> Traditional</p> <p><b>Aggregate Results</b></p> <p><b>Total number of students assessed:</b> 9</p> <p><b>Total number of students who met the target:</b> 9</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> 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> 0</p> <p><b>Number of online students who met target:</b> 0</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> 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> 9</p> <p><b>Number of students enrolled in 16-week course who met target?:</b> 9</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>Use of Results:</b></p> <p><b>Submission Date:</b> 06/06/2022</p> <p><b>Use of Results:</b> Faculty will continue to observe student interns and provide critical feedback and engage in discussions regarding ethical issues and dilemmas.</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

**Curriculum Mapping:** CDEC1356 (2), CDEC2326 (1), CDEC2328 (2), CDEC2288 (2, 3), CDEC2287 (2), TECA1354 (2), TECA1318 (2), TECA1311 (1)

Measure	Finding
<p><b>Measure Status:</b> Inactive</p> <p><b>Measure:</b> Personal Reflections</p> <p>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, the student will write, discuss and act in ways to improve his/her practices in the field of early care and education.</p> <p><b>Target:</b> 90% of candidates will score at least a 1 out of 2 on this measure.</p> <p><b>Additional Notes:</b> Starting the Fall 2020 semester, this measure was no longer used to assess PSLO 20 (NAEYC Standard 6c). This was due to the fact that the student’s professional portfolio was no longer used as a Key Assessment, due to the feedback &amp; guidance from the NAEYC commission.</p>	<p><b>Findings Date:</b> 06/06/2022</p> <p><b>Findings Analysis:</b> 100% (n=9) of the students enrolled in CDEC 2288 for the Fall 2021 and Spring 2022 semesters successfully met this student learning outcome. This has greatly improved and more time is taken to show interns how to write their reflection statements and align them with the NAEYC standards.</p> <p><b>Reporting Period:</b> 21 - 22</p> <p><b>Student Population:</b> Traditional</p> <p><b>Aggregate Results</b></p> <p><b>Total number of students assessed:</b> 9</p> <p><b>Total number of students who met the target:</b> 9</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> 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> 0</p> <p><b>Number of online students who met target:</b> 0</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> 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> 9</p> <p><b>Number of students enrolled in 16-week course who met target?:</b> 9</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>Use of Results:</b></p>

Measure	Finding
	<p><b>Submission Date:</b> 06/06/2022  <b>Use of Results:</b> Faculty will continue to assess student intern's understanding of NAEYC standard alignment in the writing of their reflection statements.</p>
<p><b>Measure Status:</b> Active  <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.  <b>Target:</b> All candidates will score at least a "1" out of a possible "2" on this criteria.  <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>	<p><b>Findings Date:</b> 06/06/2022  <b>Findings Analysis:</b> 100% of students (n=9) enrolled in CDEC 2288 in the Fall 2021 and Spring 2022 semesters demonstrated and modeled how to use technology appropriately in the early childhood environment. This continues to be an essential skill as we have emerged from the Covid quarantine status as many of the students continue to use technology to connect with children and families through virtual platforms.  <b>Reporting Period:</b> 21 - 22  <b>Student Population:</b> Traditional</p> <p><b>Aggregate Results</b>  <b>Total number of students assessed:</b> 9  <b>Total number of students who met the target:</b> 9  <b>Conclusion:</b> Target Met</p> <p><b>Results Disaggregated by Modality</b>  <b>Number of face-to-face students assessed:</b> 9  <b>Number of face-to-face students who met target:</b> 9  <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</p> <p><b>Results Disaggregated by Length of Course</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> 9  <b>Number of students enrolled in 16-week course who met target?:</b> 9</p> <p><b>General Education</b>  <b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable</p> <p><b>Use of Results:</b>  <b>Submission Date:</b> 06/06/2022  <b>Use of Results:</b> Using technology continues to be a necessary skill for the profession so student interns are given many opportunities to use technology for research, weekly TEAMS meetings with the instructor, and to connect with families.</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

**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>Measure:</b> Personal Reflections</p> <p>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.</p> <p><b>Target:</b> 90% of candidates will score at least a 1 out of 2 on this measure.</p>	<p><b>Findings Date:</b> 06/06/2022</p> <p><b>Findings Analysis:</b> 100% (n=9) of the students enrolled in CDEC 2288 for the Fall 2021 and Spring 2022 semesters reflected on their work within their portfolios as well as modified their work to demonstrate best practices with children, families, and colleagues after careful reflection and feedback from their instructor.</p> <p><b>Reporting Period:</b> 21 - 22</p> <p><b>Student Population:</b> Traditional</p> <p><b><u>Aggregate Results</u></b></p> <p><b>Total number of students assessed:</b> 9</p> <p><b>Total number of students who met the target:</b> 9</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> 0</p> <p><b>Number of online students who met target:</b> 0</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> 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>Use of Results:</u></b></p>

Measure	Finding
	<p><b>Submission Date:</b> 06/06/2022</p> <p><b>Use of Results:</b> Self-reflection is critical to improve one's performance so student interns will continue to reflect on their work, modify when necessary, and seek guidance from faculty and mentors as needed.</p>

**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

**Curriculum Mapping:** TECA1311 (1), CDEC2328 (2), CDEC2288 (2, 3), CDEC2287 (2), CDEC1358 (1), CDEC1359 (1)

Measure	Finding
<p><b>Measure Status:</b> Inactive</p> <p><b>Measure:</b> Personal Reflections</p> <p>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, the student will engage in 8 or more hours of advocacy/service learning that reflects appropriate work with children and/or families in the community.</p> <p><b>Target:</b> 100% of candidates must score at least 1 out of 2 on this measure.</p> <p><b>Additional Notes:</b> During the Fall 2020 semester, the CDEC faculty made the decision to remove intern 2 students' portfolios as a measure. This was based on the guidance / feedback from NAEYC. While CDEC students will still complete this as a learning opportunity, it will no longer be assessed as a NAEYC key assessment and thus not a measure for Nuventive. Starting in the Spring 2023, only one measure will be used to assess PSLO 19 (NAEYC Standard 6b) and that will be from faculty observations of intern 2 students (KA 4)</p>	<p><b>Findings Date:</b> 06/06/2022</p> <p><b>Findings Analysis:</b> 100% (n=9) of students enrolled in CDEC 2288 for the Fall 2021 and Spring 2022 semesters met this criteria. Their capstone portfolio documents all 6 key assessments along with other "best works" of the candidate. Each artifact has a written reflection that aligns with the NAEYC standards.</p> <p><b>Reporting Period:</b> 21 - 22</p> <p><b>Student Population:</b> Traditional</p> <p><b>Aggregate Results</b></p> <p><b>Total number of students assessed:</b> 9</p> <p><b>Total number of students who met the target:</b> 9</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> 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> 0</p> <p><b>Number of online students who met target:</b> 0</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> 0</p>



Measure	Finding
	<p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target: 0</b>  <b>Number of students enrolled in 16-week course assessed: 9</b>  <b>Number of students enrolled in 16-week course who met target?: 9</b></p> <p><b><u>General Education</u></b>  <b>Which General Education Goal and Objective does this result support?: None/Not Applicable</b></p> <p><b><u>Use of Results:</u></b>  <b>Submission Date:</b> 06/06/2022  <b>Use of Results:</b> Faculty will continue to require service learning and documentation in the form of a well-written reflection that aligns with NAEYC Std. 6.</p>
<p><b>Measure Status:</b> Active  <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.  <b>Target:</b> All candidates will score at least a "2" out of a possible "3" on this criteria.  <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>	<p><b>Findings Date:</b> 06/06/2022  <b>Findings Analysis:</b> 100% of students enrolled in CDEC 2288 for the Fall 2021 and Spring 2022 semesters participated in service learning events. In the Fall, students volunteered at various Fall Festivals and collected books for the Little Free Library. In the Spring, students volunteered at a Week of the Young Child event at La Retama Library.  <b>Reporting Period:</b> 21 - 22  <b>Student Population:</b> Traditional  <b><u>Aggregate Results</u></b>  <b>Total number of students assessed:</b> 9  <b>Total number of students who met the target:</b> 9  <b>Conclusion:</b> Target Met</p> <p><b><u>Results Disaggregated by Modality</u></b>  <b>Number of face-to-face students assessed:</b> 9  <b>Number of face-to-face students who met target:</b> 9  <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</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> 9  <b>Number of students enrolled in 16-week course who met target?:</b> 9</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>Use of Results:</b></p> <p><b>Submission Date:</b> 06/06/2022</p> <p><b>Use of Results:</b> Faculty will continue to advocate for service learning in a variety of ways to give students the opportunity to give back in service to children and families.</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

**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>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>Findings Date:</b> 06/06/2022</p> <p><b>Findings Analysis:</b> 100% (n = 9) students enrolled in CDEC 2288 for the Fall 2021 and Spring 2022 semesters have successfully completed their observations and/or practice in at least 2 different age groups. With the exception of one student, all others were employed at local child care centers and able to work with different age groups. The one student who was placed at a center was placed with preschoolers since she had worked with toddlers previously.</p> <p><b>Reporting Period:</b> 21 - 22</p> <p><b>Student Population:</b> Traditional</p> <p><b>Aggregate Results</b></p> <p><b>Total number of students assessed:</b> 9</p> <p><b>Total number of students who met the target:</b> 9</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> 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> 0</p> <p><b>Number of online students who met target:</b> 0</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> 0</p>

Measure	Finding
	<p><b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target: 0</b>  <b>Number of students enrolled in 16-week course assessed: 9</b>  <b>Number of students enrolled in 16-week course who met target?: 9</b>  <u>General Education</u>  <b>Which General Education Goal and Objective does this result support?:</b> None/Not Applicable</p> <p><u>Use of Results:</u>  <b>Submission Date:</b> 06/06/2022  <b>Use of Results:</b> Faculty continue to track the student internship experiences to ensure that they each work with at least (2) different age groups.</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

**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  <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>Target:</b> Faculty will observe and track that each candidate has opportunities to observe/practice in at least 2 different educational settings.</p>	<p><b>Findings Date:</b> 06/06/2022  <b>Findings Analysis:</b> 100% (n = 9) students enrolled in CDEC 2288 for the Fall 2021 and Spring 2022 semesters have successfully completed their observations and/or practice in at least 2 different educational settings. Since many child care programs were still limiting "visitors" in their programs, it limited out placement choices. Therefore, the CDEC program counted the observations students completed in TECA 1311 to meet this student learning outcome.  <b>Reporting Period:</b> 21 - 22  <b>Student Population:</b> Traditional</p> <p><u>Aggregate Results</u>  <b>Total number of students assessed:</b> 9  <b>Total number of students who met the target:</b> 9  <b>Conclusion:</b> Target Met</p> <p><u>Results Disaggregated by Modality</u>  <b>Number of face-to-face students assessed:</b> 9  <b>Number of face-to-face students who met target:</b> 9</p>

Measure	Finding
	<p> <b>Number of hybrid students assessed: 0</b>  <b>Number of hybrid students who met target: 0</b>  <b>Number of online students assessed: 0</b>  <b>Number of online students who met target: 0</b> </p> <p> <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: 0</b>  <b>Number of students enrolled in compressed courses (e.g. 8-week, Maymester, 12-week) who met target: 0</b>  <b>Number of students enrolled in 16-week course assessed: 9</b>  <b>Number of students enrolled in 16-week course who met target?: 9</b> </p> <p> <u><b>General Education</b></u>  <b>Which General Education Goal and Objective does this result support?: None/Not Applicable</b>  <u><b>Use of Results:</b></u>  <b>Submission Date: 06/06/2022</b>  <b>Use of Results:</b> Faculty will make a more concerted effort to encourage more child care programs to accept student interns at this stage of the pandemic to ensure that students not only get to observe different settings, but also get to practice in these settings as well. </p>