**Program Outcomes Assessment Table (POAT)**

**Program: Associate Degree in Applied Science; Major in Early Care and Education**

**Academic Year: 2019-2020**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **College Outcomes** | **Program Outcomes**  Graduates will be able to: | Course Learning Outcomes  Students will be able to: | **Performance Measure** | **Results** | **Curricula Use of Results** | **Success Trends** |
| 2 | Demonstrate knowledge and understanding of young children’s characteristics and needs.  NAEYC 1a | Observe and record information in specified areas of development.  Research paper and lab observations of child contribute to an organized understanding of the child and the specific disability. | **Benchmark:**  100% of students in ECD 107 & ECD 237 will meet or exceed NAEYC expectations for Part I of each Rubric.  **Action Level: Below 80%** | **Benchmark Met**  89% of students who completed the assignment scored over 75%. | Beginning this year, this outcome is measured using two assignments, a research paper in ECD 107 and Lesson Planning in ECD 237. By using two measures we are better able to determine how well students have generalized skills. |  |
| 2, 3 | Demonstrate knowledge and understanding of the multiple influences on early development and learning.  NAEYC 1b | Apply child development principles and current research is addressed in the Student Philosophy of Teaching Young Children | **Benchmark:**  100% of Students in ECD 243 will score a grade of 75% or higher on the Philosophy of Teaching Young Children.  **Action Level: Below 80%** | **Benchmark Met**  93% of students applied child development research in a philosophy of education paper in ECD 243 and in Lesson Planning in ECD 237. | Beginning this year, this outcome was measured using two assignments. By increasing the data used to measure success we can better evaluate student progress. |  |
| 2 | Use developmental knowledge to create healthy, respectful, supportive, and  challenging learning environments for young children.  NAEYC 1c | Plan, implement, and evaluate specific instructional activities for children in specified curriculum areas.  Take responsibility for the teaching environment for one week during Supervised Field Experience. | **Benchmark:**  100 % of Students in ECD 243 will score a grade of 75% or higher on the rubric portion for this standard.  **Action Level: Below**  **80%** | **Benchmark Not Met**  Due to the pandemic, none of the ECD 243 students have been able to complete their student teaching. Because of this, no data has been collected. | As soon as preschools are willing to permit students to complete their student teaching, we will place students in settings that will permit them to complete the assignment which monitors this outcome. |  |
| 2 | Demonstrate knowledge and understanding about diverse family and community characteristics.  NAEYC 2a | Engage with parents and children while completing the Parent Engagement Plan assignment. | **Benchmark:**  100% of Students in 108 will score a 75% or higher on the Family Engagement Plan.  **Action Level: Below 80%** | **Benchmark Met**  80% of students in ECD 108 met the criteria for meeting or exceeding NAEYC Standard 2a | The assignment that measures this outcome has been improved including an applied component using reciprocal interactions with parents. This meets the accrediting body requirements for demonstrating the depth and breadth of standard 2a. |  |
| 2 | Identify methods for supporting and engaging families and communities  through respectful, reciprocal relationships.  NAEYC 2b | Develop a reciprocal relationship with a family and provide support for that family while completing the Family Engagement Plan assignment. | **Benchmark:**  100% of students in ECD 108 will meet or exceed NAEYC expectations for Standard 2b.  **Action Level: Below 80%** | **Benchmark Not Met**  60% of students in ECD 108 met the criteria for meeting or exceeding NAEYC Standard 2b. | The assignment has been expanded to meet accrediting body requirements and these changes are more challenging for students. Instructors will use situational role playing activities to assist students gain deeper understanding. |  |
| 1, 4 | Develop strategies for involving families and communities in children’s development and learning.  NAEYC 2c | Students will plan and provide activities for parents to use with their children and reflect on the parent survey responses to improve their planning and teaching skills. | **Benchmark:**  **Benchmark:**  100% of students in ECD 108 will meet or exceed NAEYC expectations for standard 2c.  **Action Level: Below 80%** | **Benchmark Not Met**  60% of students in ECD 108 met the criteria for meeting or exceeding NAEYC Standard 2c | Writing reflections on their skills and performance is difficult for students. Instructors will provide in-class and homework assignments throughout the program to assist students build this skill. |  |
|  | Know about and use observation, documentation, and other appropriate assessment tools and approaches,  including the use of technologyin documentation, assessment and data collection.  NAEYC 3b | In a paper for ECD 107 students will explain how technology was used appropriately in documentation, assessment and data collection to gain information on a designated child in order to improve outcomes for the child. | **Benchmark:**  100% of students in ECD 107 will meet or exceed NAEYC expectations.  **Action Level: Below 80%** | **Benchmark Not Met**  62% of students in ECD 107 met the  benchmark for this standard. | Students have difficulty completing research to collect information, perhaps because their experiences in conducting quality research using library sources are limited. Instructors will arrange for the students to attend a training with the CCTC Librarian to familiarize students with the research process. |  |
|  | Engage in positive relationships and supportive interactions as the foundation of their work with young children.  NAEYC 4a | Show Intentionality about building relationships with children & engages in interactions with children that are warm and nurturing;  Understands positive relationships & supportive interactions as the foundation of their work with young children | **Benchmark:**  100% of students in ECD 243 will meet or exceed NAEYC expectations for this project.  **Action Level: Below 80%** | **Benchmark Not Met**  Due to the pandemic, none of the ECD 243 students have been able to complete their student teaching. Because of this, no data has been collected. | As soon as preschools are willing to permit students to complete their student teaching, we will place students in settings that will permit them to complete the assignment which monitors this outcome. |  |
|  | Utilize effective strategies and tools for early education, including appropriate uses of technology.  NAEYC 4b | Assessed in ECD 243 as students complete one week of lead teaching in their field experiences. | **Benchmark:**  100% of students in ECD 243 will meet or exceed NAEYC expectations for this project.  **Action Level: Below 80%** | **Benchmark Not Met**  Due to the pandemic, none of the ECD 243 students have been able to complete their student teaching. Because of this, no data has been collected. | As soon as preschools are willing to permit students to complete their student teaching, we will place students in settings that will permit them to complete the assignment which monitors this outcome. |  |
|  | Using a broad repertoire of developmentally appropriate teaching/ learning approaches.  NAEYC 4c | Lesson Plans prepared in ECD 237 include activities in all curriculum areas;  Activities are theme/book-related and teach significant concepts; All activities are prefaced by an objective and support SC Early Learning Standards. | **Benchmark:**  100% of students in ECD 237 will meet or exceed NAEYC expectations for this project.  **Action Level: Below 80%** | **Benchmark Met**  86% of students met or exceeded the NAEYC standard for this assignment. | The assignment demonstrates comprehensive knowledge of all areas of instruction. Instructors have incorporated assignments in all coursework to prepare students for this comprehensive project. |  |
|  | Understand content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.  NAEYC 5a | Lesson Plans prepared in ECD 237 will represent instruction across all domains and address multiple intelligences. | **Benchmark:**  100% of students in ECD 237 will meet or exceed NAEYC expectations for this project.  **Action Level: Below 80%** | **Benchmark Met**  86% of students met or exceeded the standard 5a portion of this project. | Instructors continue to emphasize various learning disciplines and the importance of providing a broad selection of activities addressing multiple intelligences. In-class activities, revised activity forms, incorporating the ELS, emphasis on differentiated instruction and increased research requirements in all coursework will continue to reinforce concepts. |  |
|  | Know and use the central concepts, inquiry tools, and structures of content areas or academic disciplines  NAEYC 5b | Teaching Plans are formatted per directions and are complete per the directions. Plans include a variety of experiences across the curriculum and include engaging activities. | **Benchmark:**  100% of students in ECD 243 will meet or exceed NAEYC expectations for this project.  **Action Level: Below 80%** | **Benchmark Met**  86% of students met the standard for formatting lesson plans. | Instructors spend extensive time reviewing student research and progress on the plan throughout the project, providing feedback and guidance as students construct the lesson plans. |  |
|  | Use own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.  NAEYC 5c | Integrated Teaching Plans created in ECD 237 are implemented during the Supervised Field Experiences teaching week in ECD 243. | **Benchmark:**  100% of students in ECD 243 will meet or exceed NAEYC expectations for this project.  **Action Level: Below 80%** | **Benchmark Not Met**  Due to the pandemic, none of the ECD 243 students have been able to complete their student teaching. Because of this, no data has been collected. | As soon as preschools are willing to permit students to complete their student teaching, we will place students in settings that will permit them to complete the assignment which monitors this outcome. |  |
|  | Identifying and involving oneself with the early childhood field  **NAEYC 6a** | Students can express their viewpoints on becoming involved in the earl childhood field through the Philosophy of Education paper. | **Benchmark:**  100% of students in ECD 243 will meet or exceed NAEYC expectations for this project.  **Action Level: Below 80%** | **Benchmark Met**  100% of students met or exceeded this standard**.** | Students are encouraged to identify professionally with the field of Early Care and Education beginning in ECD 101 Introduction to Early Childhood Education. This sense of professionalism develops over time as students participate in lab practicum experiences and complete related assignments throughout the program. |  |
|  | Knowing about and upholding ethical standards and other early childhood professional guidelines  NAEYC **6b** | Student perspectives on upholding the NAEYC Code of Ethics are expressed in the Philosophy of Education paper. | **Benchmark:**  100% of students in ECD 243 will meet or exceed NAEYC expectations for this project.  **Action Level: Below 80%** | **Benchmark Met**  100% of students met this standard. | Early Childhood Ethics Guidelines are introduced in ECD 101 and there is follow up in ECD 105, ECD 107, ECD 203, and ECD 243. Instructors use situational discussions to assist students to develop an awareness of the importance of professional ethics. |  |
|  | Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.  NAEYC **6c** | In the Philosophy of Education paper students are able to share how they will continue to improve their teaching skills and work with others in the field in order to improve their teaching skills. | **Benchmark:**  100% of students in ECD 243 will meet or exceed NAEYC expectations for this project.  **Action Level: Below 80%** | **Benchmark Met**  88% of students did not meet or exceeded this standard. | Additional opportunities for students to collaborate with one another and to use technology has been incorporated into ECD coursework. Beginning 2019-2020 additional evidence will be available because this standard will be assessed using two different measures. |  |
|  | Engaging in informed advocacy for young children and the early childhood profession  NAEYC **6e** | Students express their perspectives on advocacy in the early childhood profession through the Philosophy of Education paper. | **Benchmark:**  100% of students in ECD 243 will meet or exceed NAEYC expectations for this project.  **Action Level: Below 80%** | **Benchmark Met**  88% of students meet or exceed this standard. | Beginning in ECD 101 with a NAEYC Advocacy assignment, students discuss advocating for young children and the profession. Advocacy discussions continue throughout the program with current events and situational discussions encouraging students to reflect on advocacy. |  |

**Program Outcomes Assessment Table (POAT)**