REVIEW

SLO Review Date: <u>February 17, 2023</u>

Division: <u>Arts and Sciences</u>
Program Name: Early Childhood Education
Course CIP Code: <u>13.1210</u>

Instructor(s)   Yvette Robertson

Program Description:
The Early Childhood programs focuses on teaching children before they enter kindergarten which provides an essential need to communities that provide programs for these young children (Birth through Pre-K years). Students learn to work with children and their parents or caregivers. They develop an understanding of young children and the unique needs children have. They learn to provide developmentally appropriate environments and curriculum for children.

Program Student Learning Outcomes (SLOs)
 These learning outcomes of the program are to:
1. understand child development from birth to age 8
2. develop the ability to establish family and community collaboration
3. be aware of professionalism required to serve in early childhood environments
4. acquire knowledge about adaptations and accommodations for diverse learners in inclusive settings

Students will demonstrate the ability to use written and oral communication.

Students will be able to demonstrate and apply principles of child development and learning theories in the physical, social, emotional, cognitive, & aesthetics development of children.

Students will be able to demonstrate and apply principles of child development and learning theory in the areas of (physical, social, emotional, cognitive, and aesthetics) development.

Students will be able to plan and implement developmentally appropriate curriculum and instructional practice based on how children grow and develop.

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Students will use informal and formal assessment strategies to plan and implement individualized curriculum and environmental teaching practices.

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Students will demonstrate a commitment to professionalism by reflecting on their practices, articulating a philosophy and rationale for decisions and self –assessment, and evaluating the effects of their choices and actions on others.

Students will apply and utilize language appropriate materials for children's emergent literacy development.
Students will develop and maintain positive partnerships with families and communities.

The PCCUA Core Competency Objectives include the following.

Students will demonstrate the ability to use written and oral communication. *Understand child development from birth to age 8*

Students will be able to demonstrate and apply principles of child development and learning theories in the physical, social, emotional, cognitive, & aesthetics development of children.

Students will be able to plan and implement developmentally appropriate curriculum and instructional practice based on how children grow and develop.

Students will use informal and formal assessment strategies to plan and implement individualized curriculum and environmental teaching practices. *Acquire knowledge about adaptations and accommodations for diverse learners in inclusive settings*

Students will demonstrate a commitment to professionalism by reflecting on their practices, articulating a philosophy and rationale for decisions and self –assessment, and evaluating the effects of their choices and actions on others. *Be aware of professionalism required to serve in early childhood environments.*

Students will apply and utilize language appropriate materials for children's emergent literacy development.

Students will develop and maintain positive partnerships with families and communities. *Develop the ability to establish family and community collaboration*

Review of Program SLOs:
(Please review each SLO)
Instructors have reviewed the SLO's and determined these do not need to be modified. __X__
Instructors have reviewed the SLOs and determined these need to be modified. _____

PCCUA ASSESSMENT FORM

Division: Arts and Sciences
Program: Early Childhood Education
Date: 1022-23 Academic Year

PCCUA ASSESSMENT GUIDING QUESTIONS
Please respond based on the departmental discussion of the program assessment and how those outcomes reflect what students are learning and what needs to happen to improve student learning. You may provide this in a narrative or bulleted format. However, you must respond to each question and these responses should be based on your program assessment discussions. Please respond in red font.

Program Student Learning Outcomes
A. Are the intended educational (learning) outcomes for the program appropriate and assessed appropriately?

Yes, the appropriate assessment methods are in place to measure whether students have achieved the outcomes. This include tests, assignments, presentations and grading rubrics.

B. How are the faculty and students accomplishing the program's student learning outcomes?

Faculty provides instruction and support to help students achieve the learning outcomes. We design and deliver courses and assignments aligned with the outcomes. We cover the content and skills in various teaching methods, such as lectures, discussions, hands-on activities, and videos, to engage students and facilitate their learning. Assessments, such as exams, quizzes projects, and assignments, to evaluate students' progress.

Students are responsible for actively participating in the learning process, attending classes, studying, and completing assignments.
They are fully engaged with this process.

C. How is the program meeting market/industry demands and/or preparing students for advanced study?

The program prepares students to go directly into the work forces by helping them understand how to organize
developmentally appropriate classrooms, how to prepare developmentally appropriate material for children birth to 8. We provide students with opportunities for practical experiences through observations, field experiences, internships and practicums. These experiences expose student to what actually happens in classrooms. Professional development offers opportunities for faculty to stay updated on industry trends, research, and best practices. We collaborate with local schools, early childhood centers to create opportunities for students to engage with professionals and stay informed about best practices.

D. Do course enrollments and program graduation/completion rates justify the required resources?

Yes, there is a 95% graduation/completion rate and a 95% pass rate on the CDA assessment.

    E.   Based on the Program SLO's how well are students learning at the course and program level? Based on your assessment outcomes, how do you know this?

The students are doing well with the SLO's. There is an 85% pass rate on all assessments. Based on our assessment methods student are consistently achieving SLOs. These methods include exams, quizzes, projects, assignments and presentations. We regularly review and update SLOs an assessment method to identify
areas of improvement and to ensure we remain relevant an effective.

    F.   What are the changes you need to make to improved student learning?

Improving student learning is a continuous process, and several changes and strategies we made are:

- We are more intentional when preparing our course/study guide.
- We work closely with Student Support Services to strengthen support for students through tutoring.
- We incorporate more active learning in the classroom, encouraging students to participate, discuss, collaborate, and engage in hands-on activities to enhance their understanding of the material.

    G.   What are the weak areas demonstrating a need for improvement?

How to better equip/motivate students who struggle or exhibit poor performance on assessments. As a change

    H.   What are the strengths identified through assessment?

The strengths are:

- Effective teaching methods, such as active learning contributes to student engagement and learning.
- Our Graduation and Retention Rates
- A 100 percent pass rate on CDA assessment
- Students successfully finding employment .
- Providing academic advising and other support services such as Career Pathways.

Program Curriculum

    A.   Is the program curriculum appropriate to meet current and future market/industry needs and/or to prepare students for advanced study? Is that reflected in the assessment outcomes?

Yes, the curriculum prepares students to work with children birth to eight.

- Employer satisfaction: Local school and early childhood centers hire our graduates and they satisfied with the student knowledge and skills.
- Our curriculum provides a solid foundation for students who wish to pursue advanced study in the field.
- Our graduate Success rate

B. Are program exit requirements appropriate?

Yes, we have two capstone courses (Future Perspective, ECD 283 & Practicum, ECD 293).In the Future Perspective (ECD 293) students prepare a portfolio documenting what they have learned in their courses. In the Practicum (ECD 283) student demonstrate their ability to set up, organize and manage a classroom. All students (100%) complete this and the pass rate is 100%.

C.   Are students introduced to experiences within the workplace and introduced to professionals in the field?
Early childhood course has observation hours an or field experience.

These experiences provide students with practical insights and networking opportunities. Here is how we do this:

We have internships and practicums where students work in real early childhood education settings, such as preschools, daycare centers, or elementary schools. These experiences allow students to apply their knowledge in a practical setting.

In our course's students are encouraged to join Professional Associations, joining these associations facilitate networking and provide students access to resources and events within the field.

D.   Does the program promote and support interdisciplinary initiatives?
Yes, courses such as Infant/Toddler, ECD 243 & Preschool curriculum, ECD 263 and Literacy/Lang, ECD 253 and Math/Science, ECD 223 are taught concurrently. Also, our courses draw from various disciplines, such as psychology, sociology, neuroscience, and linguistics, to provide a holistic understanding of child development and education. Students work on collaborative projects that require them to integrate knowledge and skills from multiple areas of study.
 Field Experiences, observations and practicum provide opportunities for students to gain experience in settings that require
 collaboration with professionals from different disciplines, such as special education and speech therapy

E. Does the program support the college STACC skill development expected of all PCCUA graduates? Explain how you know this through assessment.

Yes, the ways support is provided is listed below:
1.   Social and community responsibility - Through observation, field experience and internships at daycare and schools.
2.   Technology Utilization – Students are required to type reflective papers and competency statements.
3.   Analytical and Critical Thinking and Reasoning – These skills are utilized to reflect on case scenarios, case studies.
4.   Communication students communicate in both written and oral forms. Assess written assignments, presentations, and communication skills demonstrated during classroom interactions. Students have to communicate with directors, teachers, parents and children.
5.   Commitments to diversity, equity and inclusion within the context of cultural engagement and understanding their commitment to these principles of the National Association of

the Education of Young children code of ethical conduct and through their coursework, interactions, and practices.

    F.   Does the program provide respect and understanding for cultural diversity as evidenced in the curriculum, in program activities, in assignment of program responsibly and duties; in honors, awards and scholarship recognition; in recruitment?

Students learn about respecting families, beliefs, values, and attitudes through many hours of observation and field experience. Students learn to incorporate culturally appropriate knowledge, understanding, and attitudes into their actions, communication style, verbal messages through the many activities and assignments. 100% of this passed.

Budget Requests Forms
Are more resources needed. If so, has there been an effort to acquire these resources through the college budgeting process?
Yes, more computers are needed. IT is aware and I brought it to my pass dean's attention.

What program requests did you make for the next year which are tied to needs related to assessment outcomes?
N/A

PCC/UA EARLY CHILDHOOD EDUCATION ASSESSMENT GOALS
The PCCUA Early Childhood Education Program must train early childhood education teachers and providers to understand and apply theory related to how children learn, what is developmentally appropriate for them to learn, and when it is best for the children to learn. This concept is often referred to as "best practice." There is no one "best practice" because care and teaching for children is always related to the environment and curriculum. Certain learning outcomes will always overlap; however, careful reading of the SLO's reflect the significance of environmental and curriculum needs of children while trying to teach PCCUA students how to provide the highest quality of care/teaching.

GOAL I: Students will demonstrate the ability to use written and oral communication.

Student Learning Outcomes	Related Courses	Criteria for Assessing Learning Outcomes	Assessment Results	Use of Results
Students will Write six grammatically correct competency goals based on the thirteen functional areas (CECPR)	ECD1003, 1103, 1203 ECD 1001, 1101	Portfolio Autobiography Competency Goals	95% percent of the students are able to successfully write their competency statements.	Students have to write competency statements, autobiography and create a parent newsletter.
Incorporate Internet and library research in the students writing and reading assignments.	ECD 233 ECD 193	Field Observations Assignments Practicum		Students are required to type their competency statements, autobiography and create a parent newsletter.
Write a grammatically correct essay.	All ECD courses	Exams Autobiography	95% percent success rate.	
Demonstrate appropriate oral communication skills in the following interactions: teacher to director, teacher to teacher, teacher to child, teacher to parent.	ECD 233 ECD173 ECD 193	Oral presentations Case Scenarios Field Observations Simulated Parent Conferences	95% percent success rate.	

GOAL II: Students will be able to demonstrate and apply principles of child development and learning theories in the physical, social, emotional, cognitive, & aesthetics development of children.

Student Learning Outcomes	Related Courses	Criteria for Assessing Learning Outcomes	Assessment Results	Use of Results
Students will Develop activities and respond to situations that promote physical development. Provide a nurturing supportive environment that promotes and supports social and emotional development. Plan and implement meaningful cognitive activities facilitated by play, interaction, and child-initiated discovery.	ECD 1003,1103,1203 ECD 233 ECD 193 ECD153 ECE173 All ECD courses All ECE courses	Portfolio Lesson Plans Case Scenarios Field Observation Lesson Plans Field Observations Exams Case Scenarios Lesson Plans	95% percent success rate. 95% percent success rate.	Students are required to do a presentation on theorist in the early childhood field.

GOAL II: Students will be able to demonstrate and apply principles of child development and learning theory in the areas of (physical, social, emotional, cognitive, and aesthetics) development.

Student Learning Outcomes	Related Courses	Criteria for Assessing Learning Outcomes	Assessment Results	Use of Results

| Students will

Plan and implement activities that strengthen children's sense of competence and provide engaging activities which build on prior knowledge and allow the child to succeed from "their point of view." (NAEYC) | ECD 1001, 1101
ECD 1003, 1103. 1203

All ECD courses | Field Observation Resource Notebook Rubric for Floor Plan Case Scenarios Practicum Instrument Instructional and Field Reliability | 95% percent success rate. | Students are required to use their knowledge of child development to create appropriate learning activities for children birth to 8. |

GOAL III: Students will be able to plan and implement developmentally appropriate curriculum and instructional practice based on how children grow and develop.

Student Learning Outcomes	Related Courses	Criteria for Assessing Learning Outcomes	Assessment Results	Use of Results
Students will Plan and use a variety of methods to encourage children's social, emotional, aesthetic, and cognitive development. Use varying developmentally appropriate methods of	ECD 1001, 1101 ECD 1003, 1103, 1203 ECD 173 ECD 233 ECD143, ECD 233 ECD 173	Field Observation Lesson Plans Practicum Instrument Instructional and Field Reliability Field Observation Lesson Plans	95% percent success rate.	Students are required to use their knowledge of child development to create appropriate learning activities for children birth to 8.

			95% percent success rate.	
instruction including play, small group, teacher-directed, and child-directed activities.	ECD 1001, 1101 ECD 1003, 1103, 1203 ECD 153 ECD 193 ECD 233	Lesson Plans Field Observation		
Develop and implement an integrated curriculum that focuses on children culturally diverse needs, and interests.	ECD 1001, 1101 ECD 1003, 1103, 1203 ECD 143 ECD153 ECD 193 ECD 233	Field Observations Lesson Plans Practicum Instrument Instruction and Field Reliability Field Observations		
Create, evaluate, and select developmentally appropriate materials , equipment,	ECD 143 ECD 153 ECD 173 ECD 193 ECD 233			
Create and evaluate developmentally appropriate environments.				

GOAL III: Students will be able to plan and implement developmentally appropriate curriculum and instructional practice based on how children grow and develop.

Student Learning Outcomes	Related Courses	Criteria for Assessing Learning Outcomes	Assessment Results	Use of Results
Students Will

Adapt strategies and environments to meet the needs of children with disabilities, developmental delays, or special abilities. | ECD 1103, ECD 173, ECD 2C3 | Field Observation Case Scenarios IEP's | 95% percent success rate. | Students are required to use their knowledge of child development to create appropriate learning activities for children birth to 8. |

Create and evaluate physical settings, schedules, routines, and transitions which reflect an understanding of their impact on children's learning "Establish and maintain physically and psychologically safe and healthy learning environments for children." (CDA)	ECD 1001, 1101 ECD 1003, 1103, 1203 ECD 143 ECD 163 ECD 233	Field Observation CDA Practicum Instructional and Field Reliability Rater Field Observations Competency Statements		

GOAL IV: Students will use informal and formal assessment strategies to plan and implement individualized curriculum and environmental teaching practices.

Student Learning Outcomes	Related Courses	Criteria for Assessing Learning Outcomes	Assessment Results	Use of Results
Students will Demonstrate competency to observe, record, and document children's work. Document systematic observations and record conversations and	ECD 1001, 1101 ECD 1003, 1103, 1203 ECD 233 ECD 1001, 1101 ECD 1003, 1103, 1203	Field Observation Student Chart IEP Field Observation Field Observation Practicum Instructional and Field Reliability Rater	95% percent success rate.	Students are required to conduct 5 hours of observation. Then write a detailed narrative on their observation.

| interviews with and among children.

Use a variety of tools to represent children's work (artwork, stories etc.)

Recognize the diversity of learners and differences of styles and rates of learning.

Assess children's strengths and abilities in positive and non-threatening manners. | ECD 173,

ECD 143
ECD 153
ECD 173
ECD 193
ECD 233 | Field Observation Practicum Instructional and Field Reliability Rater

Lesson Plans
Field Observations
Practicum Instructional and Filed Reliability Rater

Field Observation | | |
|---|---|---|---|---|

GOAL IV: Students will use informal and formal assessment strategies to plan and implement individualized curriculum and environmental teaching practices.

Student Learning Outcomes	Relate Courses	Criteria for Assessing Learning Outcomes	Assessment Results	Use of Results
Students Will

Demonstrate the ability to create a developmentally appropriate environment ensuring the accessibility of materials and appropriate room arrangement (large group area and interest areas.) | ECD 1001, 1101
ECD 1003, 1103, 1203

ECD 143
ECD 173

ECD 1001, 1101 | Field Observation Practicum Instructional and Field Reliability Rater
Room Rubric

Lesson Plans | 95% percent success rate. | Students are required to observe a classroom setting for two hours. They write a detailed description of the setting identifying if the materials, equipment, arrangement are appropriate the age group they observed. A 95% success rate is |

Incorporate knowledge and strategies for multi-disciplinary teaching	ECD 1003, 1103, 1203 ECD 153, ECD 193 ECD 233	Field Observations		very good based on past success rates.
Use intervention strategies to integrate goals for IEP, and IFSP (referral; to Social Services, etc.)	ECD 173, ECD 233	IEP Field Observation Referral Forms IEP's		

GOAL V: Students will demonstrate a commitment to professionalism by reflecting on their practices, articulating a philosophy and rationale for decisions and self –assessment, and evaluating the effects of their choices and actions on others.

Student Learning Outcomes	Related Courses	Criteria for Assessing Learning Outcomes	Assessment Results	Use of Results

Students Will			95% percent success rate.	Students write a 2-3-page Personal Philosophy paper. The are to identify what they believe about how children learn, highlight their commitment to NEAYC code of ethical conduct. 95% met this goal.
Demonstrate an awareness of and commitment to the professional code of ethical conduct. (NAEYC)	ECD 233	Portfolio		
Demonstrate an understanding of the history, philosophy, and foundation. of early childhood education.	ECD 1001, 1101 ECD 1003, 1103, 1203	Competency Statements Case Scenarios Exams		
Affiliate with a professional organization and or participate in continuing education and training	ECD 1001, 1101 ECD 1003, 1103, 1203 ECD 233	Proof of Membership Documentation of Continued Education Units or Credits		

GOAL VI: Students will apply and utilize language appropriate materials for children's emergent literacy development.

Student Learning Outcomes	Related Courses	Criteria for Assessing Learning Outcomes	Assessment Results	Use of Results
Students Will			95% percent success rate.	
Demonstrate the ability to select "appropriate" literature for young children.	ECD 1001, 1101 ECD 1003, 1103, 1203 ECD 143 ECD 153 ECD 193 ECD 153	Bibliography Field Observation Lesson plans Field Observation		Students will be required to compile a resource box of appropriate literature for young children.

Create an environment that promotes a broad range of print-rich materials and experiences.	ECD 193, ECD 193	Practicum Instrument Instructional and Field Reliability Rater		Students will be required to use the print-rich environment observation tool to reflect is their classroom is print-rich, including books, posters, signs, and charts.
Develop activities that support literacy development.	ECD 153 ECD 193	Field Observations Lesson Plans		
Demonstrate the ability to create multi-disciplinary interest areas that can be used to support literacy development.	ECD153 ECD 193	Field Observations Room Rubric Lesson Plans		Students will be required to develop five lesson around children books.
Affirm and respect cultural differences which support, and promote anti-bias approaches through literature.	ECD 1001, 1101 ECD 1003, 1103, 1203 ECD 153 ECD 193 ECD 233	Bibliography Field Observations Parent Questionnaire		Students will be required to collect 20 children books that support anti-bias. These activities will be added to their resource box.

GOAL VII: Students will develop and maintain positive partnerships with families and communities.

Student Learning Outcomes	Related Courses	Criteria for Assessing Learning Outcomes	Assessment Results	Use of Results
Student Will	SY 223 ECD 1001, 1101		95% percent success rate.	Students are required to attend to parent/teacher

Develop strategies for working with families.	ECD 1003, 1103, 1203	Parent Questionnaires		conferences. Then write a reflective paper on the experience
Demonstrate the ability to promote parent play interaction and reading.	ECD 1001, 1101 ECD 1003, 1103, 1203 SY 223 ECD 173	Parent Questionnaires Field Observations		
Demonstrates sensitivity to varying family structures and diverse cultures.	SY 223, ECD 1001, 1101 ECD 1003, 1103, 1203	Field Observations Parent Questionnaires		Students are required to locate five resources that will help families. 100% met this goal.
Link families to external resources such as Child and Family Services.		Field Observations Portfolio		