2024-25 ASSESSMENT OUTCOMES

EARLY CHILDHOOD EDUCATION Use the program review and past assessment to identify needs that have been addressed. See below.

The Improvements identified in the Program Review and Assessment SLOs identified that certain actions should be taken to improve student learning and instructor teaching.

The **ECE Program Review** suggestions for improvements are taken seriously and listed.

Planned program improvements, including a timetable and the estimated costs have been implemented for the 2024-25 academic year. Program improvement priorities are listed.
1. Increase enrollment
2. Find an easy pathway for upward mobility toward a four-year degree
3. Re-establish advising councils (Phillips and Arkansas Counties)
4. Re-establish Children's Day or some similar activity.

Planned Improvements
1. Recruit and market more efficiently and effectively
2. Continue providing technological integration in classroom instructions
3. Reinstate the community advisory boards in both Arkansas and Phillips County
4. Align and integrate the AAS with the AAT which allows students to have more flexibility related to transfer after graduation.
5. Build stronger partnerships with K-12 schools, day cares, and other early childhood providers

Assessment Outcomes revealed continued work in the following areas is needed.

Assessment results reveal that while students are performing well overall, continued work is needed in specific areas. Students are achieving success with the Student Learning Outcomes (SLOs), demonstrating an 85% pass rate across all assessments. Our assessment methods—including exams, quizzes, projects, assignments, and presentations—show consistent student achievement of SLOs.

We regularly review and update both the SLOs and assessment methods to identify opportunities for improvement and to ensure our program remains relevant and effective.

Changes have been made to improve student learning include the following"
The following improvements have been implemented to enhance student learning:
- All course materials and study guides have been updated.
- Collaboration with Student Support Services has been strengthened to provide additional tutoring and academic support.
- Active learning strategies have been incorporated, encouraging students to participate, discuss, collaborate, and engage in hands-on activities to deepen understanding, such as**:**
  - Small group discussions
  - Case studies and problem-solving activities
  - Interactive projects and presentations
  - Simulations and role-playing activities

Areas for Improvement
One area that requires ongoing attention is better equipping and motivating students who struggle or show poor performance on assessments. Many of these students lack access to reliable internet or computers at home. To address this, six new computers have been purchased and are now in use on campus to enhance learning resources and support student success.

Goal 1: Social and Community Responsibility

Level I: Social and Community Responsibility	100% of the students enrolled in the PCCUA ECE Program graduating with an AAS will demonstrate through their instructional behavior an adherence to the NAEYC Code of Ethics.	
Competency	**Focus Courses**	**Assessment Procedure**
Students' behavior will demonstrate adherence to legal and ethical standards established by society.	ECD 1003 ECD 1103 ECD 1203 ECD 103 EN 213	Document through field observations, written assignments, case scenarios, interviews, and room rubrics the emotional development of all children. The skills related to planning appropriate children's activities, managing children's behavior, and dealing with ongoing problems related to environments for all children. Additionally, students will demonstrate the ability to make decisions based on knowledge of early childhood theories and "best practice" and promote quality in child care services. Students will take advantage of opportunities to improve competence by attending professional development activities.
Level II: Social and Community Responsibility	100% of the students enrolled in the PCCUA ECE Program graduating with a Technical Certificate will demonstrate through their instructional behavior an adherence to the NAEYC Code of Ethics.	
Competency	**Focus Courses**	**Assessment Procedure**
Students' behavior will demonstrate adherence to legal and ethical standards established by society.	ECD 1003 ECD 1103 ECD 1203 ECD 103 EN 213 ECD 263	Document through field observations, written assignments, case scenarios, interviews, and room rubrics the emotional development of all children. The skills related to planning appropriate children's activities, managing children's behavior, and dealing with ongoing problems related to environments for all children. Additionally, students will demonstrate the ability to make decisions based on knowledge of early childhood theories and "best practice" and promote quality in child care services. Students will take advantage of opportunities to improve competence by attending professional development activities.
Level III: Social and Civic Responsibility	100% of the students completing a Certificate of Proficiency in ECE (CDA) will complete the Child Development Associate Assessment System and Competency Standards passing the CDA Assessment administered by the Council for Early Childhood Professional Recognition.	

Competency	Focus Courses	Assessment Procedure
Students' behavior will demonstrate adherence to legal and ethical standards established by society.	ECD 1001 ECD 1003 ECD 1101 ECD 1103 ECD 1203 ECD 283 ECD 293 ECD 263	Prove through the portfolio and written competency statements the emotional development of all children. The skills related to planning appropriate children's activities, managing children's behavior, and dealing with ongoing problems related to environments for all children. Additionally, students will demonstrate the ability to make decisions based on knowledge of early childhood theories and "best practice" and promote quality in child care services. Students will take advantage of opportunities to improve competence by attending professional development activities. Written Competency Statements (CDA Exam) Autobiography (CDA Exam) Portfolio (CDA Exam) Analysis of oral case scenarios Written Exam (CDA) Oral Exam (CDA)

Goal 2: Technology Utilization

Technology Utilization		95% of the students completing an AAS will complete the focus courses with a minimum of 70% in each course
Level I: Competency	**Focus Courses**	**Criteria for Assessing Learning Outcomes**
Students will use technology and the tools of the trade to achieve a specific outcome.	EN 213 ECD 1103	Students will demonstrate minimum proficiency using computers for accessing ECE information and for instructional use. Students will demonstrate application of new technologies by responses on tests, written assignments, and filed observations. Students will demonstrate knowledge in using special needs equipment such as Delta Talkers, Big Macs, and other new technology adaptive tools.
Technology Utilization		95% of the students completing an TC will complete the focus courses with a minimum of 70% in each course
Level II: Competency	**Focus Courses**	**Assessment Procedures**

Students will use technology and the tools of the trade to achieve a specific outcome.	EN 213 ECD 1103 ECD 283 ECD 293	Students will demonstrate minimum proficiency using computers for accessing ECE information and for instructional use. Students will demonstrate application of new technologies by responses on tests, written assignments, and filed observations. Students will demonstrate knowledge in using special needs equipment such as Delta Talkers, Big Macs, and other new technology adaptive tools.
Technology Utilization		95% of the students completing a Certificate of Proficiency in ECE (CDA)will complete the Child Development Associate Assessment System and Competency Standards and pass the CDA Assessment administered by the Council for Early Childhood Professional Recognition
Level III: Competency	**Focus Courses**	**Assessment Procedures**
Students will use technology and the tools of the trade to achieve a specific outcome	ECD 1001 ECD 1003 ECD 1101 ECD 1103 ECD 1203 ECD 283 ECD 293	Prove through the portfolio and written competency statements the skills related to a variety of factors which support the use of all available resources, including current technology to support and improve child care Written Competency Statements (CDA Exam) Autobiography (CDA Exam) Portfolio (CDA Exam) Analysis of oral case scenarios Written Exam (CDA) Oral Exam (CDA)

Goal 3: Analytical and Critical Thinking

Level I: Analytical and Critical Thinking & Reasoning		95% of the AAS students will have an average score of 70% or better on all written and oral material for all course work in focus classes and demonstrate applied behavior at the work site.
Competency	**Focus Courses**	**Assessment Procedures**

| Students will demonstrate skills related to analyzing data, evaluating, setting priorities and predicting outcomes | ECD 213 ECD 243 ECD 253 ECD 243 ECD 233 | Students will document proficiency in evaluating standardized tests, developing individualized lesson plans, appropriately placing students, and providing appropriate, including special education services, to children in their care. Additionally, students will demonstrate the skills related to planning appropriate children's activities, managing children's behavior, and dealing with ongoing problems related to environments for all children. Additionally, students demonstrate the ability to make decisions based on knowledge of early childhood theories and "best practice"

This will be documented through the Behavior and Learning Matrix, a room rubric, written assignments, and a data collection score sheet for ECD objectives. |
| Level II: Analytical and Critical Thinking & Reasoning | | 95% of the TC students will have an average score of 70% or better on all written and oral material for all course work in focus classes and demonstrate applied behavior at the work site. |
| Competency | Focus Courses | Assessment Procedures |
| Students will demonstrate skills related to analyzing data, evaluate, setting priorities and predict outcomes | ECD 113 ECD 213 ECD 223 ECD 243 ECD 253 ECD 283 ECD 293 ECD 233 | Students will document proficiency in evaluating standardized tests, developing individualized lesson plans, appropriately placing students, and providing appropriate, including special education services, to children in their care. Additionally, students will demonstrate the skills related to planning appropriate children's activities, managing children's behavior, and dealing with ongoing problems related to environments for all children. Additionally, students demonstrate the ability to make decisions based on knowledge of early childhood theories and "best practice"

This will be documented through the Behavior and Learning Matrix, a room rubric, written assignments, and a data collection score sheet for ECD objectives. |
| Level III: Analytical and Critical Thinking and | | 95% of the students completing a Certificate of Proficiency in ECE (CDA)will |

Reasoning	complete the Child Development Associate Assessment System and Competency Standards and pass the CDA Assessment administered by the Council for Early Childhood Professional Recognition

Competency	Focus Courses	Assessment Procedures
Students will demonstrate skills related to analyzing data, evaluate, setting priorities and predict outcomes	ECD 1001￼ ECD 1003￼ ECD 1101￼ ECD 1103￼ ECD 1203￼ ECD 113￼ ECD 223	Prove through the portfolio and written competency statements the skills related to planning appropriate children's activities, managing children's behavior, and dealing with ongoing problems related to environments for all children. Additionally, students demonstrate the ability to make decisions based on knowledge of early childhood theories and "best practice" Written Competency Statements (CDA Exam) Autobiography (CDA Exam) Portfolio (CDA Exam) Analysis of oral case scenarios Written Exam (CDA) Oral Exam (CDA)

Goal 4: Communication

Level I: Communication	95% of the AAS students will have an average score of 70% or better on all written material for all course work.

Competency	Focus Courses	Assessment Procedure
Students will exchange verbal and nonverbal information using standard English.	ECD 213￼ ECD 103￼ ECD 263￼ EN 213￼ SY 223	Application of English Department Standard applied to written papers, tests, and other written material. Analysis of oral presentations, observation during mandatory exit interview

Level II: Communication	95% of the students completing a Technical Certificate in ECE will have an average score of 70% or better on all written material for all course work.

Competency	Focus Courses	Assessment Procedure
Students will exchange	ECD 1003	Application of English Department Standard applied to written papers, tests,

verbal and nonverbal information using standard English.	ECD 1103 ECD 213 ECD 103 ECD 263 EN 213 SY 223	and other written material. Analysis of oral presentations, written case scenarios, score on the Behavior and Learning Matrix, completion of the Room Rubric
Level III: Communication		95% of the students completing a Certificate of Proficiency in ECE (CDA)will complete the Child Development Associate Assessment System and Competency Standards and pass the CDA Assessment administered by the Council for Early Childhood Professional Recognition
Competency	**Focus Courses**	**Assessment Procedure**
Students will exchange verbal and nonverbal information using standard English.	ECD 1001 ECD 1003 ECD 1101 ECD 1103 ECD 1203 ECD 283 ECD293	Demonstrate proficiency in record keeping, planning, reporting, and use of tools necessary for objective information gathering (child's learning plan). Written Competency Statements (CDA Exam) Autobiography (CDA Exam) Portfolio (CDA Exam) Analysis of oral case scenarios Written Exam (CDA Exam) Oral Exam (CDA Exam)

Goal 5: Cultural Competency

Level I: Cultural Competency		95% of the AAS students will have an average score of 70% or better on all written and oral material for all course work in focus classes and demonstrate applied behavior at the work site.
Competency	**Focus Courses**	**Assessment Procedures**
Students will demonstrate though adult and child interaction a knowledge, attitude, and belief in diversity among several multicultural groups (age,	SY 233 EN 213 ECD 1003 ECD 1103 ECD 103 ECD 263	Written assignments, class presentations, cooperative learning activities Demonstrates through written assignments, tests, class presentations, curriculum maps, room rubrics, field observations, and exit interview that the student helps each child feel accepted in the group, helps children learn to get along with others, and encourages a feeling of mutual respect among children.

ethnicity, gender, special needs, etc.).		

Level II: Cultural Competency		95% of the students completing a Technical Certificate in ECE will have an average score of 70% or better on all written material for all course work.
Competency	**Focus Courses**	**Assessment Procedures**
Students will demonstrate though adult and child interaction a knowledge attitude and belief in diversity among several multicultural groups (age, ethnicity, gender, special needs, etc.)	SY 233 EN 213 ECD 1003 ECD 1103 ECD 163 ECD 103	Written assignments, class presentations, cooperative learning activities Demonstrates through written assignments, tests, class presentations, curriculum maps, room rubrics, field observations, and exit interview that the student helps each child feel accepted in the group, helps children learn to get along with others, and encourages a feeling of mutual respect among children.

Level III: Cultural Awareness		95% of the students completing a Certificate of Proficiency in ECE (CDA)will complete the Child Development Associate Assessment System and Competency Standards and pass the CDA Assessment administered by the Council for Early Childhood Professional Recognition
Competency	**Focus Courses**	**Assessment Procedures**
Students will demonstrate though adult and child interaction a knowledge attitude and belief in diversity among several multicultural groups (Age, ethnicity, gender, special needs, etc.)	ECD 1001 ECD 1003 ECD 1101 ECD 1103 ECD 1203 ECD 283 ECD 293	Prove through the portfolio and written competency statements the skills related to a variety of factors which support the social and emotional development of all children. Written Competency Statements (CDA Exam) Autobiography (CDA Exam) Portfolio (CDA Exam) Analysis of oral case scenarios Written Exam (CDA Exam)

		Oral Exam (CDA Exam)	

BRIEF INTRODUCTION
PCCUA Core Competency Goals
ECE Goals, Objectives and Competencies
The PCCUA Early Childhood Education Program must train early childhood education teachers and providers (95% of the students in the program are employed ECE 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.

ECE REPORTING FORM 2024-25

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 Req'd	Use of Results
Students will: Write six grammatically correct competency goals based on the thirteen functional areas Incorporate Internet and library research in the students writing and reading assignments.	ECD1003, 1203 ECD 1001, 1101 All ECD courses	Portfolio Competency Goals Field Observations Assignments Practicum	86% 86%	

		Exams		
Write a grammatically correct essay.

Demonstrate appropriate oral communication skills in the following interactions: teacher to director, teacher to teacher, teacher to child, teacher to parent. | All ECD courses

ECD 233
ECD 283
ECD 293 | Oral presentations
Case Scenarios
Field Observations
Simulated Parent Conferences | 86% | |

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 Req'd	Use of Results
Students will:

Develop activities and respond to situations that promote physical development. | ECD 1003, 1103,1203
ECD 243, 253
ECD 263, 103
ECD 113 | Portfolio
Lesson Plans
Case Scenarios | 86% | |
| Provide a nurturing supportive environment that promotes and supports social and emotional development. | All ECD courses | Field Observation
Lesson Plans | 86% | |
| Plan and implement meaningful cognitive activities facilitated by play, interaction, and child-initiated discovery. | All ECD courses | Field Observations
Exams
Case Scenarios
Lesson Plans | 86% | |

GOAL III: 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 Req'd	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	All ECD courses	Field Observation Resource Notebook Rubric for Floor Plan Case Scenarios Practicum Instrument Instructional and Field Reliability	86%	

GOAL IV: 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 Req'd	Use of Results
Students will Plan and use a variety of methods to encourage children's social, emotional, aesthetic, and cognitive development.	All ECD courses All ECD courses	Field Observation Lesson Plans Practicum Instrument Instructional and Field Reliability	86% 86%	
Use varying developmentally appropriate methods of instruction including play,	ECD 1001, 1101 ECD 1003, 1103, 1203 ECD 253	Field Observation Lesson Plans	86%	

Student Learning Outcomes	Related Courses	Criteria for Assessing Learning Outcomes	Assessment Results Req'd	Use of Results
small group, teacher-directed, and child-directed activities.	ECD 293 ECD 233			
Develop and implement an integrated curriculum that focuses on children culturally diverse needs, and interests.	ECD 1001, 1101 ECD 1003, 1103, 1203 ECD 223 ECD 233 ECD 243 ECD 253 ECD 263	Lesson Plans Field Observation	86%	
Create, evaluate, and select developmentally appropriate materials, equipment,	ECD 293 All ECD courses	Field Observations Lesson Plans Practicum Instrument Instruction and Field Reliability Field Observations Room Rubric	86%	
Create and evaluate developmentally appropriate environments.				

GOAL V: 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 Req'd	Use of Results
Students Will: Adapt strategies and environments to meet the needs of children with disabilities, developmental delays, or special abilities.	ECD 1001, 1003 ECD 1203 ECD 103 ECD 223 ECD 233 ECD 243 ECD 253 ECD 263	Field Observation Case Scenarios Field Observation CDA Practicum	86% 86%	

Create and evaluate physical settings, schedules, routines, and transitions which reflect an understanding of their impact on children's learning	ECD 293	Instructional and Field Reliability Rater	86%	
	ECD 1001, 1101 ECD 1003, 1103 ECD 1203 ECD 243			
"Establish and maintain physically and psychologically safe and healthy learning environments for children." (CDA)	ECD 263 ECD 1001, 1003 ECD 1103, 1203 ECD 103, 113 ECD 243, 263	Field Observations Competency Statements		

GOAL VI: 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 Req'd	Use of Results
Students will: Demonstrate competency to observe, record, and document children's work.	All ECD courses	Field Observation	86%	
			86%	
Document systematic observations and record conversations and interviews with and among children.	ECD 1001, 1101 ECD 1003, 1103, 1203, ECD 253 ECD 253, ECD 263 ECD 93	Field Observation Practicum Instructional and Field Reliability Rater		
			86%	
		Field Observation Practicum Instructional and Field Reliability Rater		
Use a variety of tools to represent children's work (artwork, stories etc.)	ECD 223, 253 ECD 263 ECD 233			
			86%	
		Lesson Plans		

Recognize the diversity of learners and differences of styles and rates of learning.	All ECD courses	Field Observations Practicum Instructional and Filed Reliability Rater	86%	
Assess children's strengths and abilities in positive and non-threatening manners.	All ECD courses	Field Observation		

GOAL VII: 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 Req'd	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.)	All ECD courses	Field Observation Practicum Instructional and Field Reliability Rater Room Rubric	86%	
Incorporate knowledge and strategies for multi-disciplinary teaching	All ECD courses	Lesson Plans Field Observations	86%	

GOAL VIII: 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	Criteria for Assessing Learning	Assessment Results Req'd	Use of Results

	Courses	Outcomes		
Students Will Demonstrate an awareness of and commitment to the professional code of ethical conduct. (NAEYC)	ECD 1001, 1003 ECD 1103, 1203 ECD 103, 233 ECD 283, 293	Portfolio	86%	
Demonstrate an understanding of the history, philosophy, and foundation of early childhood education.	ECD 1003, 1103 ECD 103, 243, 263	Competency Statements Case Scenarios Exams	86%	
Affiliate with a professional organization and or participate in continuing education and training	ECD 1001, 1101 ECD 1003, 1203 ECD 103, 283	Proof of Membership Documentation of Continued Education Units or Credits	86%	

GOAL IX: 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 Req'd	Use of Results
Students Will: Demonstrate the ability to select "appropriate" literature for young children.	All ECD courses	Bibliography Field Observation Lesson plans	86%	
	All ECD courses	Field Observation	86%	

Student Learning Outcome	Related Courses	Criteria for Assessing Learning Outcomes	Assessment Results Req'd	Use of Results
Create an environment that promotes a broad range of print-rich materials and experiences.	All ECD courses	Practicum Instrument Instructional and Field Reliability Rater	86%	
Develop activities that support literacy development.	ECD 1001, 1101 ECD 1003, 1203 ECD 103, 223 ECD 243, 253 ECD 263	Field Observations Lesson Plans Field Observations Room Rubric Lesson Plans	86% 86%	
Demonstrate the ability to create multi-disciplinary interest areas that can be used to support literacy development.	ECD 1101, 1003 ECD 1203, 103 ECD 233, 243 ECD 253, 263,	Bibliography Field Observations Parent Questionnaire		
Affirm and respect cultural differences which support, and promote anti-bias approaches through literature.				

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

Student Learning Outcome	Related Courses	Criteria for Assessing Learning Outcomes	Assessment Results Req'd	Use of Results
Student Will	SY 223 All ECD courses	Parent Questionnaires	86%	
Develop strategies for working with families.	ECD 1001, 1101 ECD 1003, 1103 ECD 1203, 103	Parent Questionnaires Field Observations	86%	
Demonstrate the ability to promote parent play interaction and reading.	SY 223 ECD 223, 243 ECD 253, 263	Field Observations		

Demonstrates sensitivity to varying family structures and diverse cultures.	SY 223 ECD 1003, 1203 ECD 103, 233	Parent Questionnaires Field Observations Portfolio	86% 86%	
Link families to external resources such as Child and Family Services.	ECD 1001, 1101 ECD 1003, 1103 ECD 120 SY 223			

PCCUA ASSESSMENT GUIDING QUESTIONS AND DEPARTMENTAL RESPONSES
(After completing the SLO outcomes document complete this form)

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 program's Student Learning Outcomes (SLOs) are clearly defined, measurable, and aligned with program goals. They are assessed using a variety of methods, including exams, quizzes, projects, assignments, and presentations, ensuring evaluation of student learning.

B. How are the faculty and students accomplishing the program's student learning outcomes?
Faculty provide updated course materials and structured study guides, integrate active learning strategies, and offer support through tutoring services. Students are engaged through group discussions, collaborative projects, presentations and case studies, to deepen their understanding and application of the material.

C. How is the program meeting market/industry demands and/or preparing students for advanced study?
The program regularly reviews and updates curriculum content to stay aligned with industry and NAEC standards an expectations. Skills taught emphasize critical thinking, collaboration, and practical application, which are necessary for both workforce readiness and academic advancement.

D. Do course enrollments and program graduation/completion rates justify the required resources?
Yes. The program maintains a strong enrollment and an 85% pass rate across assessments, demonstrating effective use of resources. The purchase of six new computers—further enhance student learning and program delivery.

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?
Students are performing well, with consistent achievement of SLOs and an 85% pass rate on all assessments. This is supported by assessment results, faculty review of student work, and program evaluation of outcomes.

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

Recent changes implemented include:
- Updating all course and study guides.
- Strengthening collaboration with Student Support Services to provide more targeted tutoring.

- Incorporating active learning strategies such as case studies, role-playing, and collaborative research projects.
- Upgrading classroom technology, including the purchase of six new computers.

G. What are the weak areas demonstrating a need for improvement?
A key area of focus is continuing to develop strategies that better equip and motivate students who struggle on assessments. Plans include more personalized learning interventions and increased one-on-one support.

H. What are the strengths identified through assessment?
- High pass rates and consistent achievement of SLOs.
- Strong, updated curriculum materials.
- Effective use of multiple assessment methods.
- Increased student engagement through active learning.

Budget Requests Forms

Are more resources needed, if so, has there been an effort to acquire these resources through the college budgeting process?

Yes. Resource needs identified through program assessment have been recognized; however, formal requests have not yet been submitted.
What program requests did you make for the next year which are tied to needs related to assessment outcomes?

Based on assessment data, the following requests are planned for submission and approval in the upcoming year:
- Additional software and a larger printer to strengthen technology integration in coursework.
- New instructional equipment, such as an updated smart board, to support hands-on learning activities.
- Expanded funding to attend professional conferences and field trips to connect students with industry professionals.
- Increased budget for faculty professional development, including training in evidence-based teaching practices and active learning strategies.