Program Assessment Plan

Program: Early Childhood Education

Contact Person: Deb Huestis

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1. **Program Maps**

Please include below or attach a curriculum map linking program outcomes to courses. Also include a map indicating where in the program College Learning Outcomes and High Impact Practices are addressed.

Curriculum Map

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO15 | PO16 | PO17 | PO18 |
| EDEC 108 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EDEC 130 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EDEC 210 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EDEC 230 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EDEC 249 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EDEC 251 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EDEC 247 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EDEC 249 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EDEC 254 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EDEC 256 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EDEC 265 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EDEC 268 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EDEC 273 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EDEC 275 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

B = student ability to demonstrate the learning outcome is considered basic

I = student ability to demonstrate the learning outcome is considered introductory

R = student ability to demonstrate the learning outcome is reinforced, based upon previous learning experiences

P = student ability to demonstrate the learning outcome is considered proficient

**CLO alignment**

|  |  |  |  |
| --- | --- | --- | --- |
| Course |  | CLOs |  |
|  | Critical Thinking | Communication | Professionalism |
|  |  |  |  |
| EDEC 108 |  |  |  |
| EDEC 130 |  |  |  |
| EDEC 210 |  |  |  |
| EDEC 230 |  |  |  |
| EDEC 249 |  |  |  |
| EDEC 251 |  |  |  |
| EDEC 247 |  |  |  |
| EDEC 249 |  |  |  |
| EDEC 254 |  |  |  |
| EDEC 256 |  |  |  |
| EDEC 265 |  |  |  |
| EDEC 268 |  |  |  |
| EDEC 273 |  |  |  |
| EDEC 275 |  |  |  |

1. **Assessment Plan and Schedule**

Individual faculty will complete reflections for the courses indicated based on program outcomes assessment schedule. Faculty will be expected to complete reflections for courses indicated. Please note here 1) when reflection will be completed, and 2) any additional assessment processes your department/program will follow.

Faculty will submit a reflection to the Department Chair each semester after a course is taught (2-year cycle). The reflection will include strengths, challenges and recommended revisions and additions made during the course.

Courses will be reviewed by instructor development personnel upon creation, after the first teaching and then every time the course is taught. Instructor reflections will include unstructured space for modifying the course in future semesters.

The program director will submit and annual summary assessment report in December.

1. **College Learning Outcomes Assessment**

Department/Program Assessment \_\_\_X\_\_

Each course has a signature project, portfolio, or interview. These common assessments will be used as evidence when evaluating the CLO and Program Outcomes.

**Program Outcomes**

1. Know and understand young children’s characteristics and needs
2. Know and understand the multiple influences on development and learning
3. Know and understand the importance, central concepts, inquiry tools and structures of content areas or academic disciplines
4. Identify and involve themselves with the early childhood field
5. Know about and uphold ethical standards and other professional guidelines
6. Students will think critically by evaluating information analytically, using ideas and data in creative and innovative ways.
7. Students will communicate effectively, expressing ideas and information in the mode most appropriate to the audience and situation.
8. Students will demonstrate professionalism in and out of the classroom, meeting current organizational or industry standards for conduct, appearance, and teamwork.
9. Know about and understand family and community characteristics
10. Support and empower families and communities through respectful, reciprocal relationships
11. Involve families and communities in their children’s development and learning
12. Know, understand, and use positive relationships and supportive interactions
13. Understand the goals, benefits, and uses of assessment
14. Know about and use observation, documentation, and other appropriate assessment tools and approaches
15. Understand and practice responsible assessment
16. Know about assessment partnerships with families and other professionals
17. Use own knowledge and other resources to design, implement and evaluate meaningful, challenging curriculum to promote positive outcomes
18. Engage in continuous, collaborative learning to inform practice
19. **Opportunities for Change**

Please indicate here any opportunities for change on which your department/program plans to work during the assessment cycle and how those changes will be assessed. Examples might include improving pass rates in a course, creating departmental assessment, etc.