

CTE Outcome Assessment Results for degree 2022-23

AAS: Early Childhood Education Degree

1. Outcome	2. Criteria or Target	3. Measurement Tool – NAEYC Standards with artifacts from course assignments in ECE & FS Portfolio	4. When/how and by who analysis of assessment will be accomplished	5. Results of Program Assessment and Recommendations
Students who complete this degree will be able to:				
1. Use multidimensional knowledge to make evidence-based decisions for creating and implementing curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each.	80% of the students meet or exceed expectations (based on the Artifact Rubric)	ECE 130C/135 – Practicum Portfolio demonstrates NAEYC Standard 1 – Child Development and Learning in Context: <u>Courses that artifacts may be submitted for portfolio for this section are: ECE 120, ECE 130A, ECE 126, ECE 122, HEC 226, HE 262, ECE 124, ECE 223, ECE 177, ECE 185, ECE 187, ECE 188</u>	The results will be compiled at the end of spring term 2021 and analysis will be completed during the 2024-25 Program Review.	
2. Use knowledge of family structures, positive parental and family development, available community resources, and a variety of communication and engagement skills to establish and sustain respectful, reciprocal relationships that affirm and respect family diversity and engage families in their child’s development and learning as collaborative partners.	80% of the students meet or exceed expectations (based on the Artifact Rubric)	ECE 130C/135 – Practicum Portfolio demonstrates NAEYC Standard 2 – Family-Teacher Partnerships and Community Connections: <u>Courses that artifacts may be submitted for portfolio for this section are: HEC 201, HEC 202, ECE 223, ECE 234, ECE 237</u>	The results will be compiled at the end of spring term 2021 and analysis will be completed during the 2024-25 Program Review.	
3. Use observation, documentation, and assessment to inform instruction and planning in early learning settings in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to promote positive outcomes for each child in partnership with families and professional colleagues.	80% of the students meet or exceed expectations (based on the Artifact Rubric)	ECE 130C/135 – Practicum Portfolio demonstrates NAEYC Standard 3 – Child Observation, Documentation, and Assessment: <u>Courses that artifacts may be submitted for portfolio for this section are: HEC 226, ECE 179, ECE 121, ECE 221, ECE 223</u>	The results will be compiled at the end of spring term 2021 and analysis will be completed during the 2024-25 Program Review.	

<p>4. Create an inclusive classroom culture, maintain supportive relationships and interactions with young children and use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias and evidence-based teaching skills and strategies that reflect the principles of universal design for learning and meet the needs of each child.</p>	<p>80% of the students meet or exceed expectations (based on the Artifact Rubric)</p>	<p>ECE 130C/135 – Practicum Portfolio demonstrates NAEYC Standard 4 – Developmentally, Culturally, and Linguistically Appropriate Teaching Practices: <u><i>Courses that artifacts may be submitted for portfolio for this section are: ECE 120, ECE 121, ECE 124, ECE 177, ECE 223, ECE 232, ECE 234, ECE 237, ED 219</i></u></p>	<p>The results will be compiled at the end of spring term 2021 and analysis will be completed during the 2024-25 Program Review.</p>	
<p>5. Use knowledge of child development and early learning standards to describe how young children learn across core content areas and use this understanding to select or create curriculum that counters biases and stereotypes, fosters young children’s interest in the content areas, and facilitates individual and group learning.</p>	<p>80% of the students meet or exceed expectations (based on the Artifact Rubric)</p>	<p>ECE 130C/135 – Practicum Portfolio demonstrates NAEYC Standard 5 –Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum: <u><i>Courses that artifacts may be submitted for portfolio for this section are: ECE 120, ECE 126, ECE 234, ECE 232, ECE 235, ECE 236, ECE 237, HEC 226</i></u></p>	<p>The results will be compiled at the end of spring term 2021 and analysis will be completed during the 2024-25 Program Review.</p>	
<p>6. Use collaborative, reflective, and intentional practice in their work with young children and as members of the early childhood profession.</p>	<p>80% of the students meet or exceed expectations (based on the Artifact Rubric)</p>	<p>ECE 130C/135 – Practicum Portfolio demonstrates NAEYC Standard 6 – Professionalism as an Early Childhood Educator. <u><i>Courses that artifacts may be submitted for portfolio for this section are: ECE 101, ECE 130B, ECE 130C, ECE 134, ECE 135</i></u></p>	<p>The results will be compiled at the end of spring term 2021 and analysis will be completed during the 2024-25 Program Review.</p>	
<p>7. Use knowledge of history, current issues, the NAEYC Code of Ethical Conduct, the mission of the early childhood education profession, and college-level speaking and writing skills to support and advocate for young children, families and the profession.</p>	<p>80% of the students meet or exceed expectations (based on the Artifact Rubric)</p>	<p>ECE 130C/135 – Practicum Portfolio demonstrates NAEYC Standard 6 – Professionalism as an Early Childhood Educator. <u><i>Courses that artifacts may be submitted for portfolio for this section are: ECE 101, ECE 120, ECE 200, WR 121</i></u></p>	<p>The results will be compiled at the end of spring term 2021 and analysis will be completed during the 2024-25 Program Review.</p>	

Submitted by:

Date:

Plans to be submitted to Title III Academic Assessment Coordinator (kbooth@cgcc.edu) by Nov 15 of academic year being assessed

Results to be submitted to Academic Assessment Coordinator (kbooth@cgcc.edu) by July 1 the following academic year being assessed

Analysis to be completed as part of the department program review