Cycle:

DIPLOMA IN APPLIED SCIENCE WITH A MAJOR IN EARLY CARE AND EDUCATION

Program Mission Statement:

The Early Childhood Development program supports the College's Mission and goals by offering a Diploma in Early Childhood Development. This program prepares the student with skills, knowledge, and competencies for employment and position advancement using the General Education Core Competencies of the College as a foundation.

Division: Health and Human Services
AVP: Dan Averette
Department Chair: Chris Thomas
Director: Karen Vido
SACSCOC Standard: 8.2A

Accrediting Agency: ☐ Yes ☒ No
Name:
Certification Exam(s): ☐ Yes ☒ No

Program Student Learning Outcome	Monitoring Year
Demonstrate an understanding of children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each child. (Reading Comprehension)	2018-2019
Design, implement, and evaluate experiences that promote positive development and learning for each and every young child in different academic disciplines. (Oral Communication)	2019-2020
Identify observation, documentation, and other forms of assessment as central to the practice of early childhood professionals. (Information Literacy)	2020-2021
Utilize a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning. (Written Communication)	2020-2021

STUDENT LEARNING OUTCOMES FOR DAS.ECD 2018-2019

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program?
Reading Comprehension: Demonstrate an understanding of children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.	ECD 101	Students will take the Unit 1 test based on lectures, in class assignments, and readings.	70% of students in the course will score 70% or higher.	Fall 2018 Spring 2019	In a sampling of three different face-to-face sections of the course, 28 out of 31 students (90%) scored 70% or higher. The lowest score on the assessment was 68%, and the highest score was 100%. The average score was 86%.	The expected level of learning was met. We will continue to emphasize key elements of children's development through hands-on in-class assignments.

STUDENT LEARNING OUTCOMES FOR DAS.ECD 2018-2019

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program?
Reading Comprehension: Demonstrate an understanding of children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.	ECD 135	Students will create a weekly (5 days) menu for young children based on an assigned calorie count as well as USDA and DSS guidelines.	70% of students in the course will score 70% or higher.	Fall 2018	In a sampling of two face-to-face sections of the course, 13 out of 20 students (65%) scored 70% or higher. The lowest score on the assessment was 40%, and the highest was 100%. The average score was 78%.	The expected level of learning was not met. The majority of the students who did not score 70% or higher were enrolled in the Certificate of Applied Science with a major in Early Childhood Development. There is currently not a minimum mathematics admission test score required as a program entrance requirement. Changing the program entrance requirement would insure students have the mathematical skills needed to successfully complete this assessment.

STUDENT LEARNING OUTCOMES FOR DAS.ECD 2018-2019

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Reading Comprehension: Demonstrate an understanding of children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.	ECD 203	Students will complete four separate observations of young children and document how the observation reflects age-appropriate development and behavior.	70% of the students will receive 70% or higher.	Spring 2019	10 out of 13 (77%) scored 70% or higher. The lowest score was 25%, and the highest score was 100%. The average score was 83%.	The expected level of learning was met. We will continue to engage students in developmentally appropriate hands-on learning activities. Each student will be given the opportunity to submit his or her observations early. If a student chooses to do so, the instructor will provide feedback, and the student will be able to make any necessary changes before the due date.

STUDENT LEARNING OUTCOMES FOR DAS.ECD 2019-2020

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Oral Communication: Design, implement, and evaluate experiences that promote positive development and learning for each and every young child in different academic disciplines.	ECD 131	Students will create a language arts game which is developmentally appropriate for young children.	70% of the students will receive 70% or higher.	Fall 2019	17 out of 18 (94%) scored 70% or higher. The lowest score was 33% and the highest score was 100%. The average score was 90%.	The expected level of learning was met. We will continue to engage students in developmentally appropriate hands-on learning activities. In addition, each student will be given the opportunity to submit his or her language arts game early. If a student chooses to do so, the instructor will provide feedback, and the student will be able to make any necessary changes before the due date.

STUDENT LEARNING OUTCOMES FOR DAS.ECD 2019-2020

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Oral Communication: Design, implement, and evaluate experiences that promote positive development and learning for each and every young child in different academic disciplines.	ECD 133	Students will plan and implement a science experiment with their peers.	70% of the students will receive 70% or higher.	Fall 2019	13 out of 13 (100%) scored 70% or higher. The lowest score was 87% and the highest score was 100%. The average score was 96%.	The expected level of learning was met. We will continue to engage students in developmentally appropriate hands-on learning activities. In addition, each student will be given the opportunity to submit his or her science experiment early. If a student chooses to do so, the instructor will provide feedback, and the student will be able to make any necessary changes before the due date.

STUDENT LEARNING OUTCOMES FOR DAS.ECD 2020-2021

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Oral Communication: Design, implement, and evaluate experiences that promote positive development and learning for each and every young child in different academic disciplines.	ECD 132	Students will plan four creative lesson plans for young children. Two of the lesson plans will be implemented with their peers.	70% of the students will receive 70% or higher.	Spring 2020	16 out of 17 (94%) scored a 70% or higher. The lowest score was 50%, and the highest score was 100%. The average score was 90%.	The expected level of learning was met. We will continue to engage students in developmentally appropriate hands-on learning activities. In addition, students will be given the opportunity to submit his or her creative lesson plans early. If a student chooses to do so, the instructor will provide feedback, and the student will be able to make any necessary changes before the due date.

STUDENT LEARNING OUTCOMES FOR DAS.ECD 2020-2021

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Information Literacy: Identify observation, documentation, and other forms of assessment as central to the practice of early childhood professionals.	ECD 102	Students will interview two parents of different ethnic or cultural backgrounds who have children between the ages of birth and 4 years concerning child rearing practices.	70% of the students will receive 70% or higher.	Fall 2020 Spring 2021 Spring 2021 (Dual Enrollment)	8 out of 10 (80%) scored a 70% or higher. The lowest score was 50%, and the highest score was 100%. The average score was 90%. 8 of the 11 (73%) scored a 70% or higher. The lowest score was 50% and the highest score was 100%. The average score was 86%. 3 of the 3 (100%) scored 100%.	The expected level of learning was met. We will continue to engage students in using various methods of documentation to gather developmentally appropriate information about children and families. Also, students will be given the opportunity to submit his or her interviews early. If a student chooses to do so, the instructor will provide feedback, and the student will be able to make any necessary changes before the due date.

STUDENT LEARNING OUTCOMES FOR DAS.ECD 2020-2021

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Information Literacy: Identify observation, documentation, and other forms of assessment as central to the practice of early childhood professionals.	ECD 105	Students will develop a brochure and presentation to inform families of ways to utilize positive child guidance.	70% of the students will receive 70% or higher.	Fall 2020 Spring 2021	8 out of 9 (88%) scored a 70% or higher. The lowest score was 64%, and the highest score was 100%. The average score was 94%. 6 out of 7 (85%) scored a 70% or higher. The lowest score was 42% and the highest score was 100%. The average score was 85%.	The expected level of learning was met. We will continue to engage students in using various methods of documentation to gather developmentally appropriate information about children and families. In the next cycle, the benchmark is being increased to 75% of the students will receive 79% or higher.

STUDENT LEARNING OUTCOMES FOR DAS.ECD 2020-2021

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Information Literacy: Identify observation, documentation, and other forms of assessment as central to the practice of early childhood professionals.	ECD 107	Students will locate a developmentally appropriate activity that parents of children with special needs can use to help their children continue to progress while at home during unexpected events such as the current COVID-19 pandemic	70% of the students will receive 70% or higher.	Fall 2020 Spring 2021	4 out of 9 (44%) scored a 70% or higher. The lowest score was 20%, and the highest score was 100%. The average score was 69%. 7 out of 9 (78%) scored a 70% or higher. The lowest score was 20% and the highest score was 100%. The average score was 82%.	The expected level of learning was not met. We will continue to engage students in using various methods of documentation to gather developmentally appropriate information about children and families. In order to improve student performance, the instructor modified the number of activities that were due each week. The expected level of learning was met. We will continue to engage students in using various methods of documentation to gather developmentally appropriate information about children and families.

STUDENT LEARNING OUTCOMES FOR DAS.ECD 2020-2021

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Written Communication: Utilize a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.	ECD 237	Students will create a developmentally appropriate thematic unit.	70% of the students will receive 70% or higher.	Fall 2020	9 out of 11 (82%) scored a 70% or higher. The lowest score was 17.72% and the highest score was 100%. The average score was 87%.	The expected level of learning was met. We will continue to engage students in using instructional strategies and tools to develop a thematic unit. Each student will be given the opportunity to submit his or her thematic unit early. If a student chooses to do so, the instructor will provide feedback, and the student will be able to make any necessary changes before the due date.

STUDENT LEARNING OUTCOMES FOR DAS.ECD 2020-2021

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Written Communication: Utilize a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.	ECD 243	Students will write weekly reflective journals of their experiences in their field placement sight.	70% of the students will receive 70% or higher. 75% of the students will receive 79% or higher.	Fall 2020 Spring 2021	5 out of 5 (100%) scored a 70% or higher. The lowest score was 89% and the highest score was 100%. The average score was 94%. 9 out of 9 (100%) scored a 79% or higher. The lowest score was 76% and the highest score was 100%. The average score was 95%.	The expected level of learning was met. We will continue to engage students in using tools to reflect on practice to connect with children. In the next cycle, the benchmark will be increased to 75% of the students will receive 79% or higher. The expected level of learning was met. Faculty will continue to engage students in using tools to reflect on practice to connect with children.

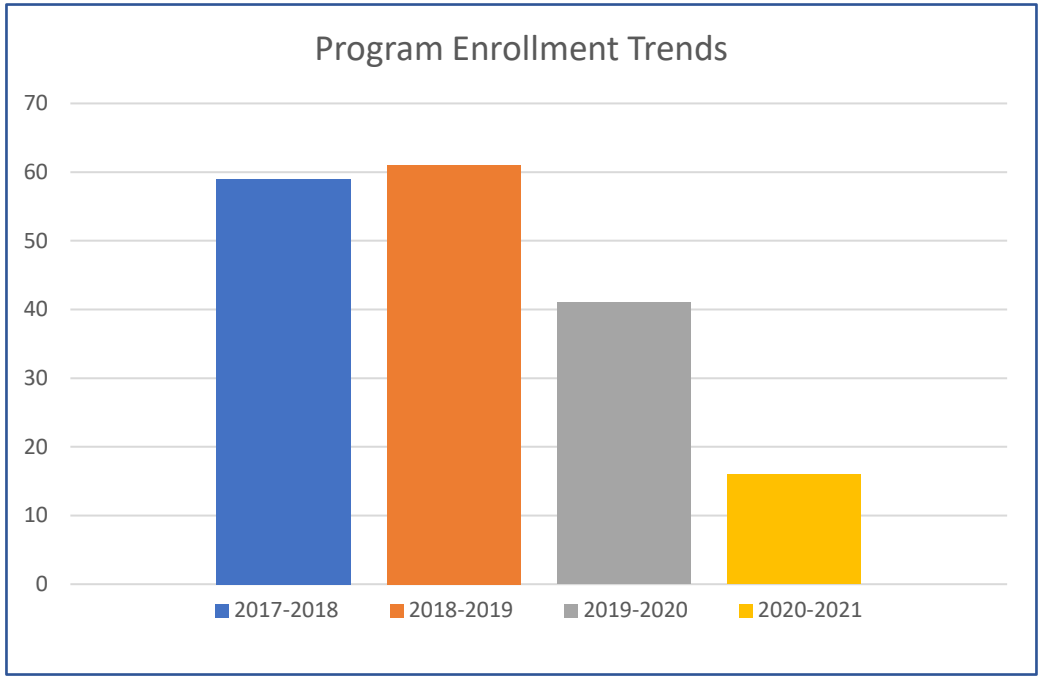
CONTINUOUS STUDENT IMPROVEMENT

During the last cycle (2016-2018) the results of the evaluations for PSLO's were similar to the current cycle with students scoring 70% or higher. One significant difference in the current cycle was the evaluation for the ECD 135 assignment. The expected level of learning was not met. The majority of the students who did not score 70% or higher were enrolled in the Certificate of Applied Science with a major in Early Childhood Development. There is currently not a minimum mathematics admission test score required as a program entrance requirement. Changing the program entrance requirement would ensure students have the mathematical skills needed to successfully complete this assessment.

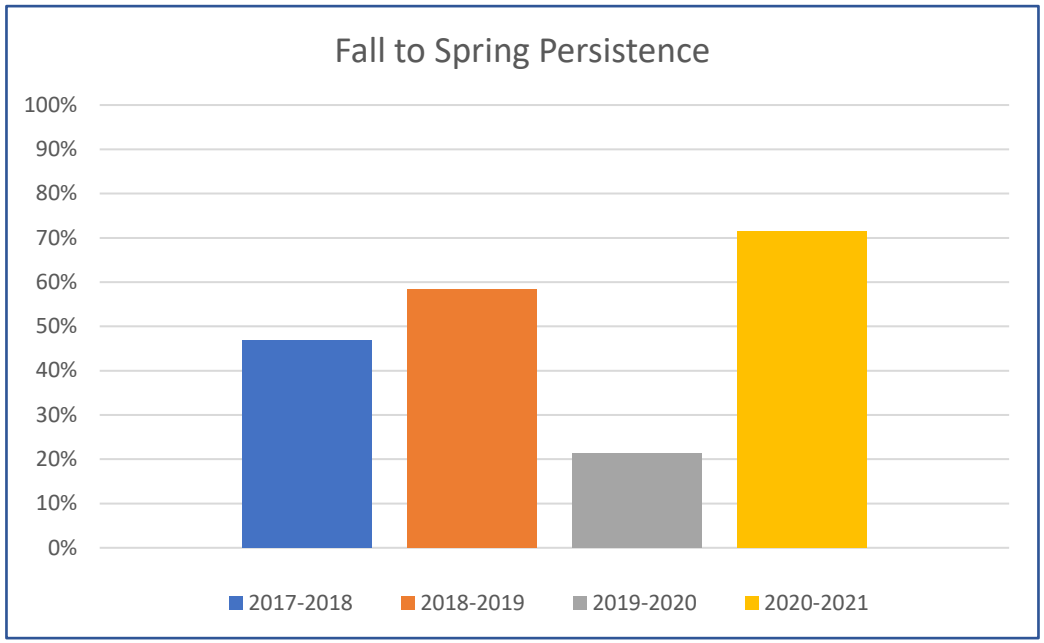
Although students scored 70% or higher on evaluations in the last cycle, an issue was noted with writing proficiency. Since the last cycle, students have been required to submit assignments to the writing center for feedback and revisions before submitting for a grade. All student's research papers are automatically scanned by TurnItIn, which also allows students to review feedback, and make revisions as needed before submitting for a grade. Due to these changes, writing proficiency has improved since the last cycle.

In the previous cycle, students scored a 70% or higher on the evaluation for the ECD 237 assignment. ECD 237 is a course only offered in the fall semester. During the Fall 2020 semester, due to COVID-19, the course was offered fully online for the first time. The course is designed to be very hands-on with several in-class projects to help prepare students to complete the thematic unit as the major assignment for the course. Although the instructor recorded weekly YouSeeU videos, very few students attended the sessions live, and no students watched the replays. In the event the course has to be offered completely online in the future, a decision has been made to incorporate the mandatory watching of instructional videos to insure student success.

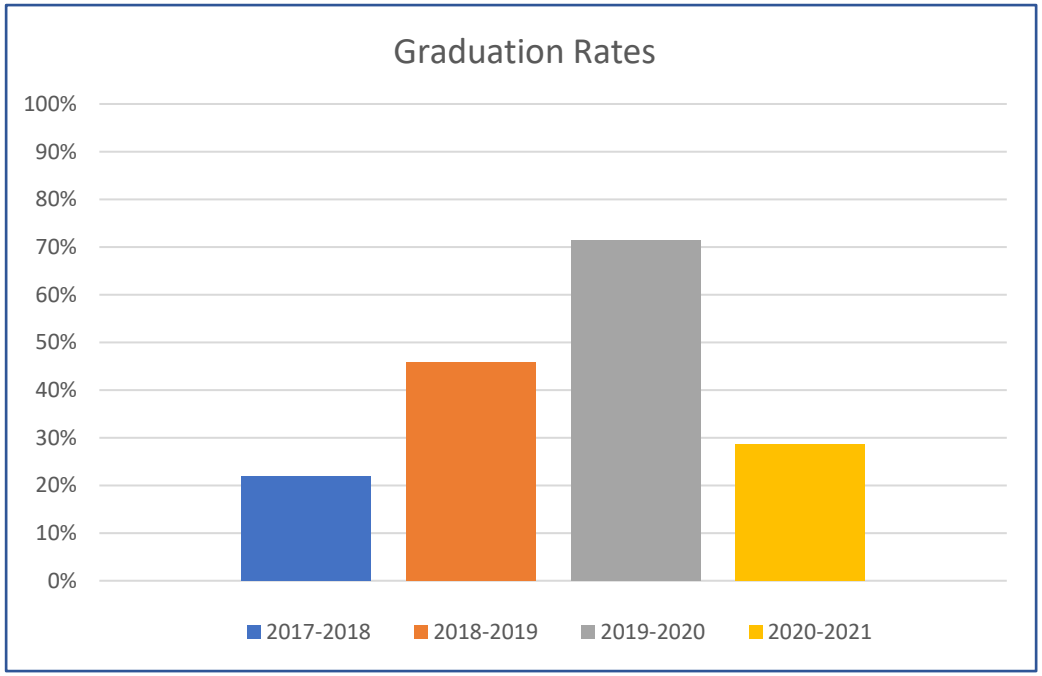
PROGRAM VITAL STATISCS

Indicator	Trend Analysis	Action Plans
	Enrollment remained consistent until 2019-2020 when the AAS.ECE degree was first offered and several students changed from DAS.ECE to AAS.ECE. This was also true of 2020-2021.	All of the courses required for DAS.ECD are also required for the AAS.ECE. We will continue to insure students complete the DAS.ECD coursework before attempting AAS.ECE coursework.

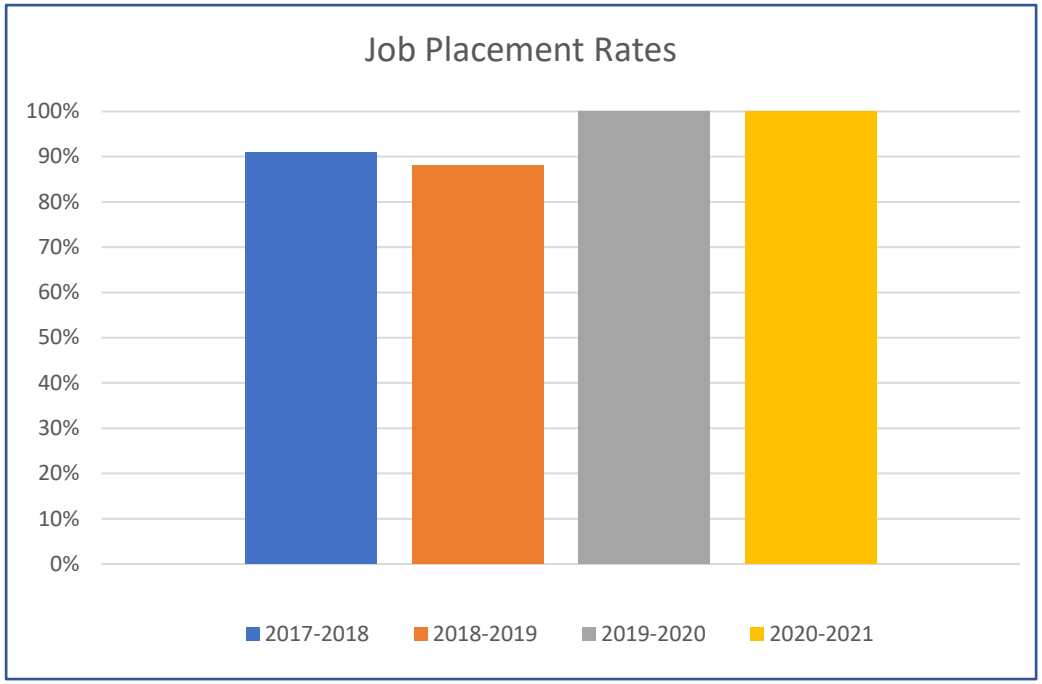
	2017-2018	2018-2019	2019-2020	2020-2021
Program Enrollment	59	61	41	16

Indicator	Trend Analysis	Action Plans
	This has remained steady other than in 19-20 when there was a decline, probably associated with COVID-19. We lose many students in the program due to their current life circumstances.	Students will continue to be encouraged to continue with the program. This will include giving students extra time to complete assignments as needed.

	2017-2018	2018-2019	2019-2020	2020-2021
Fall-to-Spring Persistence	47%	58%	21%	71%

Indicator	Trend Analysis	Action Plans
	There has been a fluctuation in graduation rates. Often, students have to take some time off due to life circumstance and return when they are able.	We will continue to reach out to students and work with them to overcome life circumstances.

	2017-2018	2018-2019	2019-2020	2020
Graduation Rates	22%	46%	71%	

Indicator	Trend Analysis	Action Plans
	Our job placement rates continue to be high.	We will continue to maintain a good relationship with Head Start, public schools, and area childcare child centers through our advisory board and field placements.

	2017-2018	2018-2019	2019-2020	2020
Job Placement Rates	91%	88%	100%	