

Program Assessment Report

Program: Child Development - Associate in Applied Arts
Year: 22/23
Division: Social Sciences
Contact: Jill Harrison

Delta College



Actions Taken in Response to Last Year's Report

Rationale for Current Assessments

Assessment 1 of 1

Goal / Project

Outcome(s)

Building Family and Community Relationships: Students understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristic

Standard / Objective

80% of students will meet or exceed all key competencies of Standard 2: Building Family and Community Relationships

Method of assessment

Course or CC Program Embedded Paper/ Project/ Presentation

Comment/Details about the method of assessment

Students were assessed using our NAEYC Key Assessment 2: Family Engagement Activity and Key Assessment 5: Professionalism Project

Courses Affected

CD 116 and CD 210

Time Frame

Fall 2022-Winter 2023

Submitted By

Result

Result

(3) Results exceeded expectation/standard

<u>How many students</u>	<u>Average Score</u>	<u>Percent that met standard</u>
0	0	92.0%

For GenEd Only Level 0 Level 1: Level 2: Level 3:

Data Collection (general or specific stats regarding results)

When analyzing the data collected for the past year over the two key assessments that cover standard 2, the

vast majority of students meet or exceed each of the three key competencies. Students have the opportunity to learn about and work with diverse families across the curriculum. Last Winter there was a slight increase (7%) in students who did not meet criteria for key competency 2c. However, 92% of all students did meet or exceed criteria for key competency 2c.

What We Learned (areas for improvements, strengths, etc.)

When the professional standards and key competencies were updated, our program took the opportunity to revise our key assessments, so Key Assessment 5 is newer to our program and we just completed the first two semesters of data using this particular key assessment. We also updated and revised Key Assessment 2. So, data for both assessments is new. However, we have been making programmatic changes in the area of Standard 2: Family-Teacher Partnerships and Community Connections based on student data from previous key assessments covering the standard. We have included more targeted lessons and assignments over the course of the program that relate to family involvement and engagement, particularly in CD 113: Guidance Strategies, CD 116: Diversity in ECE and CD 117: Student Teaching. Students have expressed a desire for more confidence in the areas of working with families and the community. For example, we've incorporated more required family-student teacher communication in the CD 117: Student Teaching course, including an assigned family conference. In CD 113, we incorporated a way to practice family communication midway through the program via a parent/guardian interview. And in CD 116 we heavily focus on learning about diverse families and providing opportunities to reflect on experiences through in class and/or online discussions. We will continue to strengthen our students' ability to communicate in respectful, responsive and reciprocal ways through our updated lessons and assignments.

Use of Data to Improve Student Success

Our accrediting body has updated their program outcome standards, so we will be updating our assessment to reflect those changes. But how we will change our assignment will also be in part due to what we learned through this year's student results. Some students are struggling with creating learning environments because they don't have the background due to minimal prerequisites for this course. So we are adding a bit more explanation and prep work to the assignment, allowing students to learn more about preparing lessons. In addition, we are bulking up our content on advocacy throughout the class. In addition, we will be talking about how we use simple observation strategies to help us interact with parents and children throughout our assignments so that students are more prepared for this aspect of the assignment. Overall, we are pleased with what was discovered and the areas we can continue to work on will help our students be more successful both in subsequent classes as well as in their career.

Institutional Student Learning Outcome	Action plan items of what is planned based on the data and results		
<input checked="" type="checkbox"/> Apply Knowledge and Skills	<input type="checkbox"/> Change assignments/activities	<input type="checkbox"/> Update course or CC prog conte	
<input checked="" type="checkbox"/> Think Critically	<input type="checkbox"/> Change materials provided	<input type="checkbox"/> Update course or CC prog outco	
<input checked="" type="checkbox"/> Communicate Effectively	<input type="checkbox"/> Adjust grading rubric	<input type="checkbox"/> Change course sequence or prerequisites	
<input checked="" type="checkbox"/> Act Responsibly	<input type="checkbox"/> Continue to monitor and assess next outcome	<input type="checkbox"/> Other	
	<input type="checkbox"/> Review or update assessment proces		

Comments and Action Plan

Discipline/Program Comments

Advisory Board Comments

Assessment Committee Comments

Curriculum Council Comments

Action Plan

Actions Taken in Response to Older Reports

