

Program Assessment Report

Program: Child Development - Associate in Applied Arts

Year: 24/25

Division: Social Sciences

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Delta College



Actions Taken in Response to Last Year's Report

Rationale for Current Assessments

Assessment 1 of 1

Goal / Project

Outcome(s)

Observing, Documenting, and Assessing to Support Young Children and Families: Students understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals and know about and unde

Standard / Objective

80% of students will meet or exceed all key competencies of Standard 3: Observing, Documenting and Assessing to Support Young Children and Families

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, Key Assessment 3: Assessment Project, Key Assessment 4: Unit Plan and Key Assessment 6: Behavioral Plan.

Courses Affected

CD 116, CD 117, and CD 113

Time Frame

Fall 2024-Winter 2025

Submitted By

Result

Result

(3) Results exceeded expectation/standard

How many students Average Score Percent that met standard

0

0

96.0%

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 via the key assessment that cover standard 3, the vast

majority of students meet or exceed each of the four key competencies. Students have the opportunity to learn about and apply knowledge regarding child observation, documenting, and assessment throughout each CD course. 96% of students either met or exceeded the requirements for each key competency of Standard 1 during the Fall 2024-Winter 2025 academic year.

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

Standard 3: Child Observation, Assessment and Documentation is an important aspect of the CD program. Students are introduced to these concepts in our CD 111: Introduction to Child Development course and have opportunities to learn and apply their knowledge and skills throughout the program, particularly in CD 110, 113, 115, 116 and 117. When reflection on the data, it appears that when students struggle in this competency, it is when applying their knowledge to Key Assessment 6. Key Assessment 6, which is given in CD 113, is our newest assessment. It is also in a course that is earlier in their program, potentially the first semester. It is clear that students may need additional opportunities to learn, practice and apply observation, assessment and documentation during the CD 113 class in order to be more successful on this assignment. That said, the 4% of students that did not meet the standard are a small portion of the vast amount of students that did meet or exceed the standard (96%).

Use of Data to Improve Student Success

As mentioned above, the program will need to evaluate the assignment to make sure that it is assessing students at a level that is relevant to their experience in this standard. More robust course content in CD 113 could be necessary to ensure all students are able to succeed on Key Assessment 6, Standard 3 content.

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 outcc	
<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