

Program Outcomes Assessment Data Guide

Child Devl-Early Child Edu AAS - Spring 2021

The review and analysis of program outcomes assessment data provide an essential input into the college-wide continuous improvement of instructional programs. The goal is to facilitate broader discussions that produce recommendations for and implementation of data-based improvements by individual faculty or groups of faculty. Improving instruction based on this type of data also supports College compliance with SACSCOC principles for institutional effectiveness regarding instructional programs.

This **data guide** assist faculty with the interpretation of program outcomes assessment data. Faculty should carefully review each data summary and discuss the related exploratory reflections. These reflections will provide a basis for responses to the *Program Outcomes Annual Assessment Report*.

The data summarized below were submitted by faculty via SOS during Spring 2021.

Reflection Questions

1. Upon review of the success rates, are there any outcomes that seem particularly problematic?
 - a. If the rates are low, what could be done to improve success on that outcome?
 - b. If the rates are high, how were those success rates achieved? What is being done particularly well that could benefit other programs?
 - c. Are students with **45-60 SCH** performing at expected levels in preparation for graduation? Are you satisfied with your students' performance?
2. How are you assessing each outcome?
 - a. What assessment methods are used? Review the appendix *Faculty Assessment Methodology* at the end of the data report.
 - b. Are the methods of assessment appropriate for the outcomes? (e.g. requires students to perform in a manner expected by the outcome).
 - c. What additional instructional strategies could be implemented to improve success rates?
3. To what extent is the program assessing all outcomes? Do current practices provide adequate assessment?
 - a. Across all outcomes, to what extent have courses/faculty reported "No Data for Other Reasons" or "Faculty Indicated Outcome Not Assessed" or "No Response from Faculty?" Perhaps explore with faculty why there was no data available or why outcomes were not assessed within the course. Consider what may be done within the program to reduce instances where faculty do not submit any response.
 - b. What may be done to improve the scope and frequency of assessment?
 - c. What are the leading causes of non-assessment of outcomes?

***Per FERPA regulations, when discussing data, in order to protect students' identities please do not discuss or identify individual students.*

Child Devl-Early Child Edu AAS Outcomes Assessed

- Outcome 1: *Students will be able to use developmentally appropriate practices to support children's learning.*
- Outcome 2: *Students will be able to interpret observations and assessments to plan and implement child centered curriculum.*
- Outcome 3: *Students will be able to communicate effectively with children, families, co-workers, and the community.*
- Outcome 4: *Students will be able to exhibit ethical behavior and professional responsibilities as required by the field of early childhood.*
- Outcome 5: *Students will be able to utilize technology to manage professional responsibilities.*
- Outcome 6: *Students will be able to demonstrate knowledge of regulatory agencies that govern early childhood programs.*

Child Devl-Early Child Edu AAS Outcomes NOT Assessed

- *Students will be able to create a respectful environment inclusive of all children, families, colleagues, and community.*

Courses Identified for Child Devl-Early Child Edu AAS Outcomes Assessment

- CDEC 1323 • CDEC 1356 • CDEC 1359 • CDEC 1413 • CDEC 1458 • CDEC 2328
- CDEC 2366 • CDEC 2424 • TECA 1303 • TECA 1311 • TECA 1318

Courses Sampled for Child Devl-Early Child Edu AAS Outcomes Assessment

Sampled Courses	Total Sections	Total Enrollments	Number of Students Assessed in One or More Outcomes	
			N	%
CDEC 1323	1	15	15	100.0%
CDEC 1356	2	29	17	58.6%
CDEC 1359	2	20	9	45.0%
CDEC 1458	1	15	14	93.3%
CDEC 2328	1	8	0	0.0%
CDEC 2366	1	6	5	83.3%
CDEC 2424	2	35	31	88.6%
TECA 1303	3	35	22	62.9%
TECA 1311	3	39	13	33.3%
TECA 1318	2	31	8	25.8%

Results for Outcome 1: Students will be able to use developmentally appropriate practices to support children's learning.

Students declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1323	5	83.3%	1	16.7%	.	.	.	.	.	.	.	.	.	.
CDEC 1458	5	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Total	10	90.9%	1	9.1%	.	.	.	.	.	.	.	.	.	.

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1323	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
CDEC 1458	5	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Total	6	100.0	.	.	.	.	.	.	.	.	.	.	.	.

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	13	92.9%	1	7.1%	.	.	.	.	.	.	.	.	.	.
Male	3	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Am Indian or Alaskan Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Hispanic or Latino Origin	12	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	2	66.7%	1	33.3%	.	.	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	4	100.0	.	.	.	.	.	.	.	.	.	.	.	.
22 - 34	7	87.5%	1	12.5%	.	.	.	.	.	.	.	.	.	.
35 - 49	3	100.0	.	.	.	.	.	.	.	.	.	.	.	.
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	6	85.7%	1	14.3%	.	.	.	.	.	.	.	.	.	.
Did NOT Receive Pell	10	100.0	.	.	.	.	.	.	.	.	.	.	.	.
First Generation														
First Generation	5	100.0	.	.	.	.	.	.	.	.	.	.	.	.
NOT First Generation	11	91.7%	1	8.3%	.	.	.	.	.	.	.	.	.	.

Results for Outcome 1: Students will be able to use developmentally appropriate practices to support children's learning.

Students NOT declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1323	3	100.0	.	.	.	.	.	.	.	.	.	.	.	.
CDEC 1458	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Total	4	100.0	.	.	.	.	.	.	.	.	.	.	.	.

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1323	4	80.0%	1	20.0%	.	.	.	.	.	.	.	.	.	.
CDEC 1458	3	75.0%	.	.	1	25.0%	.	.	.	.	.	.	.	.
Total	7	77.8%	1	11.1%	1	11.1%	.	.	.	.	.	.	.	.

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	11	84.6%	1	7.7%	1	7.7%	.	.	.	.	.	.	.	.
Male	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Am Indian or Alaskan Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	3	75.0%	1	25.0%	.	.	.	.	.	.	.	.	.	.
Hispanic or Latino Origin	7	87.5%	.	.	1	12.5%	.	.	.	.	.	.	.	.
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	5	71.4%	1	14.3%	1	14.3%	.	.	.	.	.	.	.	.
22 - 34	4	100.0	.	.	.	.	.	.	.	.	.	.	.	.
35 - 49	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	5	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Did NOT Receive Pell	6	75.0%	1	12.5%	1	12.5%	.	.	.	.	.	.	.	.
First Generation														
First Generation	8	88.9%	.	.	1	11.1%	.	.	.	.	.	.	.	.
NOT First Generation	3	75.0%	1	25.0%	.	.	.	.	.	.	.	.	.	.

Results for Outcome 2: Students will be able to interpret observations and assessments to plan and implement child centered curriculum.

Students declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1356	6	60.0%	1	10.0%	.	.	.	.	.	.	.	.	3	30.0%
Total	6	60.0%	1	10.0%	.	.	.	.	.	.	.	.	3	30.0%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1356	.	.	1	33.3%	.	.	.	.	.	.	.	.	2	66.7%
Total	.	.	1	33.3%	.	.	.	.	.	.	.	.	2	66.7%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	3	30.0%	2	20.0%	.	.	.	.	.	.	.	.	5	50.0%
Male	3	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Am Indian or Alaskan Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	1	100.0	.	.	.	.	.	.	.	.	.	.
Black or African-American	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
Hispanic or Latino Origin	5	55.6%	1	11.1%	.	.	.	.	.	.	.	.	3	33.3%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	.	.	.	.	.	.	.	.	.	.	.	.	3	100.0
22 - 34	2	40.0%	2	40.0%	.	.	.	.	.	.	.	.	1	20.0%
35 - 49	2	66.7%	.	.	.	.	.	.	.	.	.	.	1	33.3%
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Did NOT Receive Pell	4	36.4%	2	18.2%	.	.	.	.	.	.	.	.	5	45.5%
First Generation														
First Generation	3	60.0%	.	.	.	.	.	.	.	.	.	.	2	40.0%
NOT First Generation	3	37.5%	2	25.0%	.	.	.	.	.	.	.	.	3	37.5%

Results for Outcome 2: Students will be able to interpret observations and assessments to plan and implement child centered curriculum.

Students NOT declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1356	3	75.0%	.	.	1	25.0%	.	.	.	.	.	.	.	.
Total	3	75.0%	.	.	1	25.0%	.	.	.	.	.	.	.	.

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1356	5	41.7%	1	8.3%	.	.	.	.	.	.	.	.	6	50.0%
Total	5	41.7%	1	8.3%	.	.	.	.	.	.	.	.	6	50.0%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	8	50.0%	1	6.3%	1	6.3%	.	.	.	.	.	.	6	37.5%
Male	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Am Indian or Alaskan Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	1	50.0%	1	50.0%	.	.	.	.	.	.	.	.	.	.
Hispanic or Latino Origin	6	60.0%	.	.	1	10.0%	.	.	.	.	.	.	3	30.0%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	1	25.0%	.	.	.	.	.	.	.	.	.	.	3	75.0%
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	.	.	.	.	1	50.0%	.	.	.	.	.	.	1	50.0%
18 - 21	5	62.5%	1	12.5%	.	.	.	.	.	.	.	.	2	25.0%
22 - 34	3	75.0%	.	.	.	.	.	.	.	.	.	.	1	25.0%
35 - 49	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0%
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	5	50.0%	.	.	.	.	.	.	.	.	.	.	5	50.0%
Did NOT Receive Pell	3	50.0%	1	16.7%	1	16.7%	.	.	.	.	.	.	1	16.7%
First Generation														
First Generation	4	40.0%	.	.	1	10.0%	.	.	.	.	.	.	5	50.0%
NOT First Generation	4	66.7%	1	16.7%	.	.	.	.	.	.	.	.	1	16.7%

Results for Outcome 3: Students will be able to communicate effectively with children, families, co-workers, and the community.

Students declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1359	2	66.7%	.	.	.	.	.	.	.	.	.	.	1	33.3%
TECA 1311	3	50.0%	.	.	1	16.7%	.	.	.	.	.	.	2	33.3%
Total	5	55.6%	.	.	1	11.1%	.	.	.	.	.	.	3	33.3%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1359	1	33.3%	.	.	.	.	.	.	.	.	.	.	2	66.7%
TECA 1311	1	16.7%	.	.	.	.	.	.	.	.	.	.	5	83.3%
Total	2	22.2%	.	.	.	.	.	.	.	.	.	.	7	77.8%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	7	38.9%	.	.	1	5.6%	.	.	.	.	.	.	10	55.6%
Male	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Am Indian or Alaskan Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
Hispanic or Latino Origin	4	36.4%	.	.	.	.	.	.	.	.	.	.	7	63.6%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	2	40.0%	.	.	1	20.0%	.	.	.	.	.	.	2	40.0%
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	.	.	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	3	50.0%	.	.	.	.	.	.	.	.	.	.	3	50.0%
22 - 34	4	36.4%	.	.	1	9.1%	.	.	.	.	.	.	6	54.5%
35 - 49	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	1	25.0%	.	.	.	.	.	.	.	.	.	.	3	75.0%
Did NOT Receive Pell	6	42.9%	.	.	1	7.1%	.	.	.	.	.	.	7	50.0%
First Generation														
First Generation	3	33.3%	.	.	1	11.1%	.	.	.	.	.	.	5	55.6%
NOT First Generation	4	44.4%	.	.	.	.	.	.	.	.	.	.	5	55.6%

Results for Outcome 3: Students will be able to communicate effectively with children, families, co-workers, and the community.

Students NOT declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1359	2	66.7%	.	.	.	.	.	.	.	.	.	.	1	33.3%
TECA 1311	4	57.1%	.	.	.	.	.	.	.	.	.	.	3	42.9%
Total	6	60.0%	.	.	.	.	.	.	.	.	.	.	4	40.0%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1359	4	36.4%	.	.	.	.	.	.	.	.	.	.	7	63.6%
TECA 1311	5	25.0%	.	.	3	15.0%	.	.	.	.	.	.	12	60.0%
Total	9	29.0%	.	.	3	9.7%	.	.	.	.	.	.	19	61.3%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	15	37.5%	.	.	3	7.5%	.	.	.	.	.	.	22	55.0%
Male	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
Race/Ethnicity														
Am Indian or Alaskan Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	5	50.0%	.	.	1	10.0%	.	.	.	.	.	.	4	40.0%
Hispanic or Latino Origin	7	36.8%	.	.	.	.	.	.	.	.	.	.	12	63.2%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	3	25.0%	.	.	2	16.7%	.	.	.	.	.	.	7	58.3%
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	.	.	.	.	1	50.0%	.	.	.	.	.	.	1	50.0%
18 - 21	8	40.0%	.	.	1	5.0%	.	.	.	.	.	.	11	55.0%
22 - 34	5	41.7%	.	.	1	8.3%	.	.	.	.	.	.	6	50.0%
35 - 49	2	40.0%	.	.	.	.	.	.	.	.	.	.	3	60.0%
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
Pell Status														
Received Pell	8	36.4%	.	.	1	4.5%	.	.	.	.	.	.	13	59.1%
Did NOT Receive Pell	7	36.8%	.	.	2	10.5%	.	.	.	.	.	.	10	52.6%
First Generation														
First Generation	7	33.3%	.	.	1	4.8%	.	.	.	.	.	.	13	61.9%
NOT First Generation	8	40.0%	.	.	2	10.0%	.	.	.	.	.	.	10	50.0%

Results for Outcome 4: Students will be able to exhibit ethical behavior and professional responsibilities as required by the field of early childhood.

Students declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1323	6	100.0	.	.	.	.	.	.	.	.	.	.	.	.
CDEC 1359	2	66.7%	.	.	.	.	.	.	.	.	.	.	1	33.3%
CDEC 2328	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
CDEC 2366	5	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Total	13	81.3%	.	.	.	.	.	.	.	.	.	.	3	18.8%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1323	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
CDEC 1359	1	33.3%	.	.	.	.	.	.	.	.	.	.	2	66.7%
CDEC 2328	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
Total	2	33.3%	.	.	.	.	.	.	.	.	.	.	4	66.7%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	11	64.7%	.	.	.	.	.	.	.	.	.	.	6	35.3%
Male	4	80.0%	.	.	.	.	.	.	.	.	.	.	1	20.0%
Race/Ethnicity														
Am Indian or Alaskan Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	1	33.3%	.	.	.	.	.	.	.	.	.	.	2	66.7%
Hispanic or Latino Origin	12	75.0%	.	.	.	.	.	.	.	.	.	.	4	25.0%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	2	66.7%	.	.	.	.	.	.	.	.	.	.	1	33.3%
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	4	66.7%	.	.	.	.	.	.	.	.	.	.	2	33.3%
22 - 34	5	71.4%	.	.	.	.	.	.	.	.	.	.	2	28.6%
35 - 49	4	57.1%	.	.	.	.	.	.	.	.	.	.	3	42.9%
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	6	75.0%	.	.	.	.	.	.	.	.	.	.	2	25.0%
Did NOT Receive Pell	9	64.3%	.	.	.	.	.	.	.	.	.	.	5	35.7%
First Generation														
First Generation	7	87.5%	.	.	.	.	.	.	.	.	.	.	1	12.5%
NOT First Generation	8	57.1%	.	.	.	.	.	.	.	.	.	.	6	42.9%

Results for Outcome 4: Students will be able to exhibit ethical behavior and professional responsibilities as required by the field of early childhood.

Students NOT declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1323	2	66.7%	.	.	1	33.3%	.	.	.	.	.	.	.	.
CDEC 1359	2	66.7%	.	.	.	.	.	.	.	.	.	.	1	33.3%
CDEC 2328	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
Total	4	57.1%	.	.	1	14.3%	.	.	.	.	.	.	2	28.6%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 1323	4	80.0%	1	20.0%	.	.	.	.	.	.	.	.	.	.
CDEC 1359	4	36.4%	.	.	.	.	.	.	.	.	.	.	7	63.6%
CDEC 2328	.	.	.	.	.	.	.	.	.	.	.	.	3	100.0
CDEC 2366	.	.	.	.	1	100.0	.	.	.	.	.	.	.	.
Total	8	40.0%	1	5.0%	1	5.0%	.	.	.	.	.	.	10	50.0%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	12	44.4%	1	3.7%	2	7.4%	.	.	.	.	.	.	12	44.4%
Male	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Am Indian or Alaskan Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	3	42.9%	1	14.3%	.	.	.	.	.	.	.	.	3	42.9%
Hispanic or Latino Origin	7	53.8%	.	.	1	7.7%	.	.	.	.	.	.	5	38.5%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	2	28.6%	.	.	1	14.3%	.	.	.	.	.	.	4	57.1%
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	.	.	.	.	1	100.0	.	.	.	.	.	.	.	.
18 - 21	5	50.0%	1	10.0%	.	.	.	.	.	.	.	.	4	40.0%
22 - 34	6	54.5%	.	.	1	9.1%	.	.	.	.	.	.	4	36.4%
35 - 49	1	25.0%	.	.	.	.	.	.	.	.	.	.	3	75.0%
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
Pell Status														
Received Pell	7	41.2%	.	.	1	5.9%	.	.	.	.	.	.	9	52.9%
Did NOT Receive Pell	5	50.0%	1	10.0%	1	10.0%	.	.	.	.	.	.	3	30.0%
First Generation														
First Generation	9	47.4%	.	.	2	10.5%	.	.	.	.	.	.	8	42.1%
NOT First Generation	3	37.5%	1	12.5%	.	.	.	.	.	.	.	.	4	50.0%

Results for Outcome 5: Students will be able to utilize technology to manage professional responsibilities.

Students declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
TECA 1303	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Total	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
TECA 1303	2	50.0%	.	.	.	.	.	.	.	.	.	.	2	50.0%
Total	2	50.0%	.	.	.	.	.	.	.	.	.	.	2	50.0%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	3	60.0%	.	.	.	.	.	.	.	.	.	.	2	40.0%
Male	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Am Indian or Alaskan Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Hispanic or Latino Origin	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	.	.	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
22 - 34	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
35 - 49	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	2	66.7%	.	.	.	.	.	.	.	.	.	.	1	33.3%
Did NOT Receive Pell	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
First Generation														
First Generation	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
NOT First Generation	3	75.0%	.	.	.	.	.	.	.	.	.	.	1	25.0%

Results for Outcome 5: Students will be able to utilize technology to manage professional responsibilities.

Students NOT declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
TECA 1303	12	75.0%	.	.	1	6.3%	.	.	.	.	.	.	3	18.8%
Total	12	75.0%	.	.	1	6.3%	.	.	.	.	.	.	3	18.8%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
TECA 1303	7	50.0%	.	.	3	21.4%	.	.	.	.	.	.	4	28.6%
Total	7	50.0%	.	.	3	21.4%	.	.	.	.	.	.	4	28.6%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	17	60.7%	.	.	4	14.3%	.	.	.	.	.	.	7	25.0%
Male	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Race/Ethnicity														
Am Indian or Alaskan Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	.	.	.	.	1	100.0	.	.	.	.	.	.	.	.
Hispanic or Latino Origin	14	82.4%	.	.	2	11.8%	.	.	.	.	.	.	1	5.9%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	3	30.0%	.	.	1	10.0%	.	.	.	.	.	.	6	60.0%
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	7	70.0%	.	.	3	30.0%	.	.	.	.	.	.	.	.
18 - 21	8	66.7%	.	.	.	.	.	.	.	.	.	.	4	33.3%
22 - 34	4	66.7%	.	.	1	16.7%	.	.	.	.	.	.	1	16.7%
35 - 49	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	4	66.7%	.	.	.	.	.	.	.	.	.	.	2	33.3%
Did NOT Receive Pell	15	62.5%	.	.	4	16.7%	.	.	.	.	.	.	5	20.8%
First Generation														
First Generation	9	75.0%	.	.	.	.	.	.	.	.	.	.	3	25.0%
NOT First Generation	10	55.6%	.	.	4	22.2%	.	.	.	.	.	.	4	22.2%

Results for Outcome 6: Students will be able to demonstrate knowledge of regulatory agencies that govern early childhood programs.

Students declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 2328	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
CDEC 2424	1	50.0%	1	50.0%	.	.	.	.	.	.	.	.	.	.
TECA 1318	2	25.0%	.	.	1	12.5%	.	.	.	.	.	.	.	.
Total	3	25.0%	1	8.3%	1	8.3%	.	.	.	.	.	.	2	16.7%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 2328	.	.	.	.	.	.	.	.	.	.	.	.	2	100.0
CDEC 2424	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
TECA 1318	1	50.0%	.	.	1	50.0%	.	.	.	.	.	.	.	.
Total	2	40.0%	.	.	1	20.0%	.	.	.	.	.	.	2	40.0%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	5	31.3%	1	6.3%	2	12.5%	.	.	.	.	.	.	3	18.8%
Male	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
Race/Ethnicity														
Am Indian or Alaskan Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	1	25.0%	.	.	1	25.0%	.	.	.	.	.	.	2	50.0%
Hispanic or Latino Origin	2	18.2%	1	9.1%	1	9.1%	.	.	.	.	.	.	2	18.2%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	2	100.0	.	.	.	.	.	.	.	.	.	.	.	.
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	.	.	.	.	.	.	.	.	.	.	.	.	.	.
18 - 21	1	25.0%	.	.	1	25.0%	.	.	.	.	.	.	.	.
22 - 34	3	37.5%	1	12.5%	1	12.5%	.	.	.	.	.	.	1	12.5%
35 - 49	1	20.0%	.	.	.	.	.	.	.	.	.	.	3	60.0%
50 & Over	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Pell Status														
Received Pell	4	44.4%	.	.	1	11.1%	.	.	.	.	.	.	1	11.1%
Did NOT Receive Pell	1	12.5%	1	12.5%	1	12.5%	.	.	.	.	.	.	3	37.5%
First Generation														
First Generation	2	20.0%	1	10.0%	1	10.0%	.	.	.	.	.	.	1	10.0%
NOT First Generation	3	42.9%	.	.	1	14.3%	.	.	.	.	.	.	3	42.9%

Results for Outcome 6: Students will be able to demonstrate knowledge of regulatory agencies that govern early childhood programs.

Students NOT declared in the program

45 SCH or Higher	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 2328	.	.	.	.	.	.	.	.	.	.	.	.	1	100.0
CDEC 2424	6	100.0	.	.	.	.	.	.	.	.	.	.	.	.
TECA 1318	4	50.0%	.	.	1	12.5%	.	.	.	.	.	.	.	.
Total	10	66.7%	.	.	1	6.7%	.	.	.	.	.	.	1	6.7%

Less than 45 SCH	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CDEC 2328	.	.	.	.	.	.	.	.	.	.	.	.	3	100.0
CDEC 2424	21	80.8%	1	3.8%	4	15.4%	.	.	.	.	.	.	.	.
TECA 1318	1	7.7%	.	.	.	.	.	.	1	7.7%	.	.	.	.
Total	22	52.4%	1	2.4%	4	9.5%	.	.	1	2.4%	.	.	3	7.1%

Equity Analysis	Successful		Not Successful		Student Did Not Submit		Assignment Not Given		No Data for Other Reason		Faculty Indicated Outcome Not Assessed		No Response from Faculty	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	30	55.6%	1	1.9%	4	7.4%	.	.	1	1.9%	.	.	4	7.4%
Male	2	66.7%	.	.	1	33.3%	.	.	.	.	.	.	.	.
Race/Ethnicity														
Am Indian or Alaskan Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Asian	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Black or African-American	7	53.8%	.	.	2	15.4%	.	.	.	.	.	.	2	15.4%
Hispanic or Latino Origin	20	55.6%	1	2.8%	3	8.3%	.	.	.	.	.	.	1	2.8%
Nat Hawaiian or Pacific Isl	.	.	.	.	.	.	.	.	.	.	.	.	.	.
White or Caucasian	3	60.0%	.	.	.	.	.	.	1	20.0%	.	.	1	20.0%
International	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Unknown or Not Reported	1	100.0	.	.	.	.	.	.	.	.	.	.	.	.
Age Group														
17 & Under	10	40.0%	1	4.0%	4	16.0%	.	.	1	4.0%	.	.	.	.
18 - 21	10	83.3%	.	.	.	.	.	.	.	.	.	.	1	8.3%
22 - 34	9	60.0%	.	.	1	6.7%	.	.	.	.	.	.	2	13.3%
35 - 49	2	66.7%	.	.	.	.	.	.	.	.	.	.	.	.
50 & Over	1	50.0%	.	.	.	.	.	.	.	.	.	.	1	50.0%
Pell Status														
Received Pell	5	50.0%	.	.	.	.	.	.	.	.	.	.	2	20.0%
Did NOT Receive Pell	27	57.4%	1	2.1%	5	10.6%	.	.	1	2.1%	.	.	2	4.3%
First Generation														
First Generation	13	59.1%	.	.	2	9.1%	.	.	.	.	.	.	2	9.1%
NOT First Generation	19	54.3%	1	2.9%	3	8.6%	.	.	1	2.9%	.	.	2	5.7%

Outcome 1: Students will be able to use developmentally appropriate practices to support children's learning.

Faculty Assessment Methodology

CDEC 1323:

Methodology	Attachment(s)
<p>Students participated in discussion post describing the importance of using developmentally appropriate observation tools to document children's learning and guide curriculum planning. To be successful, students must score 80 of 100 points and clearly explain: 1) Why is it important to observe each child several times during the year? 2) Why is it important to use a variety of observation methods? 3) Why is confidentiality important when assessing children?</p>	

CDEC 1458:

Methodology	Attachment(s)
<p>Students were assessed using their response to a virtual (video) lab assignment to demonstrate how to use developmentally appropriate learning methods to engage young children. To be successful, students must score 80 of 100 points when completing the following assignment: 1) Write a paragraph describing what the teacher does to prepare for the children's art experience 2) Based on your understanding of Process vs Product, write another paragraph describing which of the two art concepts was used in the video. Provide specific examples for support your thinking. 3) What else would to do or change about the teacher's suggestions to support process art?</p>	

Outcome 2: Students will be able to interpret observations and assessments to plan and implement child centered curriculum.

Faculty Assessment Methodology

CDEC 1356:

Methodology	Attachment(s)
<p>Students were assessed using their response a written assignment demonstrating how they will assess the effectiveness of a language/literacy activity for young children. To be successful, students must score 80 of 100 points when completing the following assignment: 1). Describe how the activity will be introduced to children 2) Describe the activity sequence ? how the activity will proceed from beginning to end 3) Describe how you will evaluate learning to see if the activity was successful.</p>	

Outcome 3: Students will be able to communicate effectively with children, families, co-workers, and the community.

Faculty Assessment Methodology

CDEC 1359:

Methodology	Attachment(s)
Identify materials and resources, including current technology, to support learning in all domains for each and every child. Students were required to post their initial response by writing 2 - 3 paragraphs then wait 24 hours and reply to 2 peers response via Discussion Board. A rubric was used to assess students initial reply and response to 2 peers.	

TECA 1311:

Methodology	Attachment(s)
The assignment used to assess this outcome was field experience 1 in which students had to interview two teachers. They had to reach out to them and ask the interview questions that were provided. The level of performance required in order to be considered successful was at least an 80% on the assignment. Ideally, students also have to conduct a classroom observation for the assignment, however, due to the pandemic this was changed to an online observation.	Attachment1

Outcome 4: Students will be able to exhibit ethical behavior and professional responsibilities as required by the field of early childhood.

Faculty Assessment Methodology

CDEC 1323:

Methodology	Attachment(s)
<p>Students were assessed using their response to a virtual (video) lab assignment by using objective observation skills and their own words to describe the child's self-care skills. To be successful, students must score 80 of 100 points for the following assignment: 1) Write an objective anecdotal record about Henry at mealtime. 2) In your own words, how would you describe Henry's self-care skills? Be sure to reference your learning about self-care skills from the text.</p>	

CDEC 1359:

Methodology	Attachment(s)
<p>If you were a teacher in a regular education classroom, how would you respond to an exceptional child being placed in your classroom. Explain how special education has changed over the past 20 years. Students were required to post their initial response by writing 2 - 3 paragraphs then wait 24 hours and reply to 2 peers response via Discussion Board. A rubric was used to assess students initial reply and response to 2 peers.</p>	

CDEC 2366:

Methodology	Attachment(s)
<p>Portfolio</p>	

Outcome 5: Students will be able to utilize technology to manage professional responsibilities.

Faculty Assessment Methodology

TECA 1303:

Methodology	Attachment(s)
<p>1. In a field experience assignment, students were to use technology to research community resources available to families in their area. To be successful with this assignment, students must earn a grade of 70 or better. 2. In a field experience assignment, students were to use technology to research the child abuse and neglect policy in our local districts. To be successful with this assignment, students must earn a grade of 70 or better.</p>	
<p>1. In a field experience assignment, students were to use technology to research community resources available to families in their area. To be successful with this assignment, students must earn a grade of 70 or better. 2. In a field experience assignment, students were to use technology to research the child abuse and neglect policy within our local school districts. To be successful with this assignment, students must earn a grade of 70 or better.</p>	

Outcome 6: Students will be able to demonstrate knowledge of regulatory agencies that govern early childhood programs.

Faculty Assessment Methodology

CDEC 2424:

Methodology	Attachment(s)
<p>In CDA, the Professional Portfolio is intended to be a reflective professional development experience for Candidates. Candidates are encouraged to use and add to their Portfolios as they grow throughout their careers. The Professional Portfolio-building experience should begin with (A) the collection of Resources. Professionalism Resource Collection VI-1, RC VI-2, and RC VI-3 RCVI-1 Provide the name and contact information of your state's agency that regulates child care centers and homes. (Note: These regulations are available at the website of the National Resource Center for Health and Safety in Child Care: http://nrckids.org/STATES/states.htm). Make a copy of the sections that describe: Qualification requirements for personnel (teachers, directors and assistants) Group size, adult-child ratio requirements RCVI-2 List two or three early childhood associations (national, regional, state or local), including website addresses, and describe the professional resources and membership opportunities they each offer. RCVI-3 Provide Summaries of the legal requirements in your state regarding child abuse and neglect(including contact information for the appropriate agency in your state) and Mandatory Reporting Guidelines.</p>	
<p>In an assignment, students were to collect the name and contact information of the state agency responsible for the regulation of child care centers and family child care homes, describe the qualification requirements for teachers and directors and a list the group sizes and adult-child ratio requirements. Students were to also include information on 2 early childhood associations and a summary of the legal requirement in the state regarding child abuse and neglect. The student was considered successful if they received a grade of 80 or better.</p>	

TECA 1318:

Methodology	Attachment(s)
Activity #4	