

Program Assessment

2019-2020

Social Science

Child Development	
Date	4/10/2019
Competency # and Description	1. Demonstrate skills in selecting curriculum, planning, implementing and evaluating developmentally appropriate learning experiences from birth through eight years of age.
Course	CD 2143 – Preschool Programming CD 2243 – Infant/Toddler Programming
Activity	<p>Activity/Interest Center Plan Worksheet Assignments Each student will complete an Activity/Interest Center Worksheet plan for each of the interest centers/areas using the themes/topics indicated from the unit/topic planning assignment for ALL as indicated on the assignment link. The plans will follow the guidelines for appropriate practice in the textbook, lecture, classroom demonstration, readings and reference the Oklahoma Early Learning Guideline standards.</p> <p>Lesson Plan Each student will use the same theme/topic chosen for the Activity/Interest Center Plan Worksheet assignments. Each student will use prior assignments to complete the lesson plan form provided. In addition, the student will plan the additional interest centers, group/circle time, transitions and teacher interaction and supplies needed. The plans will follow the guidelines in the textbook, lecture, classroom demonstration, readings and reference the Oklahoma Early Learning Guideline standards.</p>
Measurement (attached copy of instrument with point distribution)	Rubric developed for this activity
Evaluation Criteria	CD 2143 - The goal for the program is that students will achieve a minimum of 70% correct
2015-2016 Results	N/A
2016-2017 Results	CD 2143 - 21 Students Examine 20 Students Demonstrated Competency CD 2243 - 17 Students Examine 17 Students Demonstrated Competency
2018-2019 Results	CD 2143 CD 2243
Summary of changes for 2017-2018	No recommendations at this time.
Recommendation for changes for 2019-2020	Both courses are currently online only. Review of materials and assignments will be completed.
Timeline for Review	Fall/spring data will be collected and reviewed in the spring and instructors from all campuses will determine needed adjustments.
Date	Click or tap to enter a date.

Competency # and Description	2. Demonstrate ability to observe, document and assess children’s physical, intellectual, social/emotional and language development through the developmental stages of children birth through eight year of age.
Course	CD 2013 – Behavior, Development and Guidance of Children
Activity	Observation is the foundation for developing relationships, knowing each individual child, assessing development and planning goals for children. Each student will observe 4 children, within each of the age groupings below for this class.
Measurement (attached copy of instrument with point distribution)	Each of the 4 observations has a specific focus. The required format is will be provided. It is important that you save a blank copy. You are to use the Developmental Milestone checklist found in the Developmental Milestones of Young Children text as a reference when evaluating the specific age grouping assigned.
Evaluation Criteria	CD 2013 - The goal for the program is that students will achieve a minimum of 70% correct
2016-2017 Results	N/A
2017-2018 Results	CD 2013 – 42 Students Examine 37 Students Demonstrated Competency 88% student success rate
2019-2020 Results	
Summary of changes for 2017-2018	N/A
Recommendation for changes for 2018-2019	No recommendations at this time.
Recommendation for changes for 2020-2021	
Timeline for Review	Fall/spring data will be collected and reviewed in the spring and instructors from all campuses will determine needed adjustments.
Date	Click or tap to enter a date.
Competency # and Description	3. Demonstrate ability to identify, develop policies, and communicate best practices in health, safety and/or nutrition for children birth through age eight in the early care and family setting”. Activity will remain the same.
Course	CD 1053 – Child Health, Safety & Nutrition
Activity	Research paper submitted by students that examine the Program Objective #3. Paper identifies an evaluative procedure of appropriate curriculum for early learners and identifies appropriate levels of achievement.

Measurement (attached copy of instrument with point distribution)	Rubric developed for this activity
Evaluation Criteria	The goal for the program is that students will achieve a minimum of 70% correct
2015-2016 Results	CD 2013 2 Sections Tested 32 Students Examine 30 Students Demonstrated Competency (94%)
2016-2017 Results	CD 1053 - 28 students tested 25 Students Demonstrated Competency (89%)
2017-2018 Results	CD 1053 – 30 Students Examine 29 Students Demonstrated Competency 97% student success
2019-2020 Results	
Recommendation for changes for 2017-2018	Advisement concerning online format requirements will better review the course content and requirements. Course content will include more hands-on and visual delivery.
Recommendation for changes for 2018-2019	No recommendations at this time.
Recommendation for changes for 2020-2021	
Timeline for Review	Fall/spring data will be collected and reviewed in the spring and instructors from all campuses will determine needed adjustments.
Date	4/10/2019
Competency # and Description	4. Demonstrate the ability to communicate with, involve, support and engage diverse families and communities through respectful, reciprocal relationships in young children’s development and learning.
Course	CD 1023 – Introduction to Early Childhood Education
Activity	<p style="text-align: center;">Learning Environment and Activity Plans (Professional ePortfolio assignment)</p> <p>These are to be based off of the material in the textbook, DAP and ELG. Refer to chapter 8 for specific interest centers. Required forms for all are found on the assignment link. You are to submit to the assignment link and to the ePortfolio.</p> <p>Infant: Each student will plan two activities for an infant. Part of the plan will involve explaining how, when and why the activity would be used with the infant. How it would be inclusive of diverse families? The activity will also include an evaluation of the Early Learning Guidelines Concept Area and Standards met. (Remember it should meet several Concept Areas and Standards.) The final portion of each plan will include an overview of how the infants family would be included in this process, how they would be involved in the planning process and/or understanding how the planned activity would meet the developmental needs of the child.</p> <p>Toddler: Each student will develop a plan for 2 areas/interest centers for a toddler group of children. Each of the areas/interest centers will be planned for inclusion of all children and include how it would meet a diverse community. The plan should include all items found in the interest center, including where it would be located in the classroom (zone). The plan should follow guidelines covered in the reading, videos, etc. The plan should also include an evaluation of the Early Learning Guidelines Concept Area and Standards met. (Remember it should meet several Concept Areas and Standards.) The final portion of each plan will include an overview of how the family would be included in this process, how they would be involved in the planning</p>

	<p>process and/or understanding how the planned activity would meet the developmental needs of the child.</p> <p>Preschool: Each student will develop a plan for 2 areas/interest centers for a preschool group of children. Each of the areas/interest centers will be planned for inclusion of all children and include how it would meet a diverse community. The plan should include all items found in the interest center. Including where the interest center would be located in the classroom (zone). The plan should follow guidelines covered in the reading, videos, etc. The plan should also include an evaluation of the Early Learning Guidelines Concept Area and Standards met. (Remember it should meet several Concept Areas and Standards.) The final portion of each plan will include an overview of how the family would be included in this process, how they would be involved in the planning process and/or understanding how the planned activity would meet the developmental needs of the child.</p>
Measurement (attached copy of instrument with point distribution)	Rubric developed for this activity
Evaluation Criteria	The goal for the program is that students will achieve a minimum of 70% correct responses for each program objective.
2017-2018 Results	N/A
2018-2019 Results	23 Students Examine 21 Students Demonstrated Competency 91% student success
Summary of changes for 2018-2019	N/A
Recommendation for changes for 2019-2020	No recommendations at this time.
Timeline for Review	Fall/spring data will be collected and reviewed in the spring and instructors from all campuses will determine needed adjustments.

Summary of Program and Divisional Changes	
2016-2017	<ul style="list-style-type: none"> • Gained approval for hybrid online/ground campuses courses in CD 2243- Infant/Toddler Program, CD 1023 Introduction to Early Childhood Education. • All courses were reviewed to assure in compliance for assessment through Higher Learning Commission. • Peggy Emde represented Child Development attending the Course Equivalency Program held at the University of Central Oklahoma.
2017-2018	<ul style="list-style-type: none"> • Gained approval for hybrid online/ground campuses courses CD 2013 Children’s Behavior Development and Guidance. • All courses were reviewed to assure in compliance for assessment through Higher Learning Commission • All course objectives reviewed to assure alignment with national standards in the field. • All course assessments reviewed to align online and in class. • Digital texts implemented when available.
2018-2019	<ul style="list-style-type: none"> • All courses are currently online only. • Common course objectives have been implemented. • Digital texts implemented when available.

2019-2020	•
Recommendations for Program Changes	
2017-2018	<ul style="list-style-type: none"> Bringing assessment instruments further in compliance with the Higher Learning commission Standards. Providing digital text to all scholarship students.
2018-2019	<ul style="list-style-type: none"> Continue to explore digital text options. Continue to align course content to national standards as needed.
2019-2020	<ul style="list-style-type: none"> Continue to research additional methods to deliver instruction through the online format.
2020-2021	•

Social Science

Program Level Outcomes Timeline						
Program Objectives – Child Development	Course Map	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
1. Demonstrate skills in selecting curriculum, planning, implementing and evaluating developmentally appropriate learning experiences from birth through eight years of age.	CD 2143 CD 2243		X		X	
2. Demonstrate ability to observe, document and assess children’s physical, intellectual, social/emotional and language development through the developmental stages of children birth through eight year of age.	CD2013			X		X
3. Demonstrate ability to identify, develop policies, and communicate best practices in health, safety and/or nutrition for children birth through age eight in the early care and family setting.	CD 1053	X		X		X

4. Demonstrate the ability to communicate with, involve, support and engage diverse families and communities through respectful, reciprocal relationships in young children's development and learning.	CD 1023				X	
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