**Assessment Plan**

**for Workforce and FOS Programs**

**Program/Track Name: \_AAS- Early Childhood Educator\_(0-8 years)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Description of Program-Level Learning Outcomes**

Please indicate the Program Learning Outcomes for the degree, degree track, or certificate below:

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| Program-Level Learning Outcomes | |
| Program Learning Outcome 1: | The student will advocate appropriately for children and families by developing an advocacy project. |
| Program Learning Outcome 2: | The student will be able to identify and analyze appropriate developmental and learning skills in young children, including age-appropriate skills, materials, and interactions. |
| Program Learning Outcome 3: | The student will appropriately observe, document and assess behavior and development in young children. |
| Program Learning Outcome 4: | The student will be able to evaluate and uphold ethical standards and other professional guidelines. |
| Program Learning Outcome 5: |  |
| Program Learning Outcome 6: |  |
| Program Learning Outcome 7: |  |
| Program Learning Outcome 8: |  |

**Section I: Technical Courses**

For **all technical courses** in the program, indicate in the table on the following page whether and/or how the course will support the program learning outcomes. You should include courses outside your discipline area and work collaboratively with those disciplines to determine whether and/or how those course(s) will support the program learning outcomes. **Please note** that it is understandable if courses from outside the discipline do not assess the program-level learning outcomes and serve only to introduce, practice and/or emphasize the program outcomes. It is also possible that technical courses outside of your discipline may not directly support the specific program-level learning outcomes you have identified.

***How to complete the program map:***

For each technical course in your program, please indicate whether any program-level learning outcome is introduced to students (I), practiced by students (P), emphasized for students (E), or formally assessed (A).

For example, if course WXYZ 1234 introduces students to one of the program outcomes, then enter “I” for that specific program outcome in the appropriate column. Please note that a course can be “I”, “P”, “E” and/or “A” in any program outcome. The labels in the following table apply SOLELY to the program level learning outcomes defined above. (It is NOT necessary for every course to address a program level learning outcome, and it is NOT necessary that Assessment or program level learning outcomes occur in every course.)

**Program Map ▼**

I=Introduced P=Practiced E=Emphasized A=Assessed

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| Program Courses | Program Learning Outcome 1 | Program Learning Outcome 2 | Program Learning Outcome 3 | Program Learning Outcome 4 | Program Learning Outcome 5 | Program Learning Outcome 6 | Program Learning Outcome 7 | Program Learning Outcome 8 |
| TECA 1303 | I, P, E, A |  | I, P, E | I, P, E |  |  |  |  |
| TECA 1311 |  | I, P, E, A | I, P, E, A | I, P, E, A |  |  |  |  |
| TECA 1318 |  | I, P, E, A | I, P, E, A | I, P, E |  |  |  |  |
| TECA 1354 | I, P, E, A | I, P, E, A | I, P, E, A | I, P, E, A |  |  |  |  |
| CDEC 1323 | I, P, E, A | I, P, E, A | I, P, E, A | I, P, E |  |  |  |  |
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**Assessment Plan for Program Learning Outcomes**

Review existing assessment methods and current practices for collecting/gathering student data to identify direct (and possibly indirect methods of assessment). Remember that the data will need to be gathered, analyzed, and used to support the program’s continuous improvement processes.

**Note:** Because courses from other disciplines already have assessment plans in place, they do not have to be included in this assessment plan. Nonetheless, proposers must work collaboratively with these other disciplines to stay current and up-to-date with the assessment plans in these courses.

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| Program-Level Learning Outcome (e.g. Students will describe the impact of various cultures on American cuisine.) | Assessment Measure(s) and Where Implemented in Curriculum – Description of Instrument(s)/ process(es) used to measure results and indication of where the assessment will be collected in curriculum. (e.g. Essay on Cultural influences on American cuisine in CUIS 1300.) | Targets- Level of Success Expected  (e.g. 80% of students score 2.5 or better on rubric for essay on cultures and cuisine.) |
| PLO #1 The student will advocate appropriately for children and families by developing an advocacy project. | Advocacy letter to a current public or government official supporting the issue of the family’s concern regarding their child in TECA 1303-Families, School and Community. | Eighty percent of students score 80 points or above on rubric for Advocacy Project. |
| PLO #2 The student will be able to identify and analyze appropriate developmental and learning skills in young children, including age-appropriate skills, materials, and interactions | Using research and the activity plan template for 10 provided curricular areas, the student will identify and develop an age-appropriate activity focused on a topic in health or safety in TECA 1318-Wellness of the Young Child. | Eighty percent of students score 80 points or above on rubric on Curriculum Project. |
| PLO #3 The student will appropriately observe, document and assess behavior and development in young children | A Child Observation Project on a selected child’s developmental domains based on research, observation, parent interview, assessment tools, and learning prescription in TECA 1354-Child Growth and Development. | Eighty percent of students score 80 points or above on rubric on the Child Observation Project. |
| PLO #4 The student will be able to evaluate and uphold ethical standards and other professional guidelines | Identify three standards in the *Minimum Standards for Child-Care Centers* published by the Texas Health And Human Services Commission that demonstrate ethical conduct that are also listed in NAEYC’s Code of Ethical Conduct. Students are required to summarize their findings for each standard and how they compare in TECA 1311-Educating Young Children. | Eighty percent of students score 80 points or above on rubric on the Standards Comparison Project. |