University of Arkansas Pulaski Tech

Assessment Report: 2019-2020 – Program Level

The University of Arkansas – Pulaski Technical College calls for each program (AS, AA, AAS, CP, and TC) to have an assessment plan for each academic year that includes the following:

- Program Learning Objectives
- Procedures for assessing the achievement of student learning
- Procedures for analyzing and interpreting assessment results for the continuous improvment of the program.
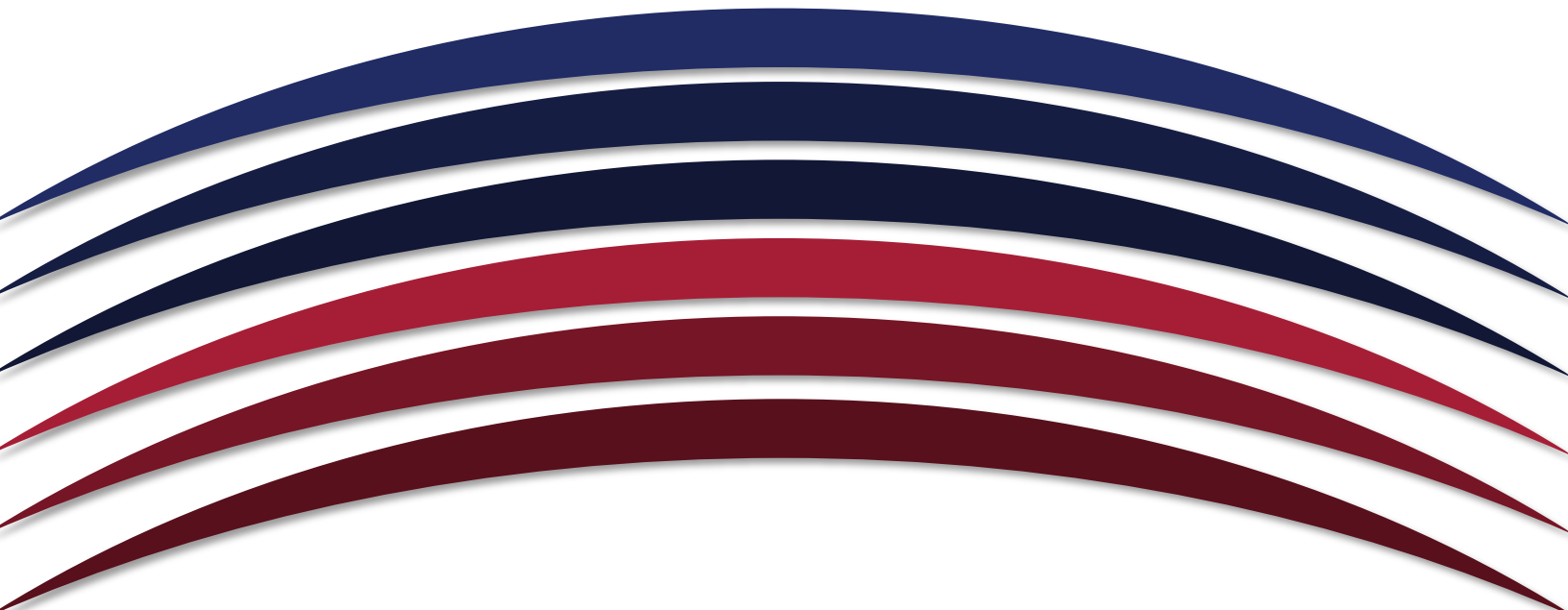
A primary goal for each instructional department's assessment is to include at least one direct measure of student learning, which is accomplished usually through the use of locally developed tests, student portfolios, capstone assessment measures, embedded assignments, or through licensure exams and standardized national tests. In addition to direct measures, most areas may also use indirect methods to assess student achievement. Graduation rates and graduation and employer surveys are frequently used as indirect indicators of student achievement.

This form presents template of questions that must, at minimum, be addressed by instructional departments when filing an assessment plan. While an electronic version of this form will be made available, instructional departments may include additional information not specifically addressed in this form as long as the template questions are addressed.

Other Assessment Considerations:

o   The College expects programs/departments/divisions to make curriculum changes and budget requests based in part upon assessment findings. Assessment of student learning should be a catalyst for quality instruction and improvement across the college community.

o   All programs will be asked to submit an annual assessment report to the Assessment Committee by October 10th of each year. (If October 10th falls on a weekend, please submit reports on the following Monday.)

o   For technical and occupational programs, please consider the role of your advisory committee in your student learning objectives.

This form must be completed by October 10 of each academic year. Complete each part of this form. Please follow highlighted instructions.

Part A: Identification and Assessment Plan

1. Name of program:

> *Associate of Applied Science in Early Childhood Education*

2. Name of individual compiling report:

> *Rebecca Chism, Program Chair & Traci Johnston, Instructor*

3. Date of submission:

> *November 19, 2020*

4. Is the assessment plan (==*Check one*==)

☐ an initial plan for the program   ☐ a revision of an old plan   X☐ unaltered from previous year

5. Provide a brief description of the program and its purposes, to include a description of the jobs/careers for which students are being prepared.

The Associate of Applied Science in Early Childhood Development is for individuals who work in early childhood programs as directors and/or teachers. This degree provides advanced courses in curriculum development, child

behavior, and field placement for observation and assessment. Courses are designed to meet the mandatory competences for the Birth through Pre-Kindergarten Teaching Credential required by ACT 187. This degree will allow graduates to apply for the Birth through Pre-Kindergarten Teaching Credential from the Division of Child Care and Early Childhood Education in the Arkansas Department of Human Services. It will allow graduates to be the lead teachers in non-public schools or paraprofessionals in Early Head Start or Head Start classroom. Students will also be qualified to serve as a paraprofessional in a public pre-kindergarten classroom.

The required state trainings have been embedded in many of our courses and students receive their certificates upon successful completion of these courses. These students are more employable as they will not need to be absent from their classroom to attend training sessions that the state requires in these areas. The Associate of Applied Science in Early Childhood Development is accredited by the National Association for the Education of Young Children (NAEYC).

Part B: Student Learning Objectives, Assessment Methods, and Data Sources

1. Complete the chart below or attach documentation of the assessment process that includes the data included below. Also attach any assessment instruments and grading rubrics used at the program level if applicable.

PROGRAM OUTCOME DATA

As part of the program's achieving and maintaining NAEYC accreditation, it must report annually on at least three of the following measures and display these data via an easily located link on the program's website.

Outcome Measure #1: The Number of Program Completers

In the chart below, please indicate the number and percentage of program completers for the three most recent academic years. Note: the percentages across each row must add up to 100%.

Academic Year	Number of program completers	% of program completers who were attending full-time (at the time of completion)	% of program completers who were attending part-time[1] (at the time of completion)
2017-2018	12	25%	75%
2018-2019	11	36.4%	63.6%
2019-2020	9	11.1%	88.9%

Outcome Measure #2: The Program Completion Rate

What is the published timeframe for full-time candidates to complete the early childhood program(s) included in this Self-Study Report? (Please indicate in terms of the number of academic years; e.g., five semesters would be 2.5 academic years.)___4_____

In the following chart, please indicate the percentage of full-time candidates completing the program within the program's published timeframe.[2] The program must complete the information for the 150% indicator and choose to report on either the 100%, 200% (or twice) or 300% (three times) indicator. The academic years selected must fall within eight years of the date this report is submitted.

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[1] Part-time status is defined by the institution.

[2] "The Commission defines the published time frame as the number of terms an individual candidate was actually enrolled in the program. The terms do not have to be consecutive, but the total number of terms must meet the program's expected time frame for completion. University-approved withdrawals (e.g., leaves of absence for reasons of health, maternity/paternity, mission work, military assignment) do not count toward the number of terms a candidate was enrolled in the program. Candidates taking longer due to reasons other than university-approved withdrawals (e.g., course repeats, remediation plans) cannot be considered as meeting completion expectations." *Language adapted from the Council on Academic Accreditation for Audiology, Speech Language Pathology of the American Speech Language Hearing Association at* http://caa.asha.org/news/calculating-program-completion-rates/.

Example: A program with a published timeline of two years (four semesters at 15 credits a semester) to complete an A.A.S. in Early Childhood could select a Fall 2011 cohort on which to report. The 150% indicator, indicates all members of the Fall 2011 cohort (full-time at the time of enrollment) who completed the program by Spring 2014. The 100% indicator only contains members of the Fall 2011 cohort who completed the program by Spring 2013. The 200% indicator contains all members of the Fall 2011 cohort who completed the program by Spring 2015, including those already counted in the 150% indicator. Lastly, the 300% indicator contains all members of the Fall 2011 cohort who completed the program by Spring 2017, including those already counted in the 150% indicator.

Program Name: __AAS- Early Childhood Development_____

Academic year in which a Fall cohort of **full-time** candidates enrolled in the program (select three sequential years)	Percentage of those candidates who completed the program within 150% of the published timeframe	Percentage of those candidates who completed the program within 100%, 200% (twice) *or* 300% (three times) of the published timeframe **(Please circle, underline or bold the indicator above on which the program will report.)**
Fall 2013	0%	0%
Fall 2014	3.5%	3.5%
Fall 2015	0%	0%

The cohorts were established using the following methodology: candidates who entered in the Fall of 2013, or 2014, or 2015 as a first-time entering candidate or first-time entering transfer candidate with a degree intent of AAS, Early Childhood Education and were enrolled in 12 or more credit hours their first term. The resulting data reflects that there are zero completers at 150% or 200% in the cohorts from fall 2013 or fall 2015. The fall 2014 cohort completed 3.5% of the program's candidates.

Outcome Measure #3: Institutional Selected Data

All programs are required to select at least one of the following outcome measures on which to report. (Institutions submitting multiple programs in a single Annual Report may select the same or a different measure for each program; a separate chart must be submitted for each program.)

    (A) The fall-to-fall retention rate in the program for each of the three most recently completed academic years

Academic Year	% of Part-Time Candidates Enrolled in the Program (% of Total Enrollment)	Retention Rate among Part-Time Candidates	% of Full-Time Candidates Enrolled in the Program (% of Total Enrollment)	Retention Rate among Full-Time Candidates
2016-2017	68.9%	60.7%	31.1%	50%
2017-2018	63.8%	62.7%	36.3%	69%
2018-2019	52.1%	63.2%	47.9%	51.4%

OR

(B) The number and percentage of program graduates employed in the early childhood profession or pursuing further education in the profession within one year of graduation for each of the three most recent academic years for which information is available.

Academic Year	Number of Graduates	Percentage of Graduates employed in the early childhood profession within one year of graduation*	Percentage of Graduates pursuing further education in the early childhood profession within one year of graduation*

*The figures in these two columns do not need to add up to 100%

OR

(C) Institutionally designed measure that speaks to candidate outcomes in the program (list the measure and the data for the measure). The data must be reported for the most recent three academic years. Such measures might include the average GPA of the graduating class, the number of candidates who completed their courses with a "C" or above, the pass rate on national performance assessments such as edTPA, etc.

Academic Year	Outcome Measure	Performance Data

1) **Please provide the specific web link where the data on Outcome Measures #1, #2 and #3 of this section are published on the institution's website.** The link should be accessible from the program's home page on the institution's website. The data could be housed directly within the program's section of the institution's website. If an institution has a page that houses accreditation data and/or candidate success data for all programs at the institution, the program outcome

measures may be included there instead, but must still be linked to directly from the program's homepage.

_____https://uaptc.edu/schools/education-and-reading/early-childhood-development_____

B (i) Multi-Program Key Assessment to Degree Program Alignment Chart

Key assessment name	Name of Degree program 1 **AAS: Early Childhood Development Program**	Name of Degree program 2	Name of Degree program 3	Name of Degree program 4	Name of Degree program 5
1: Reflection Paper: NAEYC Standard Statements	Assessment 1 is required in course # __ECTC 2903: Future Perspectives_____	Assessment 1 is required in course # _____	Assessment 1 is required in course # _____	Assessment 1 is required in course # _____	Assessment 1 is required in course # _____
2: Community Resources for Families	Assessment 2 is required in course # ECD 1113: Working with Diverse Families	Assessment 2 is required in course # _____	Assessment 2 is required in course # _____	Assessment 2 is required in course # _____	Assessment 2 is required in course # _____
3: Child Case Study	Assessment 3 is required in course # ___ECTC 2603: Practicum_____	Assessment 3 is required in course # _____	Assessment 3 is required in course # _____	Assessment 3 is required in course # _____	Assessment 3 is required in course # _____
4: Math & Science Lesson Plan & Implementation	Assessment 4 is required in course # ____ECTC 2403: Math & Science___	Assessment 4 is required in course # _____	Assessment 4 is required in course # _____	Assessment 4 is required in course # _____	Assessment 4 is required in course # _____
5: Mobile Infant Activity Plans & Implementation	Assessment 5 is required in course # ___ECTC 2803: Infant & Toddler Curriculum _____	Assessment 5 is required in course # _____	Assessment 5 is required in course # _____	Assessment 5 is required in course # _____	Assessment 5 is required in course # _____
6: Early Childhood Advocacy Project	Assessment 6 is required in course # ECTC 2903: Future Perspectives_____	Assessment 6 is required in course # _____	Assessment 6 is required in course # _____	Assessment 6 is required in course # _____	Assessment 6 is required in course # _____

B (ii) Overview Chart of Key Assessments Aligned with Accreditation Standards

Please list the names of each of the program's key assessments in the chart below

2. For each program objective, if applicable, discuss any additional data sources that may be used to gauge success (e.g. charts, graphs, surveys, rates).

	Name of Assessment	Are two applications of data available from the current version of this key assessment? [See B (iv).]
Key Assessment 1	Reflection Paper: NAEYC Standard Statements	☐ Yes X No
Key Assessment 2	Community Resources for Families	☐ Yes X No
Key Assessment 3	Child Case Study	Yes X No
Key Assessment 4	Math & Science Lesson Plan	☐ Yes X No
Key Assessment 5	Mobile Infant Activity Plans & Observation	☐ Yes X No
Key Assessment 6	Early Childhood Advocacy Project	☐ Yes X No

Standard 1: Promoting Child Development and Learning	**Key Assessment**					
Key Elements	**1**	**2**	**3**	**4**	**5**	**6**
1a. Knowing and understanding young's children's characteristics and needs, from birth through age 8.	X		X			
1b. Knowing and understanding the multiple influences on development and learning.	X		X			
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.	X			X		

Standard 2: Building Family and Community Relationships	Key Assessment					
Key Elements	1	2	3	4	5	6
2a. Knowing about and understanding diverse family and community characteristics.	X	X	X			
2b. Supporting and engaging families and communities through respectful, reciprocal relationships.	X	X	X			
2c. Involving families and communities in young children's development and learning.	X	X				
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families	Key Assessment					
Key Elements	1	2	3	4	5	6
3a. Understanding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for young children.	X		X	X		
3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.	X		X			
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.	X		X			
3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.	X		X			
Standard 4: Using Developmentally Effective Approaches	Key Assessment					
Key Elements	1	2	3	4	5	6
4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.	X			X		
4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.	X			X		
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.	X			X		
4d. Reflecting on own practice to promote positive outcomes for each child.	X	X			X	

Standard 5: Using Content Knowledge to Build Meaningful Curriculum	Key Assessment					
Key Elements	1	2	3	4	5	6
5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.	X		X	X		
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.	X			X	X	
5c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child.	X			X	X	
Standard 6: Becoming a Professional	**Key Assessment**					
Key Elements	1	2	3	4	5	6
6a. Identifying and involving oneself with the early childhood field.	X					X
6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.	X					X
6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.	X					X
6d. Integrating knowledgeable, reflective, and critical perspectives on early education.	X	X				
6e. Engaging in informed advocacy for young children and the early childhood profession.	X	X				X

B (IV) Reporting and Analysis of Candidates' Performance Data by Standard

In this section the program will report and analyze candidate performance data from the key assessments by standard. **All programs seeking renewal accreditation must submit the two most recent of data for each key assessment.** The data applications may be two semesters, two years, or a different configuration based on how often the assessment is given to candidates—but should reflect the most recent times the assessment was given to candidates.

Standard 1: Promoting Child Development and Learning

The key elements of Standard 1 are addressed in which key assessments?

Standard 1: Promoting Child Development and Learning	Key Assessment					
Key Elements	1	2	3	4	5	6
1a. Knowing and understanding young's children's characteristics and needs, from birth through age 8.					X	
1b. Knowing and understanding the multiple influences on development and learning.	X				X	
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.		X			X	

Date(s) of Application 1: Key Assessment #5 ECTC 2903 Future Perspectives- Reflections- Spring 2019
Date(s) of Application 2: Key Assessment #5 ECTC 2903 Future Perspectives- Reflections- Spring 2020

Key Elements of Standard 1	Not Met	Met	Exceeds
Key Element (a) KA 5	Application 1 N = 18 % = 28	Application 1 N = 18 % = 44	Application 1 N = 18 % = 28
	Application 2 N = 8 % = 0	Application 2 N = 8 % = 37	Application 2 N = 8 % = 62

Date(s) of Application 1: Key Assessment #1 ECTC 2603: Practicum- Child Study Spring 2019
Date(s) of Application 2: Key Assessment #1 ECTC 2603: Practicum- Child Study Spring 2020

Key Elements of Standard 1	Not Met	Met	Exceeds
Key Element (b) KA 1	Application 1 N = 6 % = 3	Application 1 N = 6 % = 17	Application 1 N = 6 % = 80
	Application 2 N = 4 % = 0	Application 2 N = 4 % = 45	Application 2 N = 4 % = 55

Date(s) of Application 1: Key Assessment #5 ECTC 2903 Future Perspectives- Reflections- Spring 2019 Date(s) of Application 2: Key Assessment #5 ECTC 2903 Future Perspectives- Reflections- Spring 2020			
Key Elements of Standard 1	**Not Met**	**Met**	**Exceeds**
Key Element (b) KA 5	Application 1 N = 18 % = 33	Application 1 N = 18 % = 39	Application 1 N = 18 % = 28
	Application 2 N = 8 % = 0	Application 2 N = 8 % = 75	Application 2 N = 8 % = 25

Date(s) of Application 1: Key Assessment #2 ECTC 2403- Math & Science Lesson Plan Spring 2018 Date(s) of Application 2: Key Assessment #2 ECTC 2403- Math & Science Lesson Plan Spring 2019			
Key Elements of Standard 1	**Not Met**	**Met**	**Exceeds**
Key Element (c) KA 2	Application 1 N = 10 % = 12.5	Application 1 N = 10 % = 12.5	Application 1 N = 10 % = 12.5
	Application 2 N = 7 % = 14	Application 2 N = 7 % = 0	Application 2 N = 7 % = 86

Date(s) of Application 1: Key Assessment #5 ECTC 2903 Future Perspectives- Reflections- Spring 2019			
Date(s) of Application 2: Key Assessment #5 ECTC 2903 Future Perspectives- Reflections- Spring 2020			
Key Elements of Standard 1	**Not Met**	**Met**	**Exceeds**
Key Element (c) KA 5	Application 1 N = 18 % = 33	Application 1 N = 18 % = 50	Application 1 N = 18 % = 17
	Application 2 N = 8 % = 0	Application 2 N = 8 % = 50	Application 2 N = 8 % = 50

Data Reporting and Analysis Questions

How are candidates performing in regard to the key elements of Standard 1? Briefly describe each program's data results across all key assessments designed to measure Standard 1.

In reference to 1b, in the Spring 2019 application of the Child Case Study key assessment in ECTC 2603: Practicum, candidates were measured at the exceeds level 25/30 times (80%); at the met level 5/30 times (17%); and at the not met level 1/30 times (3%). In the spring 2020 application of the same key assessment, candidates measured at the exceeds level 11/20 times (55%), and at the met level 9/20 times (45%). No candidates were measured at the not met level in spring 2020.

For element 1c, measured in spring 2018 in ECTC 2403: Math & Science with the Lesson Plan key assessment, 75% of candidates exceeded the standard, 12.5 met the standard, and 12.5 did not meet the standard.

ECTC 2903: Future Perspectives measured Standard 1 in the key elements of 1a, 1b, and 1c. Most of the candidates are performed at the exceeds or met level on all three elements. The areas 1 a and 1c showed an improvement from 2019 to 2020 data in the candidates in the not met level improving to the met or exceeds level. For example, in 2019, 33% of candidates were measured as not met on key element 1c. This percentage improved to 0% in 2020. Similarly, candidates went from 28% not met on key element 1a and 33% not met on key element 2b in 2019, and both improved to 0% not met in 2020.

How is the program using (or how does the program intend to use) the data from Standard 1 to improve teaching and learning **related to the standard**? (Programs may want to note changes made to curriculum, field experiences, program delivery mode, sequencing of courses/field

experiences, academic support provided to candidates, professional development offered to/required of faculty, etc.).

In ECTC 2603: Practicum, candidates appear to be performing relatively well on the standard of 1b. In two years of data, only one candidate measured has not met on this item. For this key assessment, candidates write a summary of a child's overall development in five different domains. Candidates work all semester at gathering and compiling assessment data in order to write the summaries. It does appear that in spring 2020, candidates scored a little bit lower regarding how many candidates exceeded the standard (55% versus the previous 80%). However, due to the COVID-19 pandemic conditions in spring 2020, this course switched suddenly from a face-to-face format to all-online at mid-term. While Candidates were still able to complete this key assessment project successfully, it does appear that their overall scores were slightly lower on this item.

After reviewing the data from 2019 for Standard 1 in ECTC 2903: Future Perspectives, candidates were provided with a detailed review of the theorists to improve their knowledge of children's characteristics and needs before writing the reflection statement. Candidates were also provided in-class time to brainstorm the elements of healthy, respectful, supportive, and challenging environments. The results of the session were shared in class to provide candidates with a deeper understanding of this element of the reflection.

In careful review of recent data and key assessments since the last self-study and guidelines from NAEYC, changes have been made to key assessments. Faculty met and revised the key assessments that measure all elements in Standard 1. All elements of Standard 1 will be measured in the NAEYC Standard Reflection Paper.

The Child Study project will measure 1a and 1b. The revised key assessment for the Math & Science Lesson Plan will measure 1c. Faculty believe the changes made to the key assessments, along with the learning opportunities will strengthen candidates understanding of Standard 1.

3. Describe the process of analyzing the assessment data for the last academic year.

Reflection on the Program's Assessment System

Data for each key assessment is collected through U-A PTC's LMS, Blackboard. Candidates upload the key assessment through an assignment tab in Blackboard. Faculty members create grading rubrics within Blackboard for all projects including each key assessment. Criteria (each row) is measured individually and assigned a key element if applicable. The faculty member grades the key assessment in Blackboard using the online rubric. Faculty members generate a report from the graded rubric. The report provides overall data, rubric analysis, and frequency

data for criteria on the rubric. The report aggregates data by key element (each row). Full-time and adjunct faculty review the data for key assessments. Faculty meet throughout the semester to discuss projects and analyze data. Once a semester, faculty meet to specifically address data from key assessments to determine if changes need to be made to the course work or key assessment, including the rubric. As previously noted, we have been collecting data on all six standards. However, faculty determined that several of our key assessments needed significant changes.   Faculty also made the determination that several key assessments needed to be replaced with new key assessments. Because the courses that house the key assessments are only offered once a year, two semester's worth of data on the revised or new rubrics have not been collected at the time of the self-study re-accreditation report. The data collection on the revised and new rubrics will be collected as described above through our LMS, Blackboard.

4. Complete the chart below or attach documentation findings that includes the data included below.

Since all key assessments have been modified or completely changed from the last self-study this upcoming year will be very important. Faculty will be revising all rubrics in Blackboard to reflect the changes made to key assessments. New rubrics will be created in Blackboard to measure the two new key assessments. Each key assessment will need to be examined closely once data is collected to ensure that key assessment and the scoring rubric adequately reflect what the faculty envisioned. In addition to the data, faculty will also address any concerns or confusion from candidates. Input from candidates is also valuable as we are analyzing the new and revised key standards. Any time significant changes are implemented there will need to be modifications. However, faculty hope that changes will be minor, but plans are in place to analyze the data and implement any changes that would improve the key assessment for the program and for candidates' understanding of the standards. The faculty is also changing all rubrics being used in the program to reflect the format of the rubrics being used for key assessments. Rubrics across all projects are being examined to ensure that they measure the correct key elements to the depth and breadth required by NAEYC. The design of all rubrics will mirror the rubrics for key assessments. Faculty feel strongly that the continuity of all project rubrics should align and use the same design. These changes have been implemented in many of the ECD courses, but there are several that are still undergoing rubric design changes. Another goal for the upcoming year is to create instruction sheets for each major project in the ECD program that shows clear alignment to the scoring rubric and each key element being measured. Through the self-study process, those changes were made to all key assessments but again faculty believes the continuity between all major course projects should occur. Faculty also identified that in the upcoming year, data will be shared with the Early Childhood Advisory Board so that our stakeholders can stay abreast of the results of our key assessment data. Members of the ECD Advisory Board will have access to the data to see how well candidates are mastering key standards or in areas where the faculty have identified weaknesses.

5. What is the action plan for assessment for the next academic year? Explain.

Since all key assessments have been modified or completely changed from the last self-study this upcoming year will be very important. Faculty will be revising all rubrics in Blackboard to reflect the changes made to key assessments. New rubrics will be created in Blackboard to measure the two new key assessments. Each key assessment will need to be examined closely once data is collected to ensure that key assessment and the scoring rubric adequately reflect what the faculty envisioned. In addition to the data, faculty will also address any concerns or confusion from candidates. Input from candidates is also valuable as we are analyzing the new and revised key standards. Any time significant changes are implemented there will need to be modifications. However, faculty hope that changes will be minor, but plans are in place to analyze the data and implement any changes that would improve the key assessment for the program and for candidates' understanding of the standards. The faculty is also changing all rubrics being used in the program to reflect the format of the rubrics being used for key assessments. Rubrics across all projects are being examined to ensure that they measure the correct key elements to the depth and breadth required by NAEYC. The design of all rubrics will mirror the rubrics for key assessments. Faculty feel strongly that the continuity of all project rubrics should align and use the same design. These changes have been implemented in many of the ECD courses, but there are several that are still undergoing rubric design changes. Another goal for the upcoming year is to create instruction sheets for each major project in the ECD program that shows clear alignment to the scoring rubric and each key element being measured. Through the self-study process, those changes were made to all key assessments but again faculty believes the continuity between all major course projects should occur. Faculty also identified that in the upcoming year, data will be shared with the Early Childhood Advisory Board so that our stakeholders can stay abreast of the results of our key assessment data. Members of the ECD Advisory Board will have access to the data to see how well candidates are mastering key standards or in areas where the faculty have identified weaknesses.

5. Please write any additional information here that you think is pertinent to the assessment process for your program that assists stakeholders (i.e. administrators and standing committees) in understanding your report.

Our annual report is based on one standard. We chose Standard 1 for this year. Our process is to report different standards each year.

6. What budgetary resources, if any, are needed for your program based on your assessment findings?

Based on the Program findings, we need to continue promoting and strengthening the attendance of this program. We need to participate in scholarship opportunities (T.E.A.C.H.) and provide the funds to help with student success. Recruiting and maintaining our accreditation are vital. We also plan to incorporate more Building Family and Community Relationships (Standard 2). This will require funds to involve our community. Classroom instruction is affected by older equipment and unreliable Wi-Fi in our classrooms. Students find it difficult to work and use the equipment in classrooms for assignments and classwork.