

**STUDENT LEARNING OUTCOMES ASSESSMENT PLAN**

**FOR FY 2011 – FY 2015**

Child Development

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Program/Option/Emphasis

AS/AAS

Program Level (AA, AS, AAS,  
or certificate)

11/01/10

Date Submitted to Division Dean

Submitted By: Cecilia Pittman  
Department Chair or Faculty Assessment Representative

Assisted By (List all program faculty who assisted in the preparation of the plan):

Dawn Ladiski

Submitted By: \_\_\_\_\_  
Dean Date

## OUTCOMES ASSESSMENT PLAN

PROGRAM Child Development

PLAN YEARS FY 11 – FY 15

### INTRODUCTION

All programs at Oklahoma City Community College must provide a plan to assess student learning outcomes and program outputs. The outcomes/outputs for the Child Development Program are listed below:

#### Student Learning Outcomes

- ◆ **Outcome 1:** Promote Child Development and Learning (FY11, 12, 13,14, 15)
- ◆ **Outcome 2:** Build Family and Community Relations (FY11, 12, 13,14, 15)
- ◆ **Outcome 3:** Observe, Document and Assess Young Children to Support Them as Well as Their Families (FY11, 12, 13,14, 15)
- ◆ **Outcome 4:** Demonstrate Ability to Teach Effectively and Promote Children's Learning (FY11, 12, 13,14, 15)
- ◆ **Outcome 5:** Demonstrate Professionalism (FY11, 12, 13,14, 15)

#### Program Outcomes

**Outcome 1.** Graduates of the Oklahoma City Community College Child Development Program must demonstrate mastery of nationally recognized outcomes (2013).

**Outcome 2.** Entering students and exiting graduates of the Oklahoma City Community College Child Development Program will complete a scale of best teaching practices as developed by the Child Development faculty (2013).

**Outcome 3.** Outcomes used for the two-year institutions are the same as the early childhood education outcomes used at the four-year institutions. Students demonstrating mastery of these outcomes should be successful and we will continue efforts toward continuous improvement (2013).

# OUTCOMES ASSESSMENT PLAN

**PROGRAM Child Development**

**PLAN YEAR FY 2011**

## **PART I – MEASURES AND CRITERIA FOR SUCCESS**

The identified student learning outcomes and program outputs for each program will be evaluated using the measures and criteria for success identified below:

### **A. STUDENT OUTCOMES/DIRECT MEASURES<sup>i</sup>**

#### **Student Learning Outcomes**

##### **Outcome 1. Promote Child Development and Learning**

Via the use of a rubric which will be developed, curriculum episode plans developed by students completing CD 2363 Behavior & Guidance of Young Children (Fall, 2010 and Spring, 2011 Semesters) will be used to measure this outcome. Seventy-five percent of those students completing this course will score at a competent (2 out of 3 on a 4 point scale) level or better and will demonstrate evidence of knowing and understanding young children's characteristics and needs; knowing and understanding the multiple influences on development and learning; and the ability to use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

##### **Outcome 2. Build Family and Community Relations**

Via the use of a rubric which will be developed, projects developed by students completing CD 2213 Child and Family in Society (Fall, 2010 and Spring, 2011 Semesters) will be used to measure this outcome. Seventy-five percent of those students completing this course will score at a competent (2 out of 3 on a 4 point scale) level or better and will demonstrate evidence of knowing about and understanding family and community characteristics; supporting and empowering families and communities through respectful, reciprocal relationships; and involving families and communities in their children's development and learning.

##### **Outcome 3. Observe, Document and Assess Young Children to Support Them as Well as Their Families**

Via the use of a rubric which will be developed, observation/assessment projects developed by students completing CD 2533 Integrated Curriculum Development II and CD 2353 Health, Safety and Nutrition (Fall, 2010 and Spring 2011 Semesters) will be used to measure this outcome. Seventy-five percent of those students completing this course will score at a competent (2 out of 3 on a 4 point scale) level or better and will demonstrate evidence of understanding, the goals, benefits, and uses of assessment; knowing about and using observation, documentation, and other appropriate assessment tools and approaches; understanding and

practicing responsible assessment; and knowing about assessment partnerships with families and other professionals.

**Outcome 4.** Demonstrate Ability to Teach Effectively and Promote Children's Learning

Via the use of a rubric which will be developed, the implementation of a curriculum episode by students completing CD 2533 Integrated Curriculum Development II and CD 2633 Child Development Fieldwork (Fall, 2010 and Spring, 2011 Semesters) will be used to measure this outcome. Seventy-five percent of those students completing this course will score at a competent (2 out of 3 on a 4 point scale) level or better and will demonstrate evidence of knowing, understanding and using positive relationships and supportive interactions; knowing, understanding, and using appropriate, effective approaches and strategies for early education; knowing and understanding the importance of central concepts, inquiry tools, and structures of content areas or academic disciplines; using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.

**Outcome 5.** Demonstrate Professionalism

Via the use of a rubric which will be developed, portfolios developed by students completing CD 2633 Child Development Fieldwork (Fall, 2010 and Spring, 2011 Semesters) will be used to measure this outcome. Seventy-five percent of those students completing this course will score at a competent (2 out of 3 on a 4 point scale) level or better and will demonstrate evidence of identifying and involving oneself with the early childhood field; knowing about and upholding ethical standards and other professional guidelines; engaging in continuous, collaborative learning to inform practice; and integrating knowledgeable, reflective, and critical perspectives on early education.

## OUTCOMES ASSESSMENT PLAN

PROGRAM Child Development

PLAN YEAR FY 2012

### PART I – MEASURES AND CRITERIA FOR SUCCESS

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#### A. STUDENT OUTCOMES/DIRECT MEASURES<sup>ii</sup>

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**OUTCOMES ASSESSMENT PLAN**

**PROGRAM Child Development**

**PLAN YEAR FY 2013**

**PART I – MEASURES AND CRITERIA FOR SUCCESS**

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**OUTCOMES ASSESSMENT PLAN**

**PROGRAM Child Development**

**PLAN YEAR FY 2014**

**PART I – MEASURES AND CRITERIA FOR SUCCESS**

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## OUTCOMES ASSESSMENT PLAN

**PROGRAM Child Development**

**PLAN YEAR FY 2015**

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**B. PROGRAM OUTCOMES/INDIRECT MEASURES**

**Outcome 1.** Graduates of the Oklahoma City Community College Child Development Program will demonstrate mastery of nationally recognized outcomes (2013).

**Measure and Criteria for Success –**

Seventy-five percent of child development graduates will complete the program with a rating of “competency” for each child development outcome.

**Outcome 2.** Entering students and exiting graduates of the Oklahoma City Community College Child Development Program will complete a scale of best teaching practices as developed by the Child Development faculty (2013).

**Measure and Criteria for Success -**

Exiting child development students will demonstrate improvement in scores regarding best teaching practices.

**Outcome 3.** Outcomes used for the two-year institutions are the same as the early childhood education outcomes used at the four-year institutions. Students electing to continue at a receiving institution will graduate with a baccalaureate degree (2013).

**Measure and Criteria for Success –**

Graduates of the Oklahoma City Community College Child Development Program will be monitored at the typically chosen receiving institutions (University of Central Oklahoma and the University of Oklahoma) until graduation.

## **PART II – EVALUATION AND RESULTS**

(This section will be completed as part of your assessment report prepared by October of the following year. It contains comments/suggestions pertaining to the listed program outputs, student outcomes and their measures to ascertain whether said outputs, outcomes and measures satisfy the criteria established in defining outputs, outcomes, and measures)

## **PART III – RECOMMENDATIONS**

(This section also will be completed as part of your assessment report prepared by October of the following year. It provides the program responders the opportunity to respond to Part II and document any specific actions taken or implemented)

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<sup>i</sup> Student learning outcomes represent a body of knowledge and/or skills that a student is expected to know, think, demonstrate or apply upon program completion.

Direct measures – A measurement of student learning outcomes showing what they have learned. Examples of such measures include but are not limited to: licensure test results; capstone course portfolios; entry and exit test results.

<sup>ii</sup> Student learning outcomes represent a body of knowledge and/or skills that a student is expected to know, think, demonstrate or apply upon program completion.

Direct measures – A measurement of student learning outcomes showing what they have learned. Examples of such measures include but are not limited to: licensure test results; capstone course portfolios; entry and exit test results.

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Direct measures – A measurement of student learning outcomes showing what they have learned. Examples of such measures include but are not limited to: licensure test results; capstone course portfolios; entry and exit test results.

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