**LBHC Program learning outcome report (2023-24)**

**I. General information**

| **Degree or certificate name** | AA in education |
| --- | --- |
| **Degree option names** | Early childhood option |
| **Date report submitted** | 05.08.2024 |
| **Program faculty who contributed to this report** | Jacinta Stewart |
| **Program learning outcome** (refer to your program learning outcomes curriculum map and plan for the PLO to be formally assessed this year) | 1. Research and identify the various cultural practices and societal knowledge of human growth and development from conception to 8 years. |
| **Course that formally assesses this program learning outcome at its highest level** (see program learning outcome curriculum map and plan) | ED 184 |
| **Number of students assessed for this program learning outcome** | 3 |
| **Semester students were assessed** (e.g., fall 2023) | Fall 2023 |

**II. Assessment of indicators for the program learning outcome** (add more rows if necessary)

| **Break down your program learning outcome into indicators** (maybe taken from rubric): Students should be able to… | List the most significant **teaching and learning activities** used by faculty to facilitate the learning of each PLO indicator in their class(es) | List the **graded assignment(s) that formally assesses** each indicator at its highest level | **Results of assessment:** For each indicator, record the % or # of students who performed below, at, or above expected levels (or enter whatever information makes sense to you) | **Overall, how well did the students perform on each indicator?** (insert an “X” before the appropriate statement) |
| --- | --- | --- | --- | --- |
| Classroom arrangements, guidance, and discipline |  | Classroom observations assessment  Mid-term test  Finals test | Below expected levels:  At expected levels: 3  Above expected levels: | Below expected levels  At expected levels 3  Above expected levels |
| Parenting style  Child/adult temperament | 5 major dysfunction families  Intercultural and social development |  | Below expected levels:  At expected levels: 3  Above expected levels: | Below expected levels  At expected levels 3  Above expected levels |
| Floor plan map  Daily schedule |  |  | Below expected levels:  At expected levels: 3  Above expected levels: | Below expected levels  At expected levels 3  Above expected levels |
| NAEYC standards behavior | Physical/emotional development child behavior | Field observation | Below expected levels:  At expected levels: 3  Above expected levels: | Below expected levels  At expected levels 3  Above expected levels |
| Early childhood theories | Research | 1 page paper | Below expected levels:  At expected levels: 3  Above expected levels: | Below expected levels  At expected levels 3  Above expected levels |
| Individualize a plan | Practice lesson plans | Age appropriate lesson plan | Below expected levels:  At expected levels: 3  Above expected levels: | Below expected levels  At expected levels 3  Above expected levels |

**III. Overall assessment of this program learning outcome** (please be thorough in all responses)

| **Overall, how well did the students perform on this PLO?** (insert an “X” before the appropriate statement) | Below expected levels  At expected levels X  Above expected levels |
| --- | --- |
| **Analyze assessment of PLO indicator results in section II:** What does the information in section II suggest to you about the performance expectations, the teaching strategies, and student learning? | Classroom arrangements.  Floor plan/map.  Daily schedule.  Individualized plan (IEP).  Observation process/outcome.  Research early childhood theories.  NAEYC standards.  Parenting styles / 5 dysfunction families temperaments |
| **Next steps:** Plans for reinforcing effective teaching and learning strategies and for improving student learning (clearly identify what will be done, by whom, by when, and how you will assess the impact of the changes) | Follow-ups, depending on scores from mid-term test.  Outcome: finals test. |
| **Projected semester of implementing “next steps”** | Fall 2024 |
| **Results of “next steps” implementation on student learning – this section is to be completed the following year** (describe how the implementation of the above “next steps” impacted student learning in the program) |  |
| **Date “results of ‘next steps’ implementation” section above submitted** |  |
| **Suggestions** for improving this report or process (if any) |  |