ECE PROGRAM OUTCOME DATA

As a requirement of the program's NAEYC accreditation, we report on the following program outcome measures and display these data via the program's website. Data is used to monitor program goals and make data-informed decisions. Three years of data are represented demonstrating short-term trends.

Outcome Measure #1: The Number of Program Completers

The chart below indicates the number and percentage of program completers for the three most recent academic years.

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)
2020/2021	5	5	0
2021/2022	4	3	1
2022/2023	7	7	0

Outcome Measure #2: The Program Completion Rate

Published timeframe for completion: 2 years

The following chart indicates the percentage of full-time candidates completing the program within the program's published timeframe.

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 (select one measure): ☐ 100% (exactly the published timeframe) ☒ 200% (twice the published timeframe) *or* ☐ 300% (three times the published timeframe)
2020/2021	57.14%	0.00%
2021/2022	42.86%	66.67%
2022/2023	0.00%	33.33%

Outcome Measure #3: Institutional Selected Data

The following chart indicates 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*
2020/2021	5	80%	60%
2021/2022	4	100%	50%
2022/2023	7	100%	71%

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

Candidate Learning Objectives and Outcomes: Fall 23-Winter 24

Full ECE Program - Key Assessments by Competency

	Standard 1									Standard 2									Standard 3													Standard 4									Standard 5									Standard 6															
	1a			1b			1c			2a			2b			2c			3a			3b			3c			3d			4a			4b			4c			5a			5b			5c			6a			6b			6c			6d			6e		
	Em	De	Ac	Em	De	Ac	Em	De	Ac	Em	De	Ac	Em	De	Ac	Em	De	Ac	Em	De	Ac	Em	De	Ac	Em	De	Ac	Em	De	Ac	Em	De	Ac	Em	De	Ac	Em	De	Ac	Em	De	Ac	Em	De	Ac	Em	De	Ac	Em	De	Ac	Em	De	Ac	Em	De	Ac	Em	De	Ac	Em	De	Ac
Key Assessment 1		9			9			9																9							9																																				
Key Assessment 2																		4			4			4			4																																						
Key Assessment 3												8						8																																								8							
Key Assessment 4																																																		4											4			
Key Assessment 5																		4																		4			4			4		1	3			4															
Key Assessment 6																																																			4						4			4			4

Coding: Em=Emerging   De=Developing   Ac=Accomplished

Key Assessment 1: Child Study (CHLD 202 Exceptional Children)
Key Assessment 2: Developmental Assessment & Summary (CHLD 232 Curriculum Dev & Assessment II)
Key Assessment 3: Staff & Parent Handbook (CHLD 240 Admin in EC Programs)
Key Assessment 4: Standard Reflective Narratives (CHLD 272 Capstone in EC)
Key Assessment 5: Lead Teacher Week (CHLD 272 Capstone in EC)
Key Assessment 6: Capstone Portfolio Presentation (CHLD 272 Capstone in EC)

NAEYC PROFESSIONAL STANDARDS & COMPETENCIES FOR EARLY CHILDHOOD EDUCATORS

1. **Child Development and Learning in Context**

    1a. <u>Understand</u> the developmental period of early childhood from birth-age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

    1b: <u>Understand and value</u> each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.

    1c: <u>Understand</u> the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

    1d: <u>Use this</u> multidimensional knowledge, that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts <u>to make</u> evidence-based decisions that support each child.

2. **Family-Teacher Partnerships and Community Connections**

    2a: <u>Know about</u>, <u>understand</u>, <u>and</u> <u>value</u> the diversity of families.

    2b: <u>Collaborate</u> as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.

    2c: <u>Use</u> community resources <u>to support</u> young children's learning and development and <u>to support</u> families, <u>and build partnerships</u> between early learning settings, schools, and community organizations and agencies.

3. **Child Observing, Documenting, and Assessment**

    3a: <u>Understand</u> that assessments (formal and informal, formative and summative) are conducted to make informed decisions about instruction and for planning in early learning settings.

    3b: <u>Know</u> a wide range of types of assessments, their purposes, and their associated methods and tools.

    3c: <u>Use</u> screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

    3d: <u>Build</u> assessment partnerships with families and professional colleagues.

4. **Developmentally, Culturally, and Linguistically Appropriate Teaching Practices**

4a: <u>Understand and demonstrate</u> positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.

4b: <u>Understand and use</u> teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, <u>recognizing</u> that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

4c: <u>Use</u> a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

5a: <u>Understand</u> content knowledge-the central concepts, methods and tools of inquiry, and structure-and resources for the academic disciplines in an early childhood curriculum.

5b: <u>Knowing and using</u> the central concepts, inquiry tools, and structures of content areas or academic disciplines.

5c: <u>Using</u> their own knowledge, appropriate early learning standards, and other resources to <u>design, implement, and evaluate</u> meaningful, challenging curricula for each child.

6. Professionalism in an Early Childhood Educator

6a<u>: Identify and involve</u> themselves with the early childhood field and <u>serve</u> as informed advocates for young children, families, and the profession.

6b: <u>Know about and uphold</u> ethical and other early childhood professional guidelines,

6c: <u>Use</u> professional communication skills, including technology-mediated strategies, to effectively support young children's learning <u>and</u> development and to work with families and colleagues.

6d: <u>Engage</u> in continuous, collaborative learning to inform practice.

6e: <u>Develop and sustain</u> the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.