Early Childhood Education, b.s.

Program AND STUDENT LEARNING OUTCOMES

Program Outcomes

**Program Outcome Measure #1: The Number of Program Completers**

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| **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 (at the time of completion)** |
| 2020-2021 | 23 | 43 | 57 |
| 2021-2022 | 19 | 37 | 63 |
| 2022-2023 | 14 | 43 | 57 |
| 2023-2024 |  |  |  |

**Program Outcome Measure #2: The Program Completion Rate**

The published timeline for full-time candidates to complete the program is 2 academic years.

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| **Academic year in which a Fall cohort of *full-time* candidates enrolled in the program**  | **Percentage of those candidates who completed the program within 150% of the published timeframe** | **Percentage of those candidates who completed the program within the published timeframe** |
| 2018-2019 | 25 | 0 |
| 2019-2020 | 35 | 9 |
| 2020-2021 | 42 | 13 |
| 2021-2022 |  |  |

**Program Outcome Measure #3: The Fall-to-Fall Retention Rate**

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| **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** |
| 2020-2021 | 65 | 52 | 35 | 52 |
| 2021-2022 | 72 | 64 | 28 | 43 |
| 2022-2023 | 68 | 56 | 32 | 57 |
| 2023-2024 |  |  |  |  |

Student Learning Outcomes

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| **Standard 1: Child Development and Learning in Context** | **Key Assessment** |
| **1** | **2** | **3** | **4** | **5** | **6** |
| 1a. Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development. | X | X |  |  |  |  |
| 1b. Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices. | X | X |  |  |  |  |
| 1c. Understand 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. | X | X |  |  |  |  |
| 1d. Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child. | X | X |  |  |  |  |

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| **STANDARD 1 OUTCOMES** |
| Key assessments utilized in monitoring Standard 1 Key Assessment 2 – Theory, Philosophy, and Pedagogy Project (EEC 4661; Fall 2023)Key Assessment 2 – Theory, Philosophy, and Pedagogy Project (EEC 4661; Spring 2024) |
| **Key Elements of Standard 1** | **Not Met** | **Met** | **Exceeds** |
| Key Element (1.a.) Application 1 Key Assessment 2 (N = 7) Application 2 Key Assessment 2 (N = 4)  | Application 1n = 2% = 29 | Application 1n = 5% = 71 | Application 1n = 0% = 0 |
| Application 2 n = 0% = 0 | Application 2 n = 3% = 75 | Application 2 n = 1% = 25 |
| Key Element (1.b.) Application 1 Key Assessment 2 (N = 7) Application 2 Key Assessment 2 (N = 4)  | Application 1n = 3% = 43 | Application 1n = 3% = 43 | Application 1n = 1% = 14 |
| Application 2 n = 0% = 0 | Application 2 n = 2% = 50 | Application 2 n = 2% = 50 |
| Key Element (1.c.) Application 1 Key Assessment 2 (N = 7) Application 2 Key Assessment 2 (N = 4)  | Application 1n = 3% = 43 | Application 1n = 4% = 57 | Application 1n = 0% = 0 |
| Application 2 n = 0% = 0 | Application 2 n = 2% = 50 | Application 2 n = 2% = 50 |
| Key Element (1.d.) Application 1 Key Assessment 2 (N = 7) Application 2 Key Assessment 2 (N = 4)  | Application 1n = 3% = 43 | Application 1n = 3% = 43 | Application 1n = 1% = 14 |
| Application 2 n = 0% = 0 | Application 2 n = 3% = 75 | Application 2 n = 1% = 25 |

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| **Standard 2: Family-Teacher Partnerships and Community Connections****Key Elements** | **Key Assessment** |
| **1** | **2** | **3** | **4** | **5** | **6** |
| 2a. Know about, understand, and value the diversity of families. |  |  |  | X | X |  |
| 2b. Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagements. |  |  |  | X | X |  |
| 2c. Use community resource to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies. |  |  |  | X | X |  |

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| **STANDARD 2 OUTCOMES** |
| Key assessments utilized in monitoring Standard 2 Key Assessment 4 – Developmental Screening (EEC 4613; Spring 2024)Key Assessment 5 – Parent and Teacher Relationships (EEC 3400; Spring 2024) |
| **Key Elements of Standard 2** | **Not Met** | **Met** | **Exceeds** |
| Key Element (2.a.) Application 1 Key Assessment 4 (N = 16) Application 2 Key Assessment 5 (N = 12)  | Application 1n = 3% = 19 | Application 1n = 5% = 31 | Application 1n = 8% = 50 |
| Application 2 n = 0% = 0 | Application 2 n = 3% = 25 | Application 2 n = 9% = 75 |
| Key Element (2.b.) Application 1 Key Assessment 4 (N = 16) Application 2 Key Assessment 5 (N = 12)  | Application 1n = 1% = 6 | Application 1n = 6% = 38 | Application 1n = 9% = 56 |
| Application 2 n = 2% = 17 | Application 2 n = 4% = 33 | Application 2 n = 6% = 50 |
| Key Element (2.c.) Application 1 Key Assessment 4 (N = 16) Application 2 Key Assessment 5 (N = 12)  | Application 1n = 10% = 62 | Application 1n = 4% = 25 | Application 1n = 2% = 13 |
| Application 2 n = 2% = 16 | Application 2 n = 5% = 42 | Application 2 n = 5% = 42 |

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| **Standard 3: Child Observation, Documentation, and Assessment****Key Elements** | **Key Assessment** |
| **1** | **2** | **3** | **4** | **5** | **6** |
| 3a. Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instructions and for planning in early learning settings. |  |  | X | X |  |  |
| 3b. Know a wide range of types of assessments, their purposes and their associated methods and tools. |  |  | X | X |  |  |
| 3c. Use 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. |  |  | X | X |  |  |
| 3d. Build assessment partnerships with families and professional colleagues. |  |  | X | X |  |  |

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| **STANDARD 3 OUTCOMES** |
| Key assessments utilized in monitoring Standard 3 Key Assessment 3 – Positive Behavior Supports (EEX 3603; Spring 2024)Key Assessment 4 – Developmental Screening (EEC 4613; Spring 2024) |
| **Key Elements of Standard 3** | **Not Met** | **Met** | **Exceeds** |
| Key Element (3.a.) Application 1 Key Assessment 3 (N = 23) Application 2 Key Assessment 4 (N = 16)  | Application 1n = 1% = 4 | Application 1n = 17% = 74 | Application 1n = 5% = 22 |
| Application 2 n = 5% = 31 | Application 2 n = 5% = 31 | Application 2 n = 6% = 38 |
| Key Element (3.b.) Application 1 Key Assessment 3 (N = 23) Application 2 Key Assessment 4 (N = 16)  | Application 1n = 1% = 4 | Application 1n = 14% = 61 | Application 1n = 8% = 35 |
| Application 2 n = 4% = 25 | Application 2 n = 8% = 50 | Application 2 n = 4% = 25 |
| Key Element (3.c.) Application 1 Key Assessment 3 (N = 23) Application 2 Key Assessment 4 (N = 16)  | Application 1n = 1% = 4 | Application 1n = 18% = 78 | Application 1n = 4% = 16 |
| Application 2 n = 5% = 31 | Application 2 n = 3% = 19 | Application 2 n = 8% = 50 |
| Key Element (3.d.) Application 1 Key Assessment 3 (N = 23) Application 2 Key Assessment 4 (N = 16)  | Application 1n = 1% = 4 | Application 1n = 10% = 44 | Application 1n = 12% = 52 |
| Application 2 n = 2% = 12 | Application 2 n = 8% = 50 | Application 2 n = 6% = 38 |

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| **Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices****Key Elements** | **Key Assessment** |
| **1** | **2** | **3** | **4** | **5** | **6** |
| 4a. Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators’ work with young children. |  | X | X |  |  |  |
| 4b. Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children. |  | X | X |  |  |  |
| 4c. Use 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. |  | X | X |  |  |  |

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| **STANDARD 4 OUTCOMES** |
| Key assessments utilized in monitoring Standard 4 Key Assessment 2 – Theory, Philosophy, and Pedagogy Project (EEC 4661; Spring 2024)Key Assessment 3 – Positive Behavior Supports (EEX 3603: Spring 2024) |
| **Key Elements of Standard 4** | **Not Met** | **Met** | **Exceeds** |
| Key Element (4.a.) Application 1 Key Assessment 2 (N = 4) Application 2 Key Assessment 3 (N = 23)  | Application 1n = 0% = 0 | Application 1n = 3% = 75 | Application 1n = 1% = 25 |
| Application 2n = 1% = 4 | Application 2n = 18% = 78 | Application 2n = 4% = 16 |
| Key Element (4.b.) Application 1 Key Assessment 2 (N = 4) Application 2 Key Assessment 3 (N = 23)  | Application 1n = 2% = 50 | Application 1n = 2% = 50 | Application 1n = 0% = 0 |
| Application 2n = 1% = 4 | Application 2n = 16% = 70 | Application 2n = 6% = 26 |
| Key Element (4.c.) Application 1 Key Assessment 2 (N = 4) Application 2 Key Assessment 3 (N = 23)  | Application 1n = 0% = 0 | Application 1n = 1% = 25 | Application 1n = 3% = 75 |
| Application 2n = 1% = 4 | Application 2n = 16% = 70 | Application 2n = 6% = 26 |

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| **Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum** **Key Elements** | **Key Assessment** |
| **1** | **2** | **3** | **4** | **5** | **6** |
| 5a. Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum. | X |  |  |  |  | X |
| 5b. Understand pedagogical content knowledge—how young children learning in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area. | X |  |  |  |  | X |
| 5c. Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge. | X |  |  |  |  | X |

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| **STANDARD 5 OUTCOMES** |
| Key assessments utilized in monitoring Standard 5 Key Assessment 6 – Capstone Project (EEC 4940; Fall 2023)Key Assessment 6 – Capstone Project (EEC 4940; Spring 2024) |
| **Key Elements of Standard 5** | **Not Met** | **Met** | **Exceeds** |
| Key Element (5.a.) Application 1 Key Assessment 6 (N = 4) Application 2 Key Assessment 6 (N = 8)  | Application 1n = 1% = 25 | Application 1n = 0% = 0 | Application 1n = 3% = 75 |
| Application 2n = 2% = 25 | Application 2n = 1% = 13 | Application 2n = 5% = 62 |
| Key Element (5.b.) Application 1 Key Assessment 6 (N = 4) Application 2 Key Assessment 6 (N = 8)  | Application 1n = 0% = 0 | Application 1n = 3% = 75 | Application 1n = 1% = 25 |
| Application 2n = 2% = 25 | Application 2n = 2% = 25 | Application 2n = 4% = 50 |
| Key Element (5.c.) Application 1 Key Assessment 6 (N = 4) Application 2 Key Assessment 6 (N = 8)  | Application 1n = 0% = 0 | Application 1n = 2% = 50 | Application 1n = 2% = 50 |
| Application 2n = 1% = 13 | Application 2n = 4% = 50 | Application 2n = 3% = 37 |

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| **Standard 6: Professionalism as an Early Childhood Educator****Key Elements** | **Key Assessment** |
| **1** | **2** | **3** | **4** | **5** | **6** |
| 6a. Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession. |  |  |  |  | X | X |
| 6b. Know about and uphold ethical and other early childhood professional guidelines. |  |  |  |  | X | X |
| 6c. Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues. |  |  |  |  | X | X |
| 6d. Engage in continuous, collaborative learning to inform practice. |  |  |  |  | X | X |
| 6e. Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession. |  |  |  |  | X | X |

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| **STANDARD 6 OUTCOMES** |
| Key assessments utilized in monitoring Standard 6 Key Assessment 5 – Parent and Teacher Relationships (EEC 3400; Spring 2024)Key Assessment 6 – Capstone Project (EEC 4940; Spring 2024) |
| **Key Elements of Standard 6** | **Not Met** | **Met** | **Exceeds** |
| Key Element (6.a.) Application 1 Key Assessment 5 (N = 12) Application 2 Key Assessment 6 (N = 8)  | Application 1n = 1% = 8 | Application 1n = 0% = 0 | Application 1n = 11% = 92 |
| Application 2n = 0% = 0 | Application 2n = 2% = 25 | Application 2n = 6% = 75 |
| Key Element (6.b.) Application 1 Key Assessment 5 (N = 12) Application 2 Key Assessment 6 (N = 8)  | Application 1n = 1% = 8 | Application 1n = 3% = 25 | Application 1n = 8% = 67 |
| Application 2n = 1% = 12 | Application 2n = 5% = 63 | Application 2n = 2% = 25 |
| Key Element (6.c.) Application 1 Key Assessment 5 (N = 12) Application 2 Key Assessment 6 (N = 8)  | Application 1n = 0% = 0 | Application 1n = 1% = 8 | Application 1n = 11% = 92 |
| Application 2n = 1% = 13 | Application 2n = 4% = 50 | Application 2n = 3% = 37 |
| Key Element (6.d.) Application 1 Key Assessment 5 (N = 12) Application 2 Key Assessment 6 (N = 8)  | Application 1n = 0% = 0 | Application 1n = 3% = 25 | Application 1n = 9% = 75 |
| Application 2n = 0% = 0 | Application 2n = 5% = 63 | Application 2n = 3% = 37 |
| Key Element (6.e.) Application 1 Key Assessment 5 (N = 12) Application 2 Key Assessment 6 (N = 8)  | Application 1n = 2% = 17 | Application 1n = 2% = 17 | Application 1n = 8% = 66 |
| Application 2n = 0% = 0 | Application 2n = 2% = 25 | Application 2n = 6% = 75 |