

## REPORTING PROGRAM OUTCOMES

Program name: AAS Early Childhood Education

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)
2019-2021	57	12% (7)	88% (50)
2020-2021	57	9% (5)	91% (52)
2021-2022	66	36% (24)	64% (42)

(Note: MATC Defines 12 credits as full-time)

**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
2018-2019	173 (52%)	52%	68 (28%)	51%
2019-2020	148 (68%)	51%	69 (32%)	54%
2020-2021	103 (67%)	37%	50 (32%)	46%

## STUDENT LEARNING Outcomes

*NAEYC Standards*

*\*Chart reflects AAS Program Students that met/exceeded performance expectations in 2022 Academic Year*

Standard and Key Competencies	Students that meet learning expectations	Key Competency /Element is formally assessed in these courses
Standard 1: Promoting Child Development and Learning		CHILDD 179 and 199

<b>Key Competency/element 1a:</b> Knowing and understanding the child's characteristics and needs.	92%	
<b>Key Competency/element 1b:</b> Knowing and understanding the multiple influences on development and learning.	87%	CHILDD 179 and 199
<b>Key Competency/element 1c:</b> Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.	95%	CHILDD 112 and 199
<b>Standard 2: Building Family and Community Relationships</b> <b>Key Competency/element 2a:</b> Knowing about and understanding diverse family and community characteristics.	90%	CHILDD 195 and 187
<b>Key Competency/element 2b:</b> Supporting and engaging families and communities through respectful, reciprocal relationships.	90%	CHILDD 195 and 199
<b>Key Competency/element 2c:</b> Involving families and communities in young children's development and learning.	90%	CHILDD 195 and 199
<b>Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</b> <b>Key Competency/element 3a:</b> Understanding the goals, benefits and uses of assessment.	83%	CHILDD 187 and 112
<b>Key Competency/element 3b:</b> Knowing about and using observation, documentation, and other appropriate assessment tools.	82%	CHILDD 179, 112, and 187
<b>Key Competency/element 3c:</b> Understanding and practicing responsible assessment.	85%	CHILDD 112, 187, 199

<p><b>Key Competency/element 3d:</b> Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.</p>	<p>97%</p>	<p>CHILDD 187 and 199</p>
<p><b>Standard 4: Using Developmentally Appropriate Approaches</b>  <b>Key Competency/element 4a:</b> Understanding positive relationships and supportive interactions as the foundation of their work with young children.</p>	<p>97%</p>	<p>CHILDD 112 and 199</p>
<p><b>Key Competency/element 4b:</b> Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.</p>	<p>97%</p>	<p>CHILDD 187 and 199</p>
<p><b>Key Competency/element 4c:</b> Using a broad repertoire of developmentally appropriate teaching/learning approaches/</p>	<p>97%</p>	<p>CHILDD 112 and 199</p>
<p><b>Key Competency/element 4d:</b> Reflecting on own practice to promote positive outcomes for each child.</p>	<p>97%</p>	<p>CHILDD 112 and 199</p>
<p><b>Standard 5: Using Content Knowledge to build meaningful curriculum.</b>  <b>Key Competency/element 5a:</b> Understanding content knowledge and resources in academic disciplines: language and literacy; the arts, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.</p>	<p>97%</p>	<p>CHILDD 112 and 199</p>
<p><b>Key Competency/element 5b:</b> Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.</p>	<p>97%</p>	<p>CHILDD 112 and 199</p>
<p><b>Key Competency/element 5c:</b> Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and</p>	<p>97%</p>	<p>CHILDD 112 and 199</p>

challenging curriculum for each child.		
<b>Standard 6: Becoming a Professional</b>		
<b>Key Competency/element 6a:</b> Identifying and involving oneself with the early childhood field.	95%	CHILDD 195 and 187
<b>Key Competency/element 6b:</b> Knowing about and upholding ethical standards and other professional guidelines.	78%	CHILDD 179 and 187
<b>Key Competency/element 6c:</b> Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.	92%	CHILDD 195 and 199
<b>Key Competency/element 6d:</b> Integrating knowledgeable, critical & reflective practices on early education.	78%	CHILDD 179 and 187
<b>Key Competency/element 6e:</b> Engaging in informed advocacy for children and the profession.	92%	CHILDD 195 and 199