



## Early Childhood Education Program Outcome Data

### Outcome Measure 1: Program Completers

| Academic year | Number of program completers | Percentage of program completers who were attending full time (at the time of completion) | Percentage of program completers who were attending part-time (at the time of completion) |
|---------------|------------------------------|---|---|
| 2020-21       | 24                           | 33%   | 67%   |
| 2021-22       | 15                           | 40%   | 60%   |
| 2022-23       | 22                           | 32%   | 68%   |

### Outcome Measure 2: Program Completion Rates

| Academic year in which a fall cohort of <i>full-time</i> candidates enrolled in the program | Percentage of those candidates who completed the program within 150% of the published time frame | Percentage of those candidates who completed the program within 200% of the published time frame |
|---|--|--|
| 2017-18   | 29%  | 35%  |
| 2018-19   | 23%  | 27%  |
| 2019-20   | 25%  | 28%  |

### Outcome Measure 3: Graduate Employment

| 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 |
|---------------|---------------------|--|--|
| 2020-21       | 24                  | 75%  | 25%  |
| 2021-22       | 15                  | 50%  | 17%  |
| 2022-23       | 22                  | 55%  | 36%  |

## Professional Standards and Competencies for Early Childhood Educators Student Learning Evidence

The Early Childhood Education Associate of Applied Science program at Waukesha County Technical College assesses student performance data based on the NAEYC professional standards and competencies for Early Childhood Educators. The following summarizes student learning performance data for the 2022/23 and 2023/24 academic years.

### Standard 1: Child Development and Learning in Context

Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.

**Assessment Description:** The learner applies course concepts to design and implement a behavior change plan for a child aged 2 to 8, starting with a functional analysis to establish baseline data and identify factors influencing behavior, such as environment, antecedents, and expectations. The learner incorporates prevention strategies, new skills, and responses to both desired and baseline behaviors in the plan, sets a SMART goal, and uses observation and documentation to track progress. They assess the effectiveness of chosen tools, make necessary adjustments, and collaborate with families and colleagues to provide optimal support, concluding with a summary of the process to share with families.

| Key Competency 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. |                |        |            |               |  |
| Academic Year   | Not Met        |        | Met        |               | Totals                                 |
|   | Unsatisfactory | Basic  | Proficient | Distinguished |  |
| 2023/24   | N = 3          | N = 13 | N = 30     | N = 47        | Met=77<br>83%<br><br>Not Met=16<br>17% |
| Key Competency 1a - 2022/23   |                |        |            |               |  |
| 2022/23   | N=0            | N=5    | N=11       | N=27          | Met=38<br>88%<br><br>Not Met=5<br>12%  |



| <b>Key Competency 1b</b>  |                |       |            |               |  |
|---|----------------|-------|------------|---------------|--|
| <b>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.</b>  |                |       |            |               |  |
| Academic Year   | Not Met        |       | Met        |               | Totals                                 |
|   | Unsatisfactory | Basic | Proficient | Distinguished |  |
| 2023/24   | N=1            | N=3   | N=18       | N=34          | Met=55<br>93%<br><br>Not Met=4<br>7%   |
| 2022/23   | N=2            | N=0   | N=8        | N=18          | Met=26<br>93%<br><br>Not Met=2<br>7%   |
| <b>Key Competency 1c</b>  |                |       |            |               |  |
| <b>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.</b> |                |       |            |               |  |
| Academic Year   | Not Met        |       | Met        |               | Totals                                 |
|   | Unsatisfactory | Basic | Proficient | Distinguished |  |
| 2023/24   | N=0            | N=12  | N=10       | N=12          | Met=22<br>65%<br><br>Not Met=12<br>35% |
| <b>Key Competency 1c - 2022/23</b>  |                |       |            |               |  |
| 2022/23   | N=0            | N=9   | N=7        | N=2           | N Met=9<br>50%<br><br>Not Met=9<br>50% |

| <b>Key Competency 1d</b>  |                |       |            |               |                                       |
|---|----------------|-------|------------|---------------|---------------------------------------|
| <b>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.</b> |                |       |            |               |                                       |
| <b>Academic Year</b>  | <b>Not Met</b> |       | <b>Met</b> |               | <b>Totals</b>                         |
|   | Unsatisfactory | Basic | Proficient | Distinguished |                                       |
| 2023/24   | N=2            | N=3   | N=5        | N=28          | Met=33<br>87%<br><br>Not Met=5<br>13% |
| 2022/23   | N=1            | N=0   | N=4        | N=10          | Met=14<br>93%<br><br>Not Met=1<br>7%  |

### **Standard 2: Family–Teacher Partnerships and Community Connections**

Family–Teacher Partnerships and Community Connections Early childhood educators understand that successful early childhood education depends upon educators’ partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children’s development and learning. They (c) use community resources to support young children’s learning and development and to support children’s families, and they build connections between early learning settings, schools, and community organizations and agencies.

**Assessment Description:** After exploring materials on developmental screeners, including the Ages & Stages Questionnaire (ASQ), learners prepare assessment materials for a family with a child aged birth to 35 months. They score the completed assessment, analyze the data, and use their findings to plan for a family conference. A mock conference provides learners with an opportunity to practice ethical techniques for discussing screening results with families.



| <b>Key Competency 2a</b><br>Know about, understand, and value the diversity of families.  |                |       |            |               |                                       |
|---|----------------|-------|------------|---------------|---------------------------------------|
| Academic Year   | Not Met        |       | Met        |               | Totals                                |
|   | Unsatisfactory | Basic | Proficient | Distinguished |                                       |
| 2023/24   | N=1            | N=1   | N=12       | N=28          | Met=40<br>95%<br><br>Not Met=2<br>5%  |
| 2022/23   | N=2            | N=0   | N=5        | N=8           | Met=13<br>87%<br><br>Not Met=2<br>13% |
| <b>Key Competency 2b</b><br>Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement. |                |       |            |               |                                       |
| Academic Year   | Not Met        |       | Met        |               | Totals                                |
|   | Unsatisfactory | Basic | Proficient | Distinguished |                                       |
| 2023/24   | N=1            | N=2   | N=9        | N=27          | Met=36<br>92%<br><br>Not Met=3<br>8%  |
| 2022/23   | N=1            | N=0   | N=4        | N=20          | Met=24<br>96%<br><br>Not Met=1<br>4 % |

| <b>Key Competency 2c</b>   |                |       |            |               |                                      |
|--|----------------|-------|------------|---------------|--------------------------------------|
| <b>Use community resources 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</b> |                |       |            |               |                                      |
| Academic Year  | Not Met        |       | Met        |               | Totals                               |
|  | Unsatisfactory | Basic | Proficient | Distinguished |                                      |
| 2023/24  | N=1            | N=0   | N=4        | N=31          | Met=35<br>97%<br><br>Not Met=1<br>3% |
| <b>Key Competency 2c - 2022/23</b>   |                |       |            |               |                                      |
| 2022/23  | N=0            | N=1   | N=4        | N=20          | Met=24<br>96%<br><br>Not Met=1<br>4% |

### Standard 3: Child Observation, Documentation, and Assessment

Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children’s progress and, based on the findings, to plan learning experiences.

**Assessment Description:** Upon completing a Family Resource File, students use it to support and collaborate with a "mock" family. A detailed family persona, provided by the instructor, guides students in preparing for a family conference. Students review the persona, considering the child’s diverse family structure and strengths, to develop a conference plan. They draft a script and conduct the "mock" conference, which can be presented live in class, live via Zoom, or submitted as a private YouTube video.



| <b>Key Competency 3a</b>  |                |       |            |               |                                    |
|---|----------------|-------|------------|---------------|------------------------------------|
| <b>Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.</b> |                |       |            |               |                                    |
| Academic Year   | Not Met        |       | Met        |               | Totals                             |
|   | Unsatisfactory | Basic | Proficient | Distinguished |                                    |
| 2023/24   | N=3            | N=8   | N=20       | N=49          | Met=69<br>86%<br>Not Met=11<br>14% |
| 2022/23   | N=1            | N=1   | N=12       | N=29          | Met=41<br>95%<br>Not Met=2<br>5%   |
| <b>Key Competency 3b</b>  |                |       |            |               |                                    |
| <b>Know a wide range of types of assessments, their purposes, and their associated methods and tools.</b>   |                |       |            |               |                                    |
| Academic Year   | Not Met        |       | Met        |               | Totals                             |
|   | Unsatisfactory | Basic | Proficient | Distinguished |                                    |
| 2023/24   | N=5            | N=8   | N=20       | N=44          | Met=64<br>83%<br>Not Met=13<br>17% |
| 2022/23   | N=5            | N=3   | N=10       | N=23          | Met=33<br>80%<br>Not Met=8<br>20%  |



| <b>Key Competency 3c</b>   |                |       |            |               |  |
|--|----------------|-------|------------|---------------|--|
| <b>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.</b> |                |       |            |               |  |
| <b>Academic Year</b>   | <b>Not Met</b> |       | <b>Met</b> |               | <b>Totals</b>                          |
|  | Unsatisfactory | Basic | Proficient | Distinguished |  |
| 2023/24  | N=4            | N=8   | N=19       | N=41          | Met=60<br>83%<br><br>Not Met=12<br>17% |
| 2022/23  | N=5            | N=1   | N=8        | N=29          | Met=37<br>86%<br><br>Not Met=6<br>14%  |
| <b>Key Competency 3d</b>   |                |       |            |               |  |
| <b>Build assessment partnerships with families and professional colleagues.</b>  |                |       |            |               |  |
| <b>Academic Year</b>   | <b>Not Met</b> |       | <b>Met</b> |               | <b>Totals</b>                          |
|  | Unsatisfactory | Basic | Proficient | Distinguished |  |
| 2023/24  | N=6            | N=5   | N=20       | N=53          | Met=73<br>87%<br><br>Not Met=11<br>13% |
| 2022/23  | N=2            | N=2   | N=18       | N=21          | Met=39<br>91%<br><br>Not Met=4<br>9%   |



#### Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

**Assessment Description:** Students design a Play-Based Learning Center for young children that integrates inquiry-based and content-focused learning through engaging play. Using a provided template, they create a unique name for their center, add visual elements, and emphasize key content areas such as mathematics, science, or technology. Students demonstrate their content knowledge, explain how they acquired it, and tailor the center to the interests and cultural backgrounds of the children. The project involves planning the center’s physical layout, selecting specific materials, and identifying preparation needs. Students set three learning goals aligned with Wisconsin Model Early Learning Standards and outline differentiation strategies to support diverse learning levels. They encourage social interactions and positive relationships by incorporating the Pyramid Model for guidance. Inquiry-based questions deepen children's engagement and connect learning between school and home, while community resources and professional communication foster strong relationships with families.

| <b>Key Competency 4a</b>  |                |       |            |               |                                   |
|---|----------------|-------|------------|---------------|-----------------------------------|
| <b>Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators’ work with young children.</b> |                |       |            |               |                                   |
| <b>Academic Year</b>  | <b>Not Met</b> |       | <b>Met</b> |               | <b>Totals</b>                     |
|   | Unsatisfactory | Basic | Proficient | Distinguished |                                   |
| 2023/24   | N=2            | N=1   | N=10       | N=38          | Met=48<br>94%                     |
|   | N=0            | N=1   | N=2        | N=14          | Not Met=3<br>6%                   |
| 2022/23   | N=2            | N=0   | N=7        | N=36          | Met=43<br>96%<br>Not Met=2<br>4 % |



| <b>Key Competency 4b</b>  |                |       |            |               |                                   |
|---|----------------|-------|------------|---------------|-----------------------------------|
| 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 |                |       |            |               |                                   |
| Academic Year   | Not Met        |       | Met        |               | Totals                            |
|   | Unsatisfactory | Basic | Proficient | Distinguished |                                   |
| 2023/24   | N=0            | N=6   | N=8        | N=23          | Met=31<br>84%<br>Not Met=6<br>6%  |
| 2022/23   | N=0            | N=0   | N=3        | N=15          | Met=18<br>100%<br>Not Met=0       |
| <b>Key Competency 4c</b>  |                |       |            |               |                                   |
| Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, antibias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.  |                |       |            |               |                                   |
| Academic Year   | Not Met        |       | Met        |               | Totals                            |
|   | Unsatisfactory | Basic | Proficient | Distinguished |                                   |
| 2023/24   | N=0            | N=4   | N=15       | N=30          | Met=45<br>92%<br>Not Met=4<br>8%  |
| 2022/23   | N=4            | N=2   | N=7        | N=32          | Met=39<br>87%<br>Not Met=6<br>13% |

### Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, methods and tools of inquiry, and structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

**Assessment Description:** In this project, learners respond to prompts showcasing their professional development in early childhood education (ECE) through advocacy, ethics, reflection, and self-care. They identify an advocacy resource or policy benefiting young children at a local, state, or federal level and describe their engagement in advocacy efforts. Additionally, learners discuss a personal example that upholds the NAEYC Code of Ethical Conduct, citing specific Ideals and Principles to illustrate ethical practices. Through field experience examples, they highlight how mentor and/or instructor feedback has informed their practice and outline plans to continue expanding their ECE knowledge post-graduation. Finally, learners reflect on their self-care routines, examining how these practices supported or challenged their physical and mental health during field experiences, and set intentions for future self-care strategies to enhance their professional well-being.

| Key Competency 5a - 2023/24   |                |       |            |               |                                  |
|---|----------------|-------|------------|---------------|----------------------------------|
| Understand content knowledge—the central concepts, methods and tools of inquiry, and structure— and resources for the academic disciplines in an early childhood curriculum |                |       |            |               |                                  |
| Academic Year   | Not Met        |       | Met        |               | Totals                           |
|   | Unsatisfactory | Basic | Proficient | Distinguished |                                  |
| 2023/24   | N=0            | N=2   | N=13       | N=23          | Met=35<br>95%<br>Not Met=2<br>5% |
| 2022/23   | N=0            | N=1   | N=3        | N=14          | Met=17<br>94%<br>Not Met=1<br>6% |



| <b>Key Competency 5b</b><br>Understand pedagogical content knowledge—how young children learn 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. |                |       |            |               |                                   |
|---|----------------|-------|------------|---------------|-----------------------------------|
| Academic Year   | Not Met        |       | Met        |               | Totals                            |
|   | Unsatisfactory | Basic | Proficient | Distinguished |                                   |
| 2023/24   | N=0            | N=0   | N=12       | N=25          | Met=37<br>100%<br>Not Met=0       |
| 2022/23   | N=0            | N=0   | N=0        | N=28          | Met=28<br>100%<br>Not Met=0       |
| <b>Key Competency 5c</b><br>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.                     |                |       |            |               |                                   |
| Academic Year   | Not Met        |       | Met        |               | Totals                            |
|   | Unsatisfactory | Basic | Proficient | Distinguished |                                   |
| 2023/24   | N=0            | N=2   | N=3        | N=16          | Met=19<br>90%<br>Not Met=2<br>10% |
| 2022/23   | N=0            | N=0   | N=0        | N=14          | Met=14<br>100%<br>Not Met=0       |

### Standard 6: Professionalism as an Early Childhood Educator

Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) 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.

**Assessment Description:** The Culture and Curriculum Project challenges learners to apply culturally responsive teaching practices through a structured slide presentation. Using a provided template, learners complete a cultural inventory of their field experience classrooms, assessing the diversity of children’s backgrounds and needs. They explore resources to better serve these families and demonstrate how this understanding shapes relationships, classroom environments, and curriculum planning. Learners analyze the developmental impact of early education using real examples from their placements, guided by Bronfenbrenner’s Ecological Systems Theory. They outline their content knowledge, explain how professional resources have enhanced their teaching, and illustrate how their modeling in content areas has supported children’s growth. Reflecting on culturally responsive strategies, learners document how these approaches helped individual children achieve goals and integrated play to support development. The project concludes with insights into using differentiation to meet diverse learning needs and scaffold growth effectively.

| Key Competency 6a<br>Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession. |                |       |            |               |                                   |
|---|----------------|-------|------------|---------------|-----------------------------------|
| Academic Year   | Not Met        |       | Met        |               | Totals                            |
|   | Unsatisfactory | Basic | Proficient | Distinguished |                                   |
| 2023/24   | N=1            | N=3   | N=14       | N=18          | Met=32<br>89%<br>Not Met=4<br>11% |
| 2022/23   | N=0            | N=1   | N=13       | N=9           | Met=22<br>88%<br>Not Met=3<br>12% |



| <b>Key Competency 6b - 2023/24</b>   |                |       |            |               |                                    |
|--|----------------|-------|------------|---------------|------------------------------------|
| <b>Know about and uphold ethical and other early childhood professional guidelines.</b>  |                |       |            |               |                                    |
| <b>Academic Year</b>   | <b>Not Met</b> |       | <b>Met</b> |               | <b>Totals</b>                      |
|  | Unsatisfactory | Basic | Proficient | Distinguished |                                    |
| 2023/24  | N=6            | N=11  | N=14       | N=42          | Met=56<br>76%<br>Not Met=17<br>22% |
| 2022/23  | N=3            | N=5   | N=9        | N=9           | Met=18<br>69%<br>Not Met=8<br>31%  |
| <b>Key Competency 6c - 2023/24</b>   |                |       |            |               |                                    |
| <b>Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues.</b> |                |       |            |               |                                    |
| <b>Academic Year</b>   | <b>Not Met</b> |       | <b>Met</b> |               | <b>Totals</b>                      |
|  | Unsatisfactory | Basic | Proficient | Distinguished |                                    |
| 2023/24  | N=0            | N=0   | N=7        | N=32          | Met=39<br>100%<br>Not Met=0        |
| 2022/23  | N=0            | N=0   | N=3        | N=34          | Met=37<br>100%<br>Not Met=0<br>0%  |



| Key Competency 6d - 2023/24                                     |                |       |            |               |                                  |
|---|----------------|-------|------------|---------------|----------------------------------|
| Engage in continuous, collaborative learning to inform practice |                |       |            |               |                                  |
| Academic Year   | Not Met        |       | Met        |               | Totals                           |
|   | Unsatisfactory | Basic | Proficient | Distinguished |                                  |
| 2023/24   | N=0            | N=2   | N=12       | N=19          | Met=31<br>94%<br>Not Met=2<br>6% |
| 2022/23   | N=0            | N=0   | N=11       | N=18          | Met=29<br>100 %<br>Not Met=0     |

  

| Key Competency 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 |                |       |            |               |                                  |
| Academic Year   | Not Met        |       | Met        |               | Totals                           |
|   | Unsatisfactory | Basic | Proficient | Distinguished |                                  |
| 2023/24   | N=1            | N=0   | N=20       | N=18          | Met=38<br>97%<br>Not Met=1<br>3% |
| 2022/23   | N=0            | N=0   | N=12       | N=16          | Met=28<br>100%<br>Not Met=0      |