Standard 1: Child Development and Learning in Context

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.						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #4						
CD 2333* Fall 22 Candidates: 6	2 (33%)			2 (33%)	1 (17%)	1(17%)
CD 2333 Spring 23 Candidates: 22	4 (18%)			8 (36%)	3 (14%)	7 (32%)
Key Assessment #5						
CD 2363* Fall 22 Candidates: 7			1 (14%)		4 (57%)	2 (29%)
CD 2363 Spring 23 Candidates: 15	2 (13%)	1 (7%)			7 (47%)	5 (33%)
A.A. Child Development						

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning, and with the capacity to make choices.						
Key Assessment #4						
CD 2333* Fall 22 Candidates: 6	2 (33%)			2 (33%)	1 (17%)	1(17%)
CD 2333 Spring 23 Candidates: 22	4 (18%)			8 (36%)	3 (14%)	7 (32%)
Key Assessment #5						
CD 2363* Fall 22 Candidates: 7			1 (14%)		4 (57%)	2 (29%)
CD 2363 Spring 23 Candidates: 15	2 (13%)	1 (7%)			7 (47%)	5 (33%)

A.A. Child Development

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

A.A. Child Development

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.						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #5						
CD 2363* Fall 22 Candidates: 7			1 (14%)		4 (57%)	2 (29%)
CD 2363 Spring 23 Candidates: 15	2 (13%)	1 (7%)			7 (47%)	5 (33%)
Key Assessment #6						
CD 2913 Spring 23 Candidates: 3					2 (67%)	1 (33%)
CD 2913 Summer 23 Candidates: 2					1 (50%)	1 (50%)

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

A.A. Child Development

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.						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #4						
CD 2333* Fall 22 Candidates: 6	2 (33%)			2 (33%)	1 (17%)	1(17%)
CD 2333 Spring 23 Candidates: 22	4 (18%)			8 (36%)	3 (14%)	7 (32%)
Key Assessment #6						
CD 2913 Spring 23 Candidates: 3					2 (67%)	1 (33%)
CD 2913 Summer 23 Candidates: 2					1 (50%)	1 (50%)

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

Please select one:

☐ **All data** reported for this standard are from the **current versions of key assessments** submitted as part of this Self-Study Report.

☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2020 *Professional Standards and Competencies***.

☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2010 Professional Preparation Standards**.

☒ Data reported are from a **combination of current and previous** assessment versions.

➢ **If data reported are from a combination of current and previous assessment versions, specify below which applications are from the current versions of the assessments submitted as part of this report and which are from previous versions of assessments. For data from previous versions, please also specify which are from assessments aligned with the 2020 Professional Standards and Competencies and which are from assessments aligned with the 2010 Professional Preparation Standards (leave blank if not applicable):**

On the data charts above for Standard 1, an *Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

Data Reporting and Analysis Questions

After reviewing the data reported above, answer the following questions:

➢ **How are candidates performing in regard to the key competencies of Standard 1? Briefly describe each program's data results across all key assessments designed to measure the standard.**

A.A. Degree Candidates:

The candidates scored consistently across all key assessments. This shows validity in the assessment structure as well as the integrity of the scoring since these assessments are provided across different courses with different instructors.

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.

Standard 1a was assessed during Fall 2022 and Spring 2023 utilizing Key Assessment 4 in one course and Key Assessment 5 in one course. Results for Key Assessment 4 found 100% of the twenty-two (22) students scored average or better. On Key Assessment 5, 90% of the twenty (20) students assessed scored an average or better.

In total, 95.2% of our students show themselves to have achieved a score of 3 or higher for this standard across two classes with different instructors. Eight (8) students did not submit an assessment.

Working with children spotlights the differences in how each of us grow and develop. We work diligently to help our students to view these differences as part of the becoming process. A child that exhibits a delay in one area is taking more time to become the next version of them self. That same child may very well show signs of being more advanced in another area. We work to help our students understand these advancements or delays may be the result of the experiences provided to that child. The differences are not a foreshadowing of the future of the child. That is where the child is today.

The demographics of the Oklahoma City metro area are changing rapidly. It is important for our students to be aware of the number of children with which they come into contact that may be the first bilingual person in their household. This provides us the opportunity to educate the other children about the differences we each have and use this to help them to begin to develop speaking and comprehension of the Spanish language. We work to provide opportunities for our students to gather and prepare resources to use in these situations.

The stellar results for this standard show our efforts to be successful. We teach and guide our students' learning so they deliver an excellent level of care and instruction with the children with whom they work.

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

Standard 1b was assessed during Fall 2022 and Spring 2023 utilizing Key Assessment 4 in one course and Key Assessment 5 in one course. Results for Key Assessment 4 found 100% of the twenty-two (22) students scored average or better. On Key Assessment 5, 90% of the twenty (20) students assessed scored an average or better.

Overall, 95.2% of our students scored 3 or higher for standard 1B across two courses and two key assessments. Eight (8) students did not submit work.

This standard is one that is only assessed in two courses but is taught and emphasized in all courses as it is fundamental to working with children. Our students provide choices for the children with whom they work and monitor and adjust to make sure each is learning in the way that is optimal for them and allow them to meet the learning objective.

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.

Standard 1c was assessed during Fall 2022 and Spring 2023 utilizing Key Assessment 5 in one course and Key Assessment 6 in one course. Results for Key Assessment 5 found 100% of the eighteen (18) students scored an average or better. On Key Assessment 6, 100% of the five (5) students assessed scored an average or better.

Overall, 92% of our students scored good or excellent as related to this standard. Two (2) students did not submit work.

We view this standard as one of the key foundations of our program. Once an early childhood professional grasps this concept, the world is truly the palette for their teaching. We strive to have children leave our classrooms with the curiosity with which they are born and the ability to use that curiosity to explore their world, family, and society.

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.

Standard 1d was assessed during Fall 2022, Spring 2023, and Summer 23 utilizing Key Assessment 5 in one course and Key Assessment 6 in one course. Results for Key Assessment 5 found 100% of the twenty-two (22) students scored an average or better. On Key Assessment 6, 100% of the five (5) students assessed scored an average or better.

Overall, 100% of our students scored 3 or higher for standard 1D across two courses and two key assessments. Six (6) students did not submit work.

This documents nicely our standard of excellence and the consistent level of expectation across courses and among instructors. We work hard to train our instructors on our processes and procedures to help ensure students are having a similar experience and level of assessment independent of the format of the course or the instructor.

In total for Standard 1, of the 100 assessments reviewed, 94.2% of students scored an average or above on the measures.

A.A.S. Child Development

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.						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #4						
CD 2333* Fall 22 Candidates: 1					1 (100%)	
CD 2333 Spring 23 Candidates: 10	5 (50%)	1 (10%)		2 (20%)	1 (10%)	1 (10%)
Key Assessment #5						
CD 2363* Fall 22 Candidates: 1					1 (100%)	
CD 2363 Spring 23 Candidates: 8	2 (25%)			1 (12.5%)	3 (37.5%)	2 (25%)

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.						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #4						
CD 2333* Fall 22 Candidates: 1					1 (100%)	
CD 2333 Spring 23 Candidates: 10	5 (50%)	1 (10%)		2 (20%)	1 (10%)	1 (10%)
Key Assessment #5						
CD 2363* Fall 22 Candidates: 1					1 (100%)	
CD 2363 Spring 23 Candidates: 8	2 (25%)			1 (12.5%)	3 (37.5%)	2 (25%)

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

A.A.S. Child Development

1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning, and with the capacity to make choices.						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #4						
CD 2333* Fall 22 Candidates: 1					1 (100%)	
CD 2333 Spring 23 Candidates: 10	5 (50%)	1 (10%)		2 (20%)	1 (10%)	1 (10%)
Key Assessment #5						
CD 2363* Fall 22 Candidates: 1					1 (100%)	
CD 2363 Spring 23 Candidates: 8	2 (25%)			1 (12.5%)	3 (37.5%)	2 (25%)

A.A.S. Child Development

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.						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #5						
CD 2363* Fall 22 Candidates: 1					1 (100%)	

Course / Term / Candidates					
CD 2363 Spring 23 Candidates: 8	2 (25%)		1 (12.5%)	3 (37.5%)	2 (25%)

Course / Term / Candidates		
CD 2913* Fall 22 Candidates: 1		1 (100%)
CD 2913 Spring 23 Candidates: 1	1 (100%)	

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

A.A.S. Child Development

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.						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)

CD 2333* Fall 22 Candidates: 1					1 (100%)
CD 2333 Spring 23 Candidates: 10	5 (50%)	1 (10%)	2 (20%)	1 (10%)	1 (10%)

Key Assessment #6

CD 2913* Fall 22 Candidates: 1				1 (100%)
CD 2913 Spring 23 Candidates: 1			1 (100%)	

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

Please select one:

☐ **All data** reported for this standard are from the **current versions of key assessments** submitted as part of this Self-Study Report.

☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2020** *Professional Standards and Competencies*.

☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2010 Professional Preparation Standards**.

☒ Data reported are from a **combination of current and previous** assessment versions.

➢ **If data reported are from a combination of current and previous assessment versions, specify below which applications are from the current versions of the assessments submitted as part of this report and which are from previous versions of assessments. For data from previous versions, please also specify which are from assessments aligned with the 2020 Professional Standards and Competencies and which are from assessments aligned with the 2010 Professional Preparation Standards (leave blank if not applicable):**

On the data charts above for Standard 1, an *Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

Data Reporting and Analysis Questions

After reviewing the data reported above, answer the following questions:

➢ **How are candidates performing in regard to the key competencies of Standard 1? Briefly describe each program's data results across all key assessments designed to measure the standard.**

A.A.S. Degree Candidates:

The A.A.S. students that were measured for the assessment data for this report experienced a lot of life circumstances. Despite the nudging of instructors, Student Success Advisors, and their fellow students, they stayed in the class and as a result did not do well on the assessments. This experience with these students has generated some program reflection and adjustment. The decision has been made to break the content into even smaller pieces and provide additional scaffolding to support the students as they are learning the complexities that exist in the development of a child and their education through that process. The data shared in this section of the report reflects these students' choices. For each standard, a statistic for all students that were enrolled as well as

one illustrating the success of the students that submitted an assessment to be evaluated will be reported to show their level of achievement.

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.

Standard 1a was assessed during Fall 2022 and Spring 2023 utilizing Key Assessment 4 in one course and Key Assessment 5 in one course. Results for Key Assessment 4 found 83% of the six (6) students scored an average or better. On Key Assessment 5, 100% of the seven (7) students assessed scored an average or better.

Holistically, the results show we had 60% of our enrolled students scoring at a successful level. 92.3% of the students submitting the assessments for this standard scored a score of average, good, or excellent. This shows a high level of understanding of the stages across all the domains of development and ways in which supports can be provided to children through age-appropriate activities that allow flexibility to support the children as they continue to grow.

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

Standard 1b was assessed during Fall 2022 and Spring 2023 utilizing Key Assessment 4 in one course and Key Assessment 5 in one course. Results for Key Assessment 4 found 83% of the six (6) students scored an average or better. On Key Assessment 5, 100% of the seven (7) students assessed scored an average or better.

In total for Standard 1b, 60% of the students enrolled in the courses where this standard was assessed scored a 3 or higher. 92.3% of the students submitting an assessment item for this standard achieved a score of 3 (average) or higher.

This highlights the emphasis of our program on how each child develops at their own pace. We encourage our students to support children's development through age-appropriate discovery activities. These activities allow the child to learn, process, and make a conclusion based on the level of development at which they currently are. A cooking activity for one child might lead to the understanding that cheese melts when it is exposed to high temperatures. Another child might be curious about how the electricity makes the hot plate and pan hot.

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.

Standard 1c was assessed during Fall 2022 and Spring 2023 utilizing Key Assessment 5 in one course and Key Assessment 6 in one course. Results for Key Assessment 5 found 100% of the seven (7) students scored an average or better. On Key Assessment 6, 100% of the two (2) students assessed scored an average or better.

Overall, for standard 1c 81.1% of our students enrolled in the course achieved a successful score on the assessment. 100% of our students submitting an assessment in the course achieved a successful score of 3 or higher.

We work to develop the understanding and mastery among our students that children learn everywhere, despite our support. With our support, we can accentuate the child's learning to help them process their environment in a way that develops understanding and the process of developing empathy for others. If a child begins to understand not everyone has the same resources, that support the child's development of the concept of sharing. We continue to work on this standard as the demographic of the Oklahoma City metro continue to change. The opportunities our students have to support the child's learning continue to increase.

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.

Standard 1d was assessed during Fall 2022 and Spring 2023 utilizing Key Assessment 4 in one course and Key Assessment 6 in one course. Results for Key Assessment 5 found 83.3% of the six (6) students scored an average or better. On Key Assessment 6, 100% of the two (2) students assessed scored an average or better.
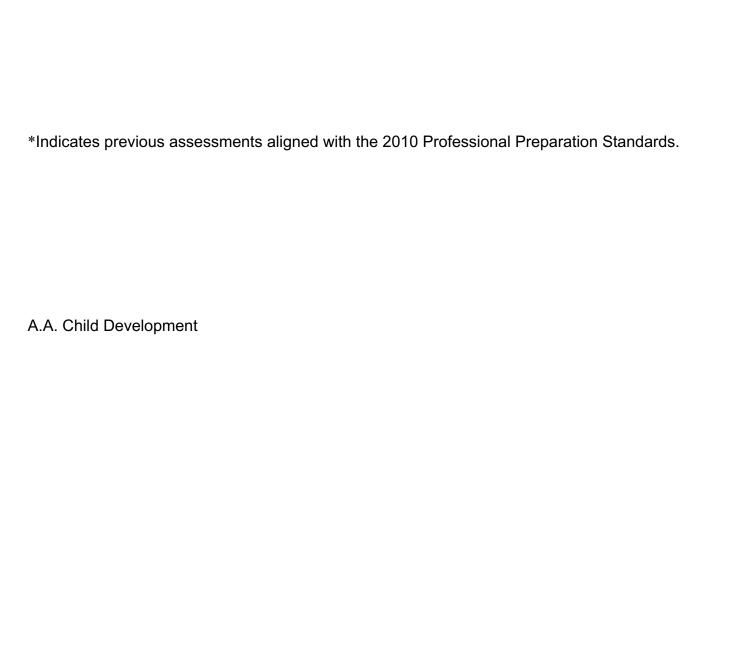
Overall, 53.8% of the students enrolled in the course achieved a successful score of 3 or higher. However, 87.5% of the students in the course who submitted an assessment achieved a successful score of 3 or higher.

We ask our students to have a firm understanding of the observations to be made with the children that inform their planning of an activity. These observations can only inform the planning if they are formally documented, and a guided reflection occurs to lead the students to understand and apply their observations to the task they have been given in their time with the children.

In total for Standard 1, of the 43 assessments reviewed, 93% of students scored an average or above on the measures.

Standard 2a: Know about, understand, and value the diversity of families							Standard 2: Family–Teacher Partnerships and Community Connections
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)	
Key Assessment #1							
CD 2153/CD 2443 Spring 23 Candidates: 11			1 (9%)	1 (9%)	4 (36%)	5 (46%)	A.A. Child Development
CD 2443 Summer 23 Candidates: 10	1 (10%)			3 (30%)	5 (50%)	1 (10%)	
Key Assessment #3							
CD 2093* Fall 22 Candidates: 6			1 (17%)	1 (17%)	2 (33%)	2 (33%)	
CD 2093 Spring 23 Candidates: 4	1 (50%)				1 (25%)	2 (50%)	

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

A.A. Child Development

Standard 2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #2						
CD 2353* Fall 22 Candidates: 24	4 (17%)		1 (4%)	2 (8%)	8 (33%)	9 (38%)
CD 2353 Spring 23 Candidates: 28	5 (18%)	4 (14%)		3 (11%)	5 (18%)	11 (39%)
Key Assessment #3						
CD 2093* Fall 22 Candidates: 6			1 (17%)	1 (17%)	2 (33%)	2 (33%)
CD 2093 Spring 23 Candidates: 4	1 (50%)				1 (25%)	2 (50%)
Key Assessment #6						
CD 2913 Spring 23 Candidates: 3					3 (100%)	
CD 2913 Summer 23 Candidates: 2					1 (50%)	1 (50%)

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

A.A. Child Development

2c: 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						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #3						
CD 2093* Fall 22 Candidates: 6			1 (17%)	1 (17%)	2 (33%)	2 (33%)
CD 2093 Spring 23 Candidates: 4	1 (50%)				1 (25%)	2 (50%)
Key Assessment #6						
CD 2913 Spring 23 Candidates: 3					3 (100%)	
CD 2913 Summer 23 Candidates: 2					1 (50%)	1 (50%)

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

Please select one:

☐ **All data** reported for this standard are from the **current versions of key assessments** submitted as part of this Self-Study Report.

☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2020** *Professional Standards and Competencies*.

☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2010 Professional Preparation Standards**.

☒ Data reported are from a **combination of current and previous** assessment versions.

➢ **If data reported are from a combination of current and previous assessment versions, specify below which applications are from the current versions of the assessments submitted as part of this report and which are from previous versions of assessments. For data from previous versions, please also specify which are from assessments aligned with the 2020 Professional Standards and Competencies and which are from assessments aligned with the 2010 Professional Preparation Standards (leave blank if not applicable):**

On the data charts above for Standard 2, an *Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

Data Reporting and Analysis Questions

After reviewing the data reported above, answer the following questions:

➢ **How are candidates performing in regard to the key competencies of Standard 2? Briefly describe each program's data results across all key assessments designed to measure the standard.**

A.A. Degree Candidates:

Standard 2a: Know about, understand, and value the diversity of families.

Standard 2a was assessed during Spring 2023 and Summer 2023 utilizing Key Assessment 1 in two courses and Key Assessment 3 in Fall 2022 and Spring 2023 in one course. Results for Key Assessment 1 found that 95% of the twenty (20) students scored an average or better on the assessment. On Key Assessment 3, 88.9% of the nine (9) students scored an average or better on the measure.

Overall, 93.1% of the candidates who submitted an assessment scored as average or better on the measures. The two (2) students who scored below average scored as developing. There were two (2) students who did not submit work.

Standard 2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagements.

Standard 2b was assessed during the Fall 2022, Spring 2023 and Summer 2023 utilizing Key Assessment 2 in one course, Key Assessment 3 in one course, and Key Assessment 6 in one course. Results for Key Assessment 2 found that 88,4% of the forty-three (43) students scored an average or better on the assessment. On Key Assessment 3, 80% of the nine (9) students scored an average or better. On Key Assessment 6, 100% of the 5 candidates scored an average or better.

Overall, 89.5% of the fifty-seven (57) candidates scored an average or better. There were two (2) students who scored as developing and four (4) students who did not meet requirements. Ten (10) students did not submit an assessment.

Standard 2c: 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.

Standard 2c was assessed during the Fall 2022, Spring 2023 and Summer 2023 utilizing Key Assessment 3 in one course and Key Assessment 6 in one course. Results for Key Assessment 3 found 88.9% of the nine (9)

candidates scored average or better. On Key Assessment 6, 100% of the five (5) candidates scored good (3.5) or excellent.

Overall, for standard 2c 92.9% of the fourteen (14) students assessed scored an average or better. The single student who scored below average scored as developing and there was one candidate who did not submit as assessment.

In total for Standard 2, of the 100 assessments reviewed, 91% of students scored an average or above on the measures.

A.A. S. Child Development

Standard 2a: Know about, understand, and value the diversity of families						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #1						
CD 2153/CD 2443 Spring 23 Candidates: 8	2 (25%)		1(12.5%)	1 (12.5%)	2 (25%)	2 (25%)
CD 2443 Summer 23 Candidates: 3				1 (33%)	1 (33%)	1 (33%)
Key Assessment #3						
CD 2093 Spring 23 Candidates: 8	2 (25%)		1 (12.5%)	1 (12.5%)	2 (25%)	2 (25%)
CD 2093 Summer 23 Candidates: 3	1 (33.3%)					2 (66.7%)

A.A.S Child Development

Standard 2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #2						
CD 2353* Fall 22 Candidates: 9	2 (22.2%)			1 (11.1%)	2 (22.2%)	4 (44.4%)
CD 2353 Spring 23 Candidates: 8	1 (12.5%)	1 (12.5%)		3 (37.5%)		3 (37.5%)
Key Assessment #3						
CD 2093 Spring 23 Candidates: 8	2 (25%)		1 (12.5%)	1 (12.5%)	2 (25%)	2 (25%)
CD 2093 Summer 23 Candidates: 3	1 (33.3%)					2 (66.7%)
Key Assessment #6						
CD 2913* Fall 22 Candidates: 1					1 (100%)	
CD 2913 Spring 23 Candidates: 1				1 (100%)		

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

2c: 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						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #3						
CD 2093 Spring 23 Candidates: 8	2 (25%)		1 (12.5%)	1 (12.5%)	2 (25%)	2 (25%)
CD 2093 Summer 23 Candidates: 3	1 (33.3%)					2 (66.7%)
Key Assessment #6						
CD 2913* Fall 22 Candidates: 1					1 (100%)	
CD 2913 Spring 23 Candidates: 1				1(100%)		
A.A.S Child Development						

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

Please select one:

☐ **All data** reported for this standard are from the **current versions of key assessments** submitted as part of this Self-Study Report.

☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2020 *Professional Standards and Competencies***.

☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2010 Professional Preparation Standards**.

☒ Data reported are from a **combination of current and previous** assessment versions.

➢ **If data reported are from a combination of current and previous assessment versions, specify below which applications are from the current versions of the assessments submitted as part of this report and which are from previous versions of assessments. For data from previous versions, please also specify which are from assessments aligned with the 2020 Professional Standards and Competencies and which are from assessments aligned with the 2010 Professional Preparation Standards (leave blank if not applicable):**

On the data charts (2b and 2c) above for Standard 2, an *Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

Data Reporting and Analysis Questions

After reviewing the data reported above, answer the following questions:

➢ **How are candidates performing in regard to the key competencies of Standard 2? Briefly describe each program's data results across all key assessments designed to measure the standard.**

A.A.S. Degree Candidates:

Standard 2a: Know about, understand, and value the diversity of families.

Standard 2a was assessed during the Spring 2023 and Summer 2023 utilizing Key Assessment 1 in two courses and Key Assessment 3 in one course. Results for Key Assessment 1 found that 88.9% of the nine (9) students scored an average or better on the assessment. On Key Assessment 3, 87.5% of the eight (8) students scored an average or better on the measure.

On standard 2a, 68.2% of students enrolled in the course achieved a successful score of 3 or higher. However, 88.2% of the students who submitted an assessment had a successful score of 3 or higher.

Standard 2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagements.

Standard 2b was assessed during Fall 2022, Spring 2023 and Summer 2023 utilizing Key Assessment 2 in one course, Key Assessment 3 in one course, and Key Assessment 6 in one course. Results for Key Assessment 2 found that 92.9% of the fourteen (14) students scored an average or better on the assessment. On Key Assessment 3, 87.5% of the eight (8) candidates scored an average or better on the assessment. On Key Assessment 6, 100% of the two (2) candidates scored an average or higher.

On standard 2b, 73.3% of students enrolled in the course achieved a successful score of 3 or higher. Of the students who submitted an assessment, 91.7% had a successful score of 3 or higher.

Standard 2c: 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.

Standard 2c was assessed during Fall 2023, Spring 2023 and Summer 2023 utilizing Key Assessment 3 in one course and Key Assessment 6 in one course. Results for Key Assessment 3 found 87.5% of the eight (8) students scored average or better. On Key Assessment 6, the two (2) students assessed scored 100% as average or above.

For standard 2c, 69.2% of the students enrolled in the course achieved a successful score of average or above. Of the students who submitted an assessment, 90% had a successful score of 3 or higher.

In total for Standard 2, of the 51 assessments reviewed, 90.2% scored an average or above on the measures.

Standard 3: Child Observation, Documentation, and Assessment

A.A. Child Development

3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #4						
CD 2333* Fall 22 Candidates: 6	2 (33%)			2 (33%)	1 (17%)	1(17%)
CD 2333 Spring 23 Candidates: 22	4 (18%)			8 (36%)	3 (14%)	7 (32%)
Key Assessment #5						
CD 2363* Fall 22 Candidates: 7			1 (14%)		4 (57%)	2 (29%)
CD 2363 Spring 23 Candidates: 15	2 (13%)	1 (7%)			7 (47%)	5 (33%)

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

A.A. Child Development

3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #6						
CD 2913 Spring 23 Candidates: 3				3 (100%)		
CD 2913 Summer 23 Candidates: 2					1 (50%)	1 (50%)

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

A.A. Child Development

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.						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #4						
CD 2333* Fall 22 Candidates: 6	2 (33%)			2 (33%)	1 (17%)	1(17%)
CD 2333 Spring 23 Candidates: 22	4 (18%)			8 (36%)	3 (14%)	7 (32%)
Key Assessment #5						
CD 2363* Fall 22 Candidates: 7			1 (14%)		4 (57%)	2 (29%)
CD 2363 Spring 23 Candidates: 15	2 (13%)	1 (7%)			7 (47%)	5 (33%)

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

A.A. Child Development

3d: Build assessment partnerships with families and professional colleagues							
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #5							
CD 2363* Fall 22 Candidates: 7			1 (14%)		4 (57%)	2 (29%)
CD 2363 Spring 23 Candidates: 15	2 (13%)	1 (7%)			7 (47%)	5 (33%)
Key Assessment #6							
CD 2913 Spring 23 Candidates: 3					3 (100%)	
CD 2913 Summer 23 Candidates: 2					1 (50%)	1 (50%)

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

Please select one:

☐ **All data** reported for this standard are from the **current versions of key assessments** submitted as part of this Self-Study Report.

☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2020 *Professional Standards and Competencies***.

☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2010 Professional Preparation Standards**.

☒ Data reported are from a **combination of current and previous** assessment versions.

➢ **If data reported are from a combination of current and previous assessment versions, specify below which applications are from the current versions of the assessments submitted as part of this report and which are from previous versions of assessments. For data from previous versions, please also specify which are from assessments aligned with the 2020 Professional Standards and Competencies and which are from assessments aligned with the 2010 Professional Preparation Standards (leave blank if not applicable):**

On the data charts above for Standard 3, an *Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

Data Reporting and Analysis Questions

After reviewing the data reported above, answer the following questions:

➢ **How are candidates performing in regard to the key competencies of Standard 3? Briefly describe each program's data results across all key assessments designed to measure the standard.**

A.A. Degree Candidates:

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

Standard 3a was assessed during Fall 2022 and Spring 2023 utilizing Key Assessment 4 in one course and Key Assessment 5 in one course. Results for Key Assessment 4 found that 100% of the twenty-two (22) students submitting an assessment scored an average or better. On Key Assessment 5, 90% of the twenty (20) students scored an average or better on the assessment. There were eight (8) students who did not submit an assessment.

For this standard, 95.2% of those students submitting an assessment achieved a successful score. This demonstrates our students' understanding of the value of assessments and the impact it can have in planning and teaching children.

We scaffold the planning for our work with children in such a way that students observe a student and visit with the teacher in the setting. Once they gather that information and have received feedback from the instructor, then we provide the opportunity for them to begin planning the activity and manner in which the instruction occurs. We ask them to show evidence they have planned their activity using the data they gathered and the knowledge they have of child development and learning.

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

Standard 3b was assessed during Spring 2023 and Summer 2023 in one course utilizing Key assessment 6. Results for Key Assessment 6 found that 100% of the five (5) students submitting an assessment scored an average or better.

In standard 3b, 100% of our students in the A.A. program achieved a successful score. Our students have the opportunity to utilize a variety of assessments to assess students and use this information to plan activities and

lessons to teach the students in an age-appropriate way. We are pleased with the 100% success rate of our students on this standard, however, this is an area of reflection for our program. We are using this standard and comparing the structure of our instruction with the content aligned with other standards where students failed to submit an assessment. We are continuing to examine the differences in structure of the instruction and the assessment items themselves. In addition, the program will keep searching for another logical place to assess Standard 3B.

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.

Standard 3c was assessed during Fall 2022 and Spring 2023 utilizing Key Assessment 4 in one course and Key Assessment 5 in one course. Results for Key Assessment 4 found that 100% of the twenty-two (22) students submitting an assessment scored an average or better. On Key Assessment 5, 90% of the twenty (20) students scored an average or better on the assessment. There were eight (8) students who did not submit an assessment.

Overall, of the students submitting assessment items, 95% of those students achieved a score of 3 or higher on their submission. Our program supports and teaches that children develop at different times and stages. Our students utilize screening tools to be able to assess a child's developmental level. Oklahoma City is a metropolitan area that is quickly changing and this has provided us with an expanded opportunity for our students to understand the need to have culturally appropriate methods for assessment with children. The assessment is part of the process related to this standard. The development of a plan for the children that will allow each of the children to continue to develop and achieve in a way that is age and developmentally appropriate.

3d: Build assessment partnerships with families and professional colleagues.

Standard 3d was assessed during Fall 2022, Spring 2023, and Summer 2023 utilizing Key Assessment 5 in one course and Key Assessment 6 in one course. Results for Key Assessment 5 found that 90% of the twenty (20) students submitting an assessment scored an average or better. On Key Assessment 6, 100% of the five (5) students scored an average or better on the assessment. There were two (2) students who did not submit an assessment.

An early childhood educator has the tools to assess a child's development, but the assessments and observations are only one piece of the puzzle. The child's world does not only exist in the classroom. It exists in their home, society, and within their culture. It is important for educators to partner with their families and other members of their world. There are pieces of their world about which educators need to learn, listen to, and value. This can complete the puzzle as to how to best teach a child. These partnerships are critical to providing quality education.

On this standard, 92% of students earned a score of 3 or higher. We continue to work on this standard. COVID created an interesting dynamic in creating these partnerships due to restrictions, health concerns, and a lack of appropriate childcare professionals in our geographical area. We are beginning to expand the utilization of our sites for our students, but we are doing so with a level of respect for our business partners who are drastically short-staffed.

In total for Standard 3, of the 114 assessments reviewed, 94.7% scored an average or above on the measures.

A.A.S. Child Development

3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #4						
CD 2333* Fall 22 Candidates: 1				1 (100%)		
CD 2333 Spring 23 Candidates: 10	5 (50%)	1 (10%)		1 (10%)	2 (20%)	1 (10%)
Key Assessment #5						
CD 2363* Fall 22 Candidates: 1					1 (100%)	
CD 2363 Spring 23 Candidates: 8	2 (25%)			1 (12.5%)	3 (37.5%)	2 (25%)

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

A.A.S. Child Development

3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #6						
CD 2913* Fall 22 Candidates: 1					1 (100%)	
CD 2913 Spring 23 Candidates: 1				1 (100%)		

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

A.A.S. Child Development

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.						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #4						
CD 2333* Fall 22 Candidates: 1				1 (100%)		
CD 2333 Spring 23 Candidates: 10	5 (50%)	1 (10%)		2 (20%)	1 (10%)	1 (10%)
Key Assessment #5						
CD 2363* Fall 22 Candidates: 1					1 (100%)	
CD 2363 Spring 23 Candidates: 8	2 (25%)			1 (12.5%)	3 (37.5%)	2 (25%)

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

A.A.S. Child Development

3d: Build assessment partnerships with families and professional colleagues						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	Excellent
Key Assessment #5						
CD 2363* Fall 22 Candidates: 1					1 (100%)	
CD 2363 Spring 23 Candidates: 8	2 (25%)			1 (12.5%)	3 (37.5%)	2 (25%)
Key Assessment #6						
CD 2913* Fall 22 Candidates: 1					1 (100%)	
CD 2913 Spring 23 Candidates: 1				1 (100%)		

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

Please select one:

☐ **All data** reported for this standard are from the **current versions of key assessments** submitted as part of this Self-Study Report.

☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2020 *Professional Standards and Competencies***.

☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2010 Professional Preparation Standards**.

☒ Data reported are from a **combination of current and previous** assessment versions.

➢ **If data reported are from a combination of current and previous assessment versions, specify below which applications are from the current versions of the assessments submitted as part of this report and which are from previous versions of assessments. For data from previous versions, please also specify which are from assessments aligned with the 2020 Professional Standards and Competencies and which are from assessments aligned with the 2010 Professional Preparation Standards (leave blank if not applicable):**

On the data charts above for Standard 3, an *Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

Data Reporting and Analysis Questions

After reviewing the data reported above, answer the following questions:

> **How are candidates performing in regard to the key competencies of Standard 3? Briefly describe each program's data results across all key assessments designed to measure the standard.**

A.A.S. Degree Candidates:

The students in our A.A.S. program experienced a lot of challenging life circumstances during the courses in which they had key assessments. Despite advisement from a variety of sources, they chose to remain in the course and not complete any further work. This has skewed the data in an unfavorable manner. However, because this is an important piece of our continued cycle of improvement, we do not want to omit those students because they failed to submit an assessment. We have opted to share two views of the data, one with these students in the statistics and the second percentage based only on the submitted assessments.

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

Standard 3a was assessed during Fall 2022 and Spring 2023 utilizing Key Assessment 4 in one course and Key Assessment 5 in one course. Results for Key Assessment 4 found that 83.3% of the six (6) students submitting an assessment scored an average or better. On Key Assessment 5, 100% of the five (5) students scored an average or better on the assessment.

Overall, 60% of the A.A.S. students enrolled in the course sections with a key assessment achieved a successful score. Of those students submitting an assessment, 92.3% of our students earned a successful score of 3, 3.5, or 4. We work to provide students experience with a variety of types of assessments. We work to scaffold our assignments in a manner where they learn the value of assessing students prior to the planning of activities and lessons. We provide learning opportunities that allow them to see the benefit of having the data of the

assessments when planning. When a student realizes a student has a strong affinity toward blocks, it is beneficial to include blocks in the lessons being planned.

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

Standard 3b was assessed during Spring 2023 in one course utilizing Key assessment 6. Results for Key Assessment 6 found that 100% of the two (2) students submitting an assessment scored an average or better.

We only had two students eligible for the assessment related to this standard. The students achieved successful scores so we had 100% of the submissions reach the bar. The students utilized a variety of assessments as work was being done with the students and did so appropriately. We are continuing to examine the differences in structure of the instruction and the assessment items themselves. In addition, the program will keep searching for another logical place to assess Standard 3B.

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.

Standard 3c was assessed during Fall 2022 and Spring 2023 utilizing Key Assessment 4 in one course and Key Assessment 5 in one course. Results for Key Assessment 4 found that 83.3% of the six (6) students submitting an assessment scored an average or better. On Key Assessment 5, 100% of the seven (7) students scored an average or better on the assessment.

Overall, 60% of the students enrolled in the class successfully completed the assessment. Of the students submitting an assessment, 92.3% of them earned a 3,3.5 or 4.

One primary focus is to continue to emphasize culturally appropriate assessment tools. We are increasingly becoming a more diverse populous and an increasing percentage of children that are the first generation to be educated in an American setting. At times, our focus is primarily on the age-appropriate assessment but there is much more to an effective, ethical, and appropriate assessment of children. We structure our teaching in a way to emphasize the need for the consideration of all the factors when selecting screening and assessment tools.

3d: Build assessment partnerships with families and professional colleagues.

Standard 3d was assessed during Fall 2022 and Spring 2023 utilizing Key Assessment 5 in one course and Key Assessment 6 in one course. Results for Key Assessment 5 found that 100% of the seven (7) students submitting an assessment scored an average or better. On Key Assessment 6, 100% of the two (2) students scored an average or better on the assessment.

Overall, 81.8% of students enrolled in the courses that had a key assessment earned a grade of 3 or higher. When considering only those students that submitted an assessment, 100% of the students achieved a successful rating.

We are continuing to explore our options and opportunities to create partnerships to be able to learn about effective assessment options or strategies. COVID created an environment where this needs to be adjusted but we are working to reopen our standard structures for communication and collaboration.

In total for Standard 3, of the 96 assessments reviewed, 93.8% scored an average or above on the measures.

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

A.A. Child Development

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #3						
CD 2093* Fall 22 Candidates: 6			1 (17%)	1 (17%)	2 (33%)	2 (33%)
CD 2093 Spring 23 Candidates: 4	1 (50%)				1 (25%)	2 (50%)
Key Assessment #5						
CD 2363* Fall 22 Candidates: 7			1 (14%)		4 (57%)	2 (29%)
CD 2363 Spring 23 Candidates: 15	2 (13%)	1 (7%)			7 (47%)	5 (33%)

A.A. Child Development

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.						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #1						
CD 2153/CD 2443 Spring 23 Candidates: 11			1 (9%)	1 (9%)	4 (36%)	5 (46%)
CD 2443 Summer 23 Candidates: 10	1 (10%)			3 (30%)	5 (50%)	1 (10%)
Key Assessment #4						
CD 2333* Fall 22 Candidates: 6	2 (33%)			2 (33%)	1 (17%)	1(17%)
CD 2333 Spring 23 Candidates: 22	4 (18%)			8 (36%)	3 (14%)	7 (32%)

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

A.A. Child Development

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.						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #5						
CD 2363* Fall 22 Candidates: 7			1 (14%)		4 (57%)	2 (29%)
CD 2363 Spring 23 Candidates: 15	2 (13%)	1 (7%)			7 (47%)	5 (33%)
Key Assessment #6						
CD 2913 Spring 23 Candidates: 3					3 (100%)	
CD 2913 Summer 23 Candidates: 2					1 (50%)	1 (50%)

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

Please select one:

☐ **All data** reported for this standard are from the **current versions of key assessments** submitted as part of this Self-Study Report.

☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2020** *Professional Standards and Competencies*.

☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2010 Professional Preparation Standards**.

☒ Data reported are from a **combination of current and previous** assessment versions.

➢ **If data reported are from a combination of current and previous assessment versions, specify below which applications are from the current versions of the assessments submitted as part of this report and which are from previous versions of assessments. For data from previous versions, please also specify which are from assessments aligned with the 2020 Professional Standards and Competencies and which are from assessments aligned with the 2010 Professional Preparation Standards (leave blank if not applicable):**

On the data charts above for Standard 4, an *Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

Data Reporting and Analysis Questions

After reviewing the data reported above, answer the following questions:

➢ **How are candidates performing in regard to the key competencies of Standard 4? Briefly describe each program's data results across all key assessments designed to measure the standard.**

A.A. Degree Candidates:

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

Standard 4a was assessed Fall 2022 and Spring 2023 utilizing Key Assessment 3 in one course and Key Assessment 5 in one course. Results for Key Assessment 3 found 88.9%% of the nine (9) students scored an average or better. On Key Assessment 5, 90% of the twenty (20) students scored an average or better on the assessment. There were twelve (12) students overall who did not submit an assessment.

On this standard, 89.5% of students scored a 3 or higher on the assessments.

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.

Standard 4b was assessed Fall 2022, Spring 2023, and Summer 2023 utilizing Key Assessment 1 in two courses and Key Assessment 4 in one course. Results for Key Assessment 1 found 95% of the twenty (20) students scored an average or better. On Key Assessment 4, 100% of the twenty-two students assessed successfully scored a 3 or higher. There were seven (7) students who did not submit work.

On this standard, 97.6% of students successfully scored a 3 or higher on the assessment.

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.

Standard 4c was assessed Spring 2023 and Summer 2023 utilizing Key Assessment 5 in one course and Key Assessment 6 in one course. Results for Key Assessment 5 found 90% of the twenty (20) students assessed scored a 3 or higher. On Key Assessment 6, 100% of the 5 students assessed successfully scored as average or higher. There were two (2) students who did not submit the assessments.

On this standard, 92% of students successfully scored a 3 or higher on the assessment.

In total for Standard 4, of the 96 assessments reviewed, 93.8% scored an average or above on the measures.

A.A.S. Child Development

4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirement)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #3						
CD 2093 Spring 23 Candidates: 8	2 (25%)		1 (12.5%)	1 (12.5%)	2 (25%)	2 (25%)
CD 2093 Summer 23 Candidates: 3	1 (33.3%)					2 (66.7%)
Key Assessment #5						
CD 2363* Fall 22 Candidates: 1					1 (100%)	
CD 2363 Spring 23 Candidates: 8	2 (25%)			1 (12.5%)	3 (37.5%)	2 (25%)

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

A.A.S. Child Development

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.						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #1						
CD 2153/CD 2443 Spring 23 Candidates: 8	2 (25%)		1(12.5%)	1 (12.5%)	2 (25%)	2 (25%)
CD 2443 Summer 23 Candidates: 3				1 (33%)	1 (33%)	1 (33%)
Key Assessment #4						
CD 2333* Fall 22 Candidates: 1					1 (100%)	
CD 2333 Spring 23 Candidates: 10	5 (50%)	1 (10%)		1 (10%)	2 (20%)	1 (10%)

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

A.A.S. Child Development

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.						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #5						
CD 2363* Fall 22 Candidates: 1					1 (100%)	
CD 2363 Spring 23 Candidates: 8	2 (25%)			1 (12.5%)	3 (37.5%)	2 (25%)
Key Assessment #6						
CD 2913* Fall 22 Candidates: 1					1 (100%)	
CD 2913 Spring 23 Candidates: 1				1 (100%)		

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

Please select one:

☐ **All data** reported for this standard are from the **current versions of key assessments** submitted as part of this Self-Study Report.

☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2020** *Professional Standards and Competencies*.

☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2010 Professional Preparation Standards**.

☒ Data reported are from a **combination of current and previous** assessment versions.

➢ **If data reported are from a combination of current and previous assessment versions, specify below which applications are from the current versions of the assessments submitted as part of this report and which are from previous versions of assessments. For data from previous versions, please also specify which are from assessments aligned with the 2020 Professional Standards and Competencies and which are from assessments aligned with the 2010 Professional Preparation Standards (leave blank if not applicable):**

On the data charts above for Standard 4, an *Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

Data Reporting and Analysis Questions

After reviewing the data reported above, answer the following questions:

➢ **How are candidates performing in regard to the key competencies of Standard 4? Briefly describe each program's data results across all key assessments designed to measure the standard.**

A.A.S. Degree Candidates:

The students in our A.A.S. program experienced a lot of challenging life circumstances during the courses in which they had key assessments. Despite advisement from a variety of sources, they chose to remain in the course and not complete any further work. This has skewed the data in an unfavorable manner. However, because this is an important piece of our continued cycle of improvement, we do not want to omit those students because they failed to submit an assessment. We have opted to share two views of the data, one with these students in the statistics and the second percentage based only on the submitted assessments.

Standard 4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educator's work with young children.

Standard 4a was assessed during the Fall 2022, Spring 2023 and Summer 2023 utilizing Key Assessment 3 in one course and Key Assessment 5 in one course. Results for Key Assessment 3 found that 87.5% of the 8 students scored an average or better on the assessment. On Key Assessment 5, 100% of the 7 candidates scored an average or better on the measure.

Overall, 70% of the AAS students enrolled in the course sections with a key assessment achieved a successful score. Of those students submitting an assessment, 93.3% of our students earned a successful score of 3, 3.5, or 4.

Standard 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.

Standard 4b was assessed during the Fall 2022, Spring 2023 and Summer 2023 utilizing Key Assessment 1 in two courses and Key Assessment 4 in one course. Results for Key Assessment 1 found that 88.9% of the nine (9) candidates scored an average or better on the assessment. On Key Assessment 4, 83.3% of the six (6) students scored an average or better on the assessment.

Overall, 59.1% of AAS students enrolled in the course sections with a key assessment achieved a successful score. Of those students submitting an assessment, 86.7% earned a successful score.

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

Standard 4c was assessed during the Fall 2022, Spring 2023 and Summer 2023 utilizing Key Assessment 5 in one course and Key Assessment 6 in one course. Results for Key Assessment 5 found 100% of the seven (7) students scored an average or better. On Key Assessment 6, 100% of the two (2) candidates assessed scored an average or better.

Overall, 81.8% of the students enrolled in the course sections with a key assessment achieved a successful score. Of those students submitting an assessment, 100% of the nine (9) successfully scored a 3, 3.5 or 4.

In total for Standard 4, of the 39 assessments reviewed, 92.3% successfully scored an average or above on the measures.

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

Standard 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.						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #4						
CD 2333* Fall 22 Candidates: 6	2 (33%)			2 (33%)	1 (17%)	1(17%)
CD 2333 Spring 23 Candidates: 22	4 (18%)			8 (36%)	3 (14%)	7 (32%)
Key Assessment #6						
CD 2913 Spring 23 Candidates: 3					2 (67%)	1 (33%)
CD 2913 Summer 23 Candidates: 2					1 (50%)	1 (50%)
A.A Child Development						

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

A.A. Child Development

<table>
<tr><td colspan="7">Standard 5b: 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.</td></tr>
<tr><td>Course
Term
Number of Candidates</td><td>0 (No Work)</td><td>2 (Does Not Meet Requirements)</td><td>2.5 (Developing)</td><td>3 (Average)</td><td>3.5 (Good)</td><td>4 (Excellent)</td></tr>
<tr><td colspan="7">Key Assessment #4</td></tr>
<tr><td>CD 2333*
Fall 22
Candidates: 6</td><td>2 (33%)</td><td></td><td></td><td>2 (33%)</td><td>1 (17%)</td><td>1(17%)</td></tr>
<tr><td>CD 2333
Spring 23
Candidates: 22</td><td>4 (18%)</td><td></td><td></td><td>8 (36%)</td><td>5 (23%)</td><td>5 (23%)</td></tr>
<tr><td colspan="7">Key Assessment #6</td></tr>
<tr><td>CD 2913
Spring 23
Candidates: 3</td><td></td><td></td><td></td><td></td><td>3 (100%)</td><td></td></tr>
<tr><td>CD 2913
Summer 23
Candidates: 2</td><td></td><td></td><td></td><td></td><td>1 (50%)</td><td>1 (50%)</td></tr>
</table>

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

A.A. Child Development

Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Standard 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.						
Key Assessment #4						
CD 2333* Fall 22 Candidates: 6	2 (33%)			2 (33%)	1 (17%)	1(17%)
CD 2333 Spring 23 Candidates: 22	4 (18%)			8 (36%)	5 (23%)	5 (23%)
Key Assessment #6						
CD 2913 Spring 23 Candidates: 3					3 (100%)	
CD 2913 Summer 23 Candidates: 2					1 (50%)	1 (50%)

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

Please select one:

☐ **All data** reported for this standard are from the **current versions of key assessments** submitted as part of this Self-Study Report.

☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2020 *Professional Standards and Competencies***.

☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2010 Professional Preparation Standards**.

☒ Data reported are from a **combination of current and previous** assessment versions.

➢ **If data reported are from a combination of current and previous assessment versions, specify below which applications are from the current versions of the assessments submitted as part of this report and which are from previous versions of assessments. For data from previous versions, please also specify which are from assessments aligned with the 2020 Professional Standards and Competencies and which are from assessments aligned with the 2010 Professional Preparation Standards (leave blank if not applicable):**

On the data charts above for Standard 5, an *Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

Data Reporting and Analysis Questions

After reviewing the data reported above, answer the following questions:

➢ **How are candidates performing in regard to the key competencies of Standard 5? Briefly describe each program's data results across all key assessments designed to measure the standard.**

A.A. Degree Candidates:

Standard 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.

Standard 5a was assessed Fall 2022, Spring 2023, and Summer 2023 utilizing Key Assessment 4 in one course and Key Assessment 6 in one course. Results for Key Assessment 4 found 100% of the twenty-two (22) students scored an average or better. On Key Assessment 6, 100% of the five (5) assessed successfully scored a 3 or higher. There were six (6) students who did not submit work.

Standard 5 is measured at the end of our course sequence. Our students are completing their curriculum and fieldwork courses. It is motivating to our instructor team to see our students submitting high quality work that clearly demonstrates their high level of understanding of the content knowledge and how to create a learning environment where children can experiment, encounter items that pique their curiosity, and begin to construct their understanding of the environment and the world in which they live. We continue to work with our advisory board to guide our practices and instruction. We have acquired a product called Sibme which allows our students to record themselves and then to watch and reflect on their teaching experiences. This has been helpful for students to see themselves as they are actually doing the teaching. This allows them to see the actual delivery of the content as opposed to the perceived design and delivery.

On this standard, 100% of students who submitted assessments successfully scored a 3 or higher.

Standard 5b: 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.

Standard 5b was assessed Fall 2022, Spring 2023, and Summer 2023 utilizing Key Assessment 4 in one course and Key Assessment 6 in one course. Results for Key Assessment 4 found 100% of the twenty-two (22) students scored an average or better. On Key Assessment 6, 100% of the five (5) assessed successfully scored a 3 or higher. There were six (6) students who did not submit work.

OCCC child development students have many attempts to interact with content related to content and how children can learn the content and at what rate. We provide these opportunities through language and literature, curriculum, and then during field work. Our content is constructed in a manner in which it builds very nicely.   The next course encompasses the prior coursework and lab experiences. Our courses inherently require students to embrace and apply their knowledge and practices. Our data consistently shows our students understand the content, strategies to deliver age-appropriate instruction, and the uniqueness of child development and how to design instruction to meet those needs.

On standard 5b, 81.8% of the students enrolled in the course exhibited a score of 3, 3.5, or 4 on their key assessments. 100% of the assessments submitted earned a successful score of average or above. We continually seek feedback from our students about their feelings of preparedness and the perceived value of their

education. We also seek annual feedback from our transfer partner institutions to ensure our students are entering their programs equal to or better to their native students. The feedback from all sources continues to be very positive. If there is a suggestion for a change, it is considered, additional information or insights are sought, and it is implemented the following time the course is taught. A suggestion we realize as we write this report is that we need to better document the requested changes and if or how those are implemented into the curriculum and the results of that change. That will be something we begin in the upcoming cycle to allow for a more holistic reflection on changes made since the last accreditation visit.

On this standard, 100% of students who submitted assessments successfully scored a 3 or higher.

Standard 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.

Standard 5c was assessed Fall 2022, Spring 2023, and Summer 2023 utilizing Key Assessment 4 in one course and Key Assessment 6 in one course. Results for Key Assessment 4 found 100% of the twenty-two (22) students scored an average or better. On Key Assessment 6, 100% of the five (5) assessed successfully scored a 3 or higher. There were six (6) students who did not submit work.

We adopted Sibme which allows our students to record their instruction, with appropriate permissions, and provides them the opportunity to view their instruction. This has been a valuable tool for our students. We expected it to provide feedback related to mannerisms, tone of voice, or word choice. We have found it to provide an opportunity for coaching much better than we ever expected. Our students have the opportunity to receive coaching on guiding children's behavior, questioning techniques, instruction, as well as their personal mannerisms or vocabulary that could be creating an unintended stumbling block for learning. We have seen confirmation of our candidates' use of age and content-appropriate instruction with children in each of the curricular areas.

Of the candidates submitting the assessments, 100% of the students demonstrated mastery in their knowledge of teaching practice, pedagogy, and instruction.

In total for Standard 5, of the 81 assessments reviewed, 100% successfully scored an average or above on the measures.

Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Standard 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.						
Key Assessment #4						
CD 2333* Fall 22 Candidates: 1					1 (100%)	
CD 2333 Spring 23 Candidates: 10	5 (50%)	1 (10%)		2 (20%)	1 (10%)	1 (10%)
Key Assessment #6						
CD 2913* Fall 22 Candidates: 1					1 (100%)	
CD 2913 Spring 23 Candidates: 1				1 (100%)		

A.A.S. Child Development

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

A.A.S. Child Development

Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #4						
CD 2333* Fall 22 Candidates: 1				1 (100%)		
CD 2333 Spring 23 Candidates: 10	5 (50%)	1 (10%)		2 (20%)	1 (10%)	1 (10%)
Key Assessment #6						
CD 2913* Fall 22 Candidates: 1					1 (100%)	
CD 2913 Spring 23 Candidates: 1				1 (100%)		

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

Standard 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.						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #4						
CD 2333* Fall 22 Candidates: 1					1 (100%)	
CD 2333 Spring 23 Candidates: 10	5 (50%)	1 (10%)		2 (20%)	1 (10%)	1 (10%)
Key Assessment #6						
CD 2913* Fall 22 Candidates: 1					1 (100%)	
CD 2913 Spring 23 Candidates: 1				1 (100%)		
A.A.S. Child Development						

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

Please select one:

☐ **All data** reported for this standard are from the **current versions of key assessments** submitted as part of this Self-Study Report.

☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2020 *Professional Standards and Competencies***.

☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2010 Professional Preparation Standards**.

☒ Data reported are from a **combination of current and previous** assessment versions.

➢ **If data reported are from a combination of current and previous assessment versions, specify below which applications are from the current versions of the assessments submitted as part of this report and which are from previous versions of assessments. For data from previous versions, please also specify which are from assessments aligned with the 2020 Professional Standards and Competencies and which are from assessments aligned with the 2010 Professional Preparation Standards (leave blank if not applicable):**

On the data charts above for Standard 5, an *Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

Data Reporting and Analysis Questions

After reviewing the data reported above, answer the following questions:

➢ **How are candidates performing in regard to the key competencies of Standard 5? Briefly describe each program's data results across all key assessments designed to measure the standard.**

A.A.S. Degree Candidates:

We had students in our A.A.S. that had some personal challenges that prohibited them from completing the course. As a result, they did not submit their assessments. Data will be presented in two different ways: inclusion of the students enrolled that did not submit and with those that did not submit work removed. We feel it is important that we present all of our data to you for appropriate context of the assessments.

Standard 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.

Standard 5a was assessed during the Fall 2022 and Spring 2023 utilizing Key Assessment 4 in one course and Key Assessment 6 in one course. Results for Key Assessment 4 found 83.3% of the six (6) students scored an average or better. On Key Assessment 6, 100% of the two (2) students assessed scored an average or better.

The A.A.S. students are those that are leaving us ready to enter the world of work. The final assessments of these students are of an increased level of importance as we realize their education is reaching its endpoint at their time of submission. Our students continue to perform well on the assessments, particularly those related to inquiry appropriate instruction in the early childhood curriculum.

On standard 5a, 87.5% of the students that submitted an assessment earned a successful score. Of those students enrolled in the course, 53.8% of the enrollees earned a successful mark. We teach throughout our program that allowing children to explore the environment allows them to build their own understanding as opposed to them working to own the teacher's knowledge. The power of this type of learning fosters a sense of confidence and self-efficacy in children that should serve them well as they continue to grow and develop.

Standard 5b: 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.

Standard 5b was assessed during the Fall 2022 and Spring 2023 utilizing Key Assessment 4 in one course and Key Assessment 6 in one course. Results for Key Assessment 4 found 83.3% of the six (6) students scored an average or better. On Key Assessment 6, 100% of the two (2) students assessed scored an average or better.

OCCC prides itself on the spiraling of course content throughout the program. While particular ages and stages of development may be discussed in one course, it is the foundation upon which the student will build their knowledge and ultimately expertise. Our labs and field work are structured in a manner that requires students or practice with teaching literacy, science, and math while doing so in an age-appropriate way. We find the children with whom we work respond positively to the types of instruction provided and begin to build an understanding of the content we share with them.

87.5% of the students submitting an assessment reached the bar of success on these key items. We receive positive feedback from our advisory board and transfer partners about the level of learning and skill our students

have as they enter into their classrooms. Any advice or suggestions received from these partners is considered and implemented in the future semester if considered best for the entirety of the program.

Standard 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.

Standard 5c was assessed during the Fall 2022 and Spring 2023 utilizing Key Assessment 4 in one course and Key Assessment 6 in one course. Results for Key Assessment 4 found 83.3% of the six (6) students scored an average or better. On Key Assessment 6, 100% of the two (2) students assessed scored an average or better.

We stress to our A.A.S. students that upon graduation, they are now our child development colleagues. They are ones that are considered experts in their field. We stress to them the significance of continued professional development just as we do with our part-time and full-time faculty. It is important they continue to learn and grow throughout their professional life. They need to keep attending workshops beyond those required by their place of employment.

For standard 5c, 85.7% of the students that submitted the work achieved a satisfactory score on their key assessments.

In total for Standard 5, of the 24 assessments reviewed, 87.5% successfully scored an average or above on the measures.

Standard 6: Professionalism as an Early Childhood Educator

A.A. Child Development

Standard 6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #1						
CD 2153/CD 2443 Spring 23 Candidates: 11			1 (9%)	1 (9%)	4 (36%)	5 (46%)
CD 2443 Summer 23 Candidates: 10	1 (10%)			3 (30%)	5 (50%)	1 (10%)
Key Assessment #3						
CD 2093* Fall 22 Candidates: 6			1 (17%)	1 (17%)	2 (33%)	2 (33%)
CD 2093 Spring 23 Candidates: 4	1 (50%)				1 (25%)	2 (50%)
Key Assessment #6						
CD 2913 Spring 23 Candidates: 3					1 (33%)	2 (67%)
CD 2913 Summer 23 Candidates: 2						2 (100%)

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

A.A. Child Development

Standard 6b: Know about and uphold ethical and other early childhood professional guidelines.							
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #3							
CD 2093* Fall 22 Candidates: 6			1 (17%)	1 (17%)	2 (33%)	2 (33%)
CD 2093 Spring 23 Candidates: 4	1 (50%)				1 (25%)	2 (50%)
Key Assessment #6							
CD 2913 Spring 23 Candidates: 3					3 (100%)	
CD 2913 Summer 23 Candidates: 2					1 (50%)	1 (50%)

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

A.A. Child Development

Standard 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.

Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #2						
CD 2353* Fall 22 Candidates: 24	4 (17%)		1 (4%)	2 (8%)	8 (33%)	9 (38%)
CD 2353 Spring 23 Candidates: 28	5 (18%)	4 (14%)		3 (11%)	5 (18%)	11 (39%)
Key Assessment #3						
CD 2093* Fall 22 Candidates: 6			1 (17%)	1 (17%)	2 (33%)	2 (33%)
CD 2093 Spring 23 Candidates: 4	1 (50%)				1 (25%)	2 (50%)

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

Standard 6d: Engage in continuous, collaborative learning to inform practice.							
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)	
Key Assessment #4							
CD 2333* Fall 22 Candidates: 6	2 (33%)			2 (33%)	1 (17%)	1 (17%)	
CD 2333 Spring 23 Candidates: 22	4 (18%)			8 (36%)	3 (14%)	7 (32%)	
Key Assessment #5							
CD 2363* Fall 22 Candidates: 3					3 (100%)		
CD 2363 Spring 23 Candidates: 15	2 (13%)	1 (7%)		2 (13%)	6 (40%)	4 (27%)	

A.A. Child Development

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

A.A. Child Development

Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #4						
CD 2333* Fall 22 Candidates: 6	2 (33%)			2 (33%)	1 (17%)	1 (17%)
CD 2333 Spring 23 Candidates: 22	4 (18%)			8 (36%)	3 (14%)	7 (32%)
Key Assessment #6						
CD 2913 Spring 23 Candidates: 3				2 (67%)	1 (33%)	
CD 2913 Summer 23 Candidates: 2				1 (50%)	1 (50%)	

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

Please select one:

☐ **All data** reported for this standard are from the **current versions of key assessments** submitted as part of this Self-Study Report.

☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2020** *Professional Standards and Competencies*.

☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2010 Professional Preparation Standards**.

☒ Data reported are from a **combination of current and previous** assessment versions.

➢ **If data reported are from a combination of current and previous assessment versions, specify below which applications are from the current versions of the assessments submitted as part of this report and which are from previous versions of assessments. For data from previous versions, please also specify which are from assessments aligned with the 2020 Professional Standards and Competencies and which are from assessments aligned with the 2010 Professional Preparation Standards (leave blank if not applicable):**

On the data charts above for Standard 6, an *Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

Data Reporting and Analysis Questions

After reviewing the data reported above, answer the following questions:

➢ **How are candidates performing in regard to the key competencies of Standard 6? Briefly describe each program's data results across all key assessments designed to measure the standard.**

A.A. Degree Candidates:

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

Standard 6a was assessed during Fall 2022, Spring 2023 and Summer 2023 utilizing Key Assessment 1 in two courses and Key Assessment 3 in one course and Key Assessment 6 in one course. Results for Key Assessment 1 found that 95% of the twenty (20) candidates scored an average or better on the assessment. On Key Assessment 3, 89% of the nine (9) candidates scored an average or better on the measure. On Key Assessment 6, 100% of the five (5) candidates scored good or excellent on the measure. There were two (2) students who did not submit work.

Overall, for Standard 6a, 94% of the students successfully scored an average or better.

Standard 6b: Know about and uphold ethical and other early childhood professional guidelines.

Standard 6b was assessed during Spring 2023 and Summer 2023 utilizing Key Assessment 3 in one course and Key Assessment 6 in one course. Results for Key Assessment 3 found that 88.9% of the nine (9) candidates scored an average or better on the assessment. On Key Assessment 6, 100% of the five (5) candidates scored good or excellent on the assessment. The one candidate who scored below average scored as developing. There was one candidate who did not submit work.

Overall, for Standard 6b 93% of the fourteen (14) candidates scored an average or better.

Standard 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.

Standard 6c was assessed during Spring 2023 and Summer 2023 utilizing Key Assessment 2 in one course and Key Assessment 3 in one course. Results for Key Assessment 2 found 88.4% of the forty-three (43) students scored an average or better. Results for Key Assessment 3 found 89% of the nine (9) candidates scored an average or better. Of the candidates who scored below average, two scored as developing and four scored as not meeting requirements. There were nine candidates who did not submit work.

Overall, for Standard 6c 88.5% of the fifty-two (52) candidates assessed successfully scored an average or better.

Standard 6d: Engage in continuous, collaborative learning to inform practice.

Standard 6d was assessed during Fall 2022, Spring 2023, and Summer 2023 utilizing Key Assessment 4 in one course and Key Assessment 5 in one course. Results for Key Assessment 4 found 100% of the twenty-two (22) students scored an average or better. On Key Assessment 5, 93.8%of the sixteen (16) students scored an average or better. There were six candidates who did not submit work.

Overall, for Standard 6d 97.4% of the thirty-eight (38) candidates assessed scored an average or better.

Standard 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.

Standard 6e was assessed during Fall 2022, Spring 2023, and Summer 2023 utilizing Key Assessment 4 in one course and Key Assessment 6 in one course. Results for Key Assessment 4 found 100% of the 22 candidates scored average or better. On Key Assessment 6, 100% of the 5 candidates scored good or better. There were six candidates who did not submit work.

Overall, for Standard 6e 100% of the 27 candidates assessed scored an average or better.

In total for Standard 6, of the 165 assessments reviewed, 93.9% successfully scored an average or above on the measures.

A.A.S. Child Development

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

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

Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #1						
CD 2153/CD 2443 Spring 23 Candidates: 8	2 (25%)		1 (12.5%)	1 (12.5%)	2 (25%)	2 (25%)
CD 2443 Summer 23 Candidates: 3				1 (33.33%)	1(33.33%)	1 (33.33%)
Key Assessment #3						
CD 2093 Spring 23 Candidates: 8	2 (25%)		1 (12.5%)	1 (12.5%)	2 (25%)	2 (25%)
CD 2093 Summer 23 Candidates: 3	1 (33.3%)					2 (66.7%)
Key Assessment #6						
CD 2913* Fall 22 Candidates: 1					1 (100%)	
CD 2913 Spring 23 Candidates: 1				1 (100%)		

A.A.S. Child Development

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

Standard 6b: Know about and uphold ethical and other early childhood professional guidelines.						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #3						
CD 2093* Fall 22 Candidates: 6			1 (17%)	1 (17%)	2 (33%)	2 (33%)
CD 2093 Spring 23 Candidates: 4	1 (50%)				1 (25%)	2 (50%)
Key Assessment #6						
CD 2913* Fall 22 Candidates: 1					1 (100%)	
CD 2913 Spring 23 Candidates: 1				1 (100%)		

A.A.S. Child Development

Standard 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.						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #2						
CD 2353* Fall 22 Candidates: 9	2 (22.2%)			1 (11.1%)	2 (22.2%)	4 (44.4%)
CD 2353 Spring 23 Candidates: 8	1 (12.5%)	1 (12.5%)		3 (37.5%)		3 (37.5%)
Key Assessment #3						
CD 2093* Fall 22 Candidates: 6			1 (17%)	1 (17%)	2 (33%)	2 (33%)
CD 2093 Spring 23 Candidates: 4	1 (50%)				1 (25%)	2 (50%)

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

A.A.S. Child Development

Course / Term / Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Standard 6d: Engage in continuous, collaborative learning to inform practice.						
Key Assessment #4						
CD 2333* Fall 22 Candidates: 1				1 (100%)		
CD 2333 Spring 23 Candidates: 10	5 (50%)	1 (10%)		1 (10%)	2 (20%)	1 (10%)
Key Assessment #5						
CD 2363* Fall 22 Candidates: 1					1 (100%)	
CD 2363 Spring 23 Candidates: 8	2 (25%)			1 (12.5%)	3 (37.5%)	2 (25%)

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

A.A.S. Child Development

Standard 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.						
Course Term Number of Candidates	0 (No Work)	2 (Does Not Meet Requirements)	2.5 (Developing)	3 (Average)	3.5 (Good)	4 (Excellent)
Key Assessment #4						
CD 2333* Fall 22 Candidates: 1					1 (100%)	
CD 2333 Spring 23 Candidates: 10	5 (50%)	1 (10%)		1 (10%)	2 (20%)	1 (10%)
Key Assessment #6						
CD 2913* Fall 22 Candidates: 1					1 (100%)	
CD 2913 Spring 23 Candidates: 1				1 (100%)		

*Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

Please select one:

☐ **All data** reported for this standard are from the **current versions of key assessments** submitted as part of this Self-Study Report.

☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2020 *Professional Standards and Competencies***.

☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2010 Professional Preparation Standards**.

☒ Data reported are from a **combination of current and previous** assessment versions.

➢ **If data reported are from a combination of current and previous assessment versions, specify below which applications are from the current versions of the assessments submitted as part of this report and which are from previous versions of assessments. For data from previous versions, please also specify which are from assessments aligned with the 2020 Professional Standards and Competencies and which are from assessments aligned with the 2010 Professional Preparation Standards (leave blank if not applicable):**

On the data charts above for Standard 6, an *Indicates previous assessments aligned with the 2010 Professional Preparation Standards.

Data Reporting and Analysis Questions

After reviewing the data reported above, answer the following questions:

➢ **How are candidates performing in regard to the key competencies of Standard 6? Briefly describe each program's data results across all key assessments designed to measure the standard.**

A.A.S. Degree Candidates:
The A.A.S. students that were measured for the assessment data for this report experienced a lot of life circumstances. Despite the nudging of instructors, Student Success Advisors, and their fellow students, they stayed in the class and as a result did not do well on the assessments. This experience with these students has generated some program reflection and adjustment. The decision has been made to chunk the content into even smaller pieces and provide additional scaffolding to support the students as they are learning the complexities that exist in the development of a child and their education through that process. The data shared in this section of the report reflects these students' choices. For each standard, a statistic for all students that were enrolled as well as one illustrating the success of the students that submitted an assessment to be evaluated will be reported to show their level of achievement.

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

Standard 6a was assessed during Fall 2022, Spring 2023 and Summer 2023 utilizing Key Assessment 1 in one course, Key Assessment 3 in one course, and Key Assessment 6 in one course. Results for Key Assessment 1 found that 88.9% of the nine (9) candidates scored an average or better on the assessment. On Key Assessment 3, 87.5% of the eight (8) candidates scored an average or better on the measure. On Key Assessment 6, 100% of the two (2) candidates scored an average or better on the measure.

Overall, for Standard 6a 70.8% of the students enrolled in the course sections with a key assessment achieved a successful score. Of those students submitting an assessment, 89.5% of the nineteen (19) successfully scored a 3, 3.5 or 4.

Standard 6b: Know about and uphold ethical and other early childhood professional guidelines.

Standard 6b was assessed during Fall 2022, Spring 2023 and Summer 2023 utilizing Key Assessment 3 in one course and Key Assessment 6 in one course. Results for Key Assessment 3 found that 88.9% of the nine (9) candidates scored an average or better on the assessment. On Key Assessment 6, 100% of the two (2) candidates scored an average or better on the assessment.

Overall, for Standard 6b 83% of the students enrolled in the course achieved a successful score. Of those students who submitted an assessment, 90.9% of the eleven (11) candidates successfully scored an average or better.

Standard 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.

Standard 6c was assessed during Fall 2022, Spring 2023 and Summer 2023 utilizing Key Assessment 2 in one course and Key Assessment 3 in one course. Results for Key Assessment 2 found 93% of the fourteen (14)

candidates scored an average or better. Results for Key Assessment 3 found 89% of the nine (9) candidates scored an average or better.

For Standard 6c,77.8% of the students enrolled in the course earned a score of 3 or greater. Of those students who submitted an assessment, 91.3% of the twenty-three (23) candidates successfully scored a 3 or higher.

Standard 6d: Engage in continuous, collaborative learning to inform practice.

Standard 6d was assessed during Fall 2022, Spring 2023 and Summer 2023 utilizing Key Assessment 4 in one course and Key Assessment 5 in one course. Results for Key Assessment 4 found 83.3% of the six (6) candidates scored average or better. On Key Assessment 5, 100% of the seven (7) candidates scored an average or better.

Overall, for Standard 6d 60% of the students enrolled in the course earned a successful score of average or better. For students who submitted an assessment, 92.3% of the thirteen (13) students successfully scored an average or better.

Standard 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.

Standard 6e was assessed during Fall 2022, Spring 2023 and Summer 2023 utilizing Key Assessment 4 in one course and Key Assessment 6 in one course. Results for Key Assessment 4 found 83.3% of the six (6) candidates scored average or better. On Key Assessment 6, 100% of the two (2) candidates scored an average or better.

Overall, for Standard 6e 53.8% of the students enrolled in the course earned a successful score of average or better. However, 87.5% of the eight (8) candidates who submitted assessments successfully scored a 3, 3.5, or 4.

In total for Standard 6, of the 74 assessments reviewed, 90.5% successfully scored an average or above on the measures.