

Harry S Truman College	Fall 2021	Spring 2022	Fall 2022	Spring 2023
Student Learning Program Outcomes-AAS Preschool*				
NAEYC Standard 1 - Promoting Child Development and Learning				
NAEYC 1a. Knowing and understanding young children's characteristics and needs, from birth through age 8.	86% *	73% *	82%	88%
NAEYC 1b. Knowing and understanding the multiple influences on early development and learning.	68% *	73% *	83%	88%
NAEYC 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children. *	77% *	67% *	83%	88%
NAEYC Standard 2-Building Family and Community Relations				
NAEYC 2a. Knowing about and understanding diverse family and community characteristics.	77%	83%	85%	88%
NAEYC 2b. Supporting and engaging families and communities through respectful, reciprocal relationships.	77% *	83% *	85%	78%
NAEYC 2c. Involving families and communities in young children's development and learning.	75%	83%	68%	88%
NAEYC Standard 3-Observing, Documenting and Assessing to Support Young Children and Families				
NAEYC 3a. Understanding the goals, benefits, and uses of assessment – including its use in the development of appropriate goals, curriculum, and teaching strategies for young children. *	77% *	83% *	75%	88%
NAEYC 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection. *	75% *	72% *	40%	78%
NAEYC 3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities. *	80% *	72% *	20%	78%
NAEYC 3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments. *	82% *	72% *	55%	88%
NAEYC Standard 4-Using Developmentally Effective Approaches				
NAEYC 4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.	100%	83% *	75%	88%
NAEYC 4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.	87%	90%	100% *	100%
NAEYC 4c. Using a broad repertoire of developmentally appropriate teaching /learning approaches.	100%	90%	100%*	78%
NAEYC 4d. Reflecting on own practice to promote positive outcomes for each child.	90%	90%	100%*	83%
NAEYC Standard 5-Using Content Knowledge to Build Meaningful Curriculum				
NAEYC 5a. Understanding content knowledge and resources in academic disciplines: language and literacy, the arts, mathematics, science, physical activity, physical education, health and safety, and social studies.	78%	83%	100% *	83%
NAEYC 5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.	95%	83%	100% *	50%
NAEYC 5c. Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.	95%	83%	100%*	70%

*This chart indicates the aggregated percentage of program candidates who “Met” the SLO during each semester.

**The Child Development Program at Harry S Truman College is currently updating its Program Goals and Associated SLOs to reflect the current NAEYC Standards and Competencies.

NAEYC Standard 6-Becoming a Professional				
NAEYC 6a. Identifying and involving oneself with the early childhood field.	84%	83% *	76% *	83%
NAEYC 6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.	88% *	90% *	50%	100%
NAEYC 6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.	60%	90% *	40%	83%
NAEYC 6d. Integrating knowledgeable, reflective, and critical perspectives on early education.	72%	100% *	60% *	83%
NAEYC 6e. Engaging in informed advocacy for young children and the early childhood profession.	86%	100% *	87% *	83%

* Data represents one iteration of the assessment of this Key Element during the semester indicated.

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AAS-Preschool Education Program Goals and Associated Student Learning Outcomes**

1. **Promoting Child Development and Learning**
 - a. Know and understand young children's characteristics and needs.
 - b. Know and understand the multiple influences on development and learning.
 - c. Use developmental knowledge to create, respectful, supportive, and challenging learning environments for young children.
2. **Building Family and Community Relations**
 - a. Know about and understand diverse family and community characteristics.
 - b. Support and empower families and communities through respectful, reciprocal relationships.
 - c. Involve families and communities in their children's development and learning.

Understand the goals, benefits, and uses of assessment.
3. **Observing, Documenting and Assessing to Support Young Children and Families**
 - a. Know about and use observation, documentation, and other appropriate assessment tools and approaches.
 - b. Understand and practice responsible assessment to promote positive outcomes for each child.
 - c. Know about assessment partnerships with families and with other professionals.
4. **Using Developmentally Effective Approaches**
 - a. Understand positive relationships and supportive interactions as the foundation of their work with children.
 - b. Know and understand effective strategies and tools for early education.
 - c. Use a broad repertoire of developmentally appropriate teaching/learning practices.
 - d. Reflect on their own practice to promote positive outcomes for each child.
 - e. Understand content knowledge and resources in academic disciplines.
5. **Using Content Knowledge to Build Meaningful Curriculum**
 - a. Understanding content knowledge and resources in academic disciplines: language and literacy, the arts, mathematics, science, physical activity, physical education, health and safety, and social studies.
 - b. Know and use the central concepts, inquiry tools, and structures of content areas or academic disciplines.
 - c. Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.
6. **Becoming a Professional**
 - a. Identify and involve oneself with the early childhood field.

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- b. Know about and uphold ethical standards and other professional guidelines
- c. Engage in continuous, collaborative learning to inform practice.
- d. Integrate knowledgeable, reflective, and critical perspectives on early education
- e. Engage in informed advocacy for children and the profession.

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