ANNUAL REPORT

INSTITUTION NAME: MONTGOMERY COLLEGE

STATE: MARYLAND

PLEASE INDICATE THE DATE FOR WHICH THE PROGRAM IS SUBMITTING THIS REPORT

☒SEPTEMBER 30, 2019

☐MARCH 31, 20__

PLEASE INDICATE WHICH ANNUAL REPORT THE PROGRAM IS SUBMITTING

☐YEAR 1 ANNUAL REPORT
☐YEAR 2 ANNUAL REPORT
☐YEAR 3 ANNUAL REPORT

☐YEAR 4 ANNUAL REPORT
WOULD YOU LIKE THE ASSESSMENT REVIEW COMMITTEE TO PROVIDE YOU WITH PEER FEEDBACK ON THE KEY ASSESSMENTS ASSOCIATED WITH THE STANDARD YOU SELECTED TO REPORT DATA ON IN THIS YEAR 4 ANNUAL REPORT? (THIS IS A COMPLIMENTARY SERVICE AS YOUR PROGRAM BEGINS TO PREPARE FOR RENEWAL.)
☐ YES   ☐ NO

☒YEAR 5 ANNUAL REPORT

[NOTE IN YEAR 6 THE PROGRAM WILL SUBMIT A RENEWAL SELF-STUDY REPORT]

PLEASE REVIEW AND CHECK THE FOLLOWING STATEMENTS AS APPROPRIATE

☐ OUR PROGRAM IS RESPONDING TO CONDITIONS (*MAKE SURE TO COMPLETE THE LAST PAGE OF THE REPORT IF YOU CHECKED THIS BOX*)

☒ I AFFIRM THAT I HAVE READ THE CURRENT NAEYC EARLY CHILDHOOD HIGHER EDUCATION ACCREDITATION HANDBOOK (*REQUIRED FOR ALL ACCREDITED PROGRAMS*)

☒ I VERIFY THAT THE INFORMATION CONTAINED IN THIS REPORT IS ACCURATE (*REQUIRED FOR ALL ACCREDITED PROGRAMS*)

☒ OUR PROGRAM HAS SUBMITTED ITS ANNUAL FEE FOR THE CURRENT YEAR (*REQUIRED FOR ALL ACCREDITED PROGRAMS*)

☐ I WOULD LIKE TO SCHEDULE A PHONE CONSULTATION WITH NAEYC STAFF

NAME: JEANNIE HO

DATE: SEPTEMBER 30, 2019

Table of Contents

A. UPDATES TO CONTACT INFORMATION

1. **Institution:** Montgomery College

2. **Mailing Address:** School of Education, Rockville Campus, 51 Mannakee Street, Rockville, MD 20850

3. **Does the institution's name above differ from what is currently listed on the NAEYC website (link)?**
   No

4. **Program name:** Early Childhood Education Associate of Applied Science (A. A. S.)

5. **Program's website address:** www.montgomerycollege.edu/Departments/educatrv/

6. **Does the program's name above differ from what is currently listed on the NAEYC website (http://www.naeyc.org/highered/accreditation/accredited-programs)?**
   No

7. **Primary contact (faculty member representing the program) (*for institutions with more than one accredited program, please copy and paste the primary and secondary contact sections if there are changes across programs*):**

   Name: Jeannie Ho

   Title: Professor

   Phone: (301) 424-9461 Fax (240) 567-4073 E-mail: www.jeannie.ho@montgomerycollege.edu

8. **Is this a new primary contact?**

   No

9. **If "yes", please list his/her graduate degree(s) and subject area(s) below**

10. **Secondary contact (faculty member representing the program):**

    Name: Sonia Pruneda- Hernandez

    Title: Professor, Director of Early Childhood Education Program Initiatives

    Phone: (240) 567-4168 Email: www.sonia.Pruneda-hernandez@montgomerycollege.edu

11. **Is this a new secondary contact?**   No

NAEYC's Early Childhood Higher Education Accreditation system relies upon volunteers to serve as peer reviewers**. If faculty in the program (full-time or part-time) may be interested in serving as peer reviewers, please indicate so below.**

☐ Yes, please send information and an application to Jeannie Ho @ Jeannie.ho@montgomerycollege.edu and Sonia Hernandez_____ [name(s) and email address(s)]

☒ Not sure, please contact me with information about time commitments and/or other questions [name and phone/email for contact: _____]

☐ No, all faculty in our program are already peer reviewers or Commissioners (kudos!)

☒ Not at this time, but we will consider it again next year.

B. REAFFIRMING THAT THE PROGRAM MEETS ACCREDITATION ELIGIBILITY REQUIREMENTS

In the chart below, please indicate compliance with the accreditation system's eligibility requirements for all programs listed on p. 4.

	Yes (for all programs listed)	No (for one or more programs listed)
The institution offering the degree program(s) is located in a U.S. state, district, or territory and currently accredited by a regional institutional accrediting agency that is recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education.	Yes	
The program(s) is not designated as "low-performing" by the state as outlined by Title II of the Higher Education Act.	Yes	
The program(s) is a specialized degree in early childhood or child development with at least 18 credit hours of early childhood coursework. This may include courses from other departments, such as Child Psychology, Sociology of the Family, or Children's Literature if these courses are aligned with NAEYC accreditation standards and faculty are willing to participate in site visit interviews.	Yes	
The program offers field experiences.	Yes	
The program(s) has graduated at least one individual.	Yes	
(for associate degree programs) The faculty for the associate degree program(s) includes a) at least one full-time faculty member whose primary responsibilities are in the early childhood program(s) submitted for review and b) who holds a graduate degree in early childhood education, child development, child and family studies, or a related discipline with at least 18 graduate credits in early childhood/family studies. This faculty member must serve as either the primary or secondary contact. One person may serve this role in multiple programs. (for baccalaureate and master's degree programs) The faculty for the baccalaureate and master's degree program(s) includes a) at least one full-time faculty member whose primary responsibilities are in the early childhood program(s) submitted for review and b) who holds a terminal degree in early childhood education, child development, child and family studies, or a related discipline with at least 18 graduate credits in early childhood/family studies. This faculty member must serve as either the primary or secondary contact. One person may serve this role for multiple programs.	Yes	

Please explain any "no" answer above:

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C. UPDATES TO PROGRAM CONTEXT

1. **Have there been any significant changes to the institution or program that affect the design or quality of the program (this could include changes to the physical facilities, unforeseen conditions such as natural disasters or health calamities, changes to faculty, changes to the college service area or candidate populations)? No**

   If the program answered "yes" to the above, please provide a short explanation.

2. **Candidate enrollment in most recent semester[1] available (total full-time + part-time): <u>90</u>**

3. **Number of full-time enrollments in most recent semester[2] available: <u>13</u>**

4. **Number of program graduates in past academic year (i.e., the most recent one-year period for which institutional information is readily available. The reporting period may be different for programs that submit Annual Reports to NAEYC on a spring vs. fall cycle but should be consistent for each year's Annual Report): <u>10</u>**

5. **Number of full-time faculty who taught in the early childhood program(s) during the past academic year:** 4

6. **Number of part-time faculty who taught in the early childhood program(s) during the past academic year:** 9

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[1] If the institution uses a period other than semesters, substitute information from the most recent quarter or other relevant time period

[2] If the institution uses a period other than semesters, substitute information from the most recent quarter or other relevant time period

Update: Mission and Role in Community

The ECE Club and Advancing Child Care Teachers towards Completion (ACCTTC) initiative at Montgomery College has undergone major growth this past academic year. There are 176 active students in the ECE Club/ACCTTC. The majority of students are working to move from noncredit to credit or are on a pathway. The ECE Club/ACCTTC receives tremendous support from five faculty and staff. The club meets the first Friday of every month during the academic year. The monthly meeting provides great opportunities for advising, networking, presentations, and event planning. The ECE club plays a huge role in meeting the needs of the local community. Over the past two semesters, the club has organized and participated in the following events:

1. Volunteering at Summer Symposium in August 2018
2. Reading aloud at Wheaton Mall in November 2018
3. Volunteering at Summit held at Takoma Park campus in February 2019
4. Providing an information table at Rockville Open House
5. Face Painting at Germantown Celebration
6. Touring students on campus for Gaithersburg Elementary during Saturday Family/Student Day
7. Organizing MC Tent and doing activities at Gaithersburg Book Festival

Because of the amazing accomplishments, ECE Club received an award from Montgomery College Student Life in spring 2019.

While the goals and focus will remain to provide Early Childhood students opportunities to serve the early childhood community and opportunities for hands-on learning experiences, ACCTTC refocuses the goals of helping students succeed. We advise students to complete academic plans and guide them toward a clear pathway for graduation. All students in the MC ECE Club/ACCTTC Initiative have clearly documented plans for a pathway to completion.

Professor Sonia Hernandez leads the ACCTTC initiative, which is supported by four more faculty members including Nelida, Ramona, Estelle, and Vickie. ACCTTC has been instrumental in supporting our students and local community. Some of the accomplishments include:

1. Holding Summer Symposium, with 400 plus participants, at Montgomery College in August 2018
2. Attending CCCPDF Recruitment Night in Nov. 2018 with 89 attendees
3. Organizing Professional Summit in Feb. 19 with total number of 546 participants
4. Offering ECE Rockville Job Fair, May 6, 2019 with 30 employers and 100+ attendees
5. Participating MSDE Town Hall Meeting in May 17, 2019

Update: Advising and Supporting Students

It is our priority to support student success at every level of the educational process. To achieve this goal, we offer student information sessions each semester during the day, evening, and Saturdays, encourage students to complete Education Academic Plan online, and meet with students face to face about their academic plans. We have recently updated our website and program flyers. To learn more about our programs, please visit www.montgomerycollege.edu/Departments/educatry/

D. REPORTING PROGRAM OUTCOME DATA

As part of the program's achieving and maintaining NAEYC accreditation, it must report annually on at least three of the following measures and display these data via an easily located link on its website.[3] ***The program is strongly encouraged to meet with its Institutional Research (IR) office to assist in gathering the data on the outcome measures.*** **Below are suggested data reporting templates, but the program is encouraged to report the data in a format that best meets its program needs.**

1)   Outcome Measure #1: The Number of Program Completers
In the chart below, please indicate the number of program completers for the three most recent academic years

Academic Year	Number of program completers	% of program completers who were attending full-time (at the time of completion)	% of program completers who were attending part-time[4] (at the time of completion)
2018	10	10.0%	90.0%
2017	10	0.0%	100.0%
2016	7	28.6%	71.4%

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

What is the published timeframe[5] for full-time students to complete the early childhood program(s) included in this Annual Report? Two years for A.A.S. degree

In the following chart, please indicate **the percentage of full-time students completing the program within the program's published timeframe** (institutions submitting multiple programs in a single Annual Report should complete a separate chart for each program.) **The program must complete the information for the 150% indicator and choose to report on either the 100%, 200% (or twice) or 300% (three times)**

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[3] This section of the Annual Report template is new (2017) and was created for the following reasons. NAEYC is committed to helping prospective degree candidates in their search for high-quality degree programs. As an accrediting agency, NAEYC is also committed to advancing the higher education accreditation field's efforts to provide greater transparency to current and prospective degree candidates about institutions' and programs' outcomes for degree candidates. NAEYC is currently pursuing recognition by the Council for Higher Education Accreditation (CHEA), which requires that programs accredited by a CHEA-recognized accrediting body provide publically available program and candidate outcome data.

[4] Part-time status is defined by the institution.

[5] "The Commission defines the published timeframe as the number of terms an individual student was actually enrolled in the program. The terms do not have to be consecutive, but the total number of terms must meet the program's expected time frame for completion. University-approved withdrawals (e.g., leaves of absence for reasons of health, maternity/paternity, mission work, military assignment) do not count toward the number of terms a student was enrolled in the program. Students taking longer due to reasons other than university-approved withdrawals (e.g., course repeats, remediation plans) cannot be considered as meeting completion expectations." *Language adapted from the Council on Academic Accreditation for Audiology, Speech Language Pathology of the American Speech Language Hearing Association at* http://caa.asha.org/news/calculating-program-completion-rates/.

indicator. The academic years selected must fall within eight years of the date this annual report is submitted.

Example: A program with a published timeline of two years (four semesters at 15 credits a semester) to complete an A.A.S. in Early Childhood could select a Fall 2011 cohort on which to report. At the 150% indicator, it would report on the members of the Fall 2011 cohort (full-time at the time of enrollment) who completed the program by Spring 2014. At the 100% indicator it would report on the members of the Fall 2011 cohort who completed the program by Spring 2013. At the 200% indicator it would report on the members of the Fall 2011 cohort who completed the program by Spring 2015. At the 300% indicator it would report on the members of the Fall 2011 cohort who completed the program by Spring 2017.

Program Name: **Early Childhood Education Technology, Associate of Applied Science**

Academic year in which a Fall cohort of full-time students enrolled at the institution (select three sequential years)	Percentage of those students who completed the program within 150% of the published timeframe	Percentage of those students who completed the program within 100%, 200% (twice) *or* 300% (three times) of the published timeframe (Please circle or underline the indicator above on which the program will report.)
Fall 2013	11.1%	22.3%
Fall 2012	27.6%	27.6%
Fall 2011	33.3%	44.4%

A program may (but is not required to) provide a short narrative description (150 words) of the data reflected above to provide context.

3)   Outcome Measure #3: Institutional Selected Data

All programs are required to select at least one of the following outcome measures on which to report. (Institutions submitting multiple programs in a single Annual Report may select the same or a different measure for each program and should complete a separate chart for each program.)

(A) The fall-to-fall retention rate in the program for each of the three most recently completed academic years

Academic Year	Number of Part-Time Candidates Enrolled (% of Total Enrollment)	Retention Rate among Part-Time Candidates	Number of Full-Time Candidates Enrolled (% of Total Enrollment)	Retention Rate among Full-Time Candidates
2017-2018	65 (87.8%)	50.8%	9 (12.1%)	66.7%
2016-2017	82 (89.1%)	56.1%	10 (10.9%)	70.0%
2015-2016	80 (76.9%)	52.5%	24 (23.1%)	58.3%

OR

(B) The number and percentage of program graduates employed in the early childhood profession or pursuing further education in the profession within one year of graduation for each of the three most recent academic years for which information is available.

(C)

Academic Year	Number of Graduates	Number of Graduates (and % of total) who are employed in the early childhood profession within one year of graduation*	Number of Graduates (and % of total) who are pursuing further education in the early childhood profession within one year of graduation*

*The figures in these two columns do not need to add up to 100%

OR

(D) Institutionally designed measure that speaks to candidate outcomes in the program (list the measure and the data for the measure). The data must be reported for the most recent three academic years. Such measures might include the average GPA of the graduating class, the number of candidates who completed their courses with a "C" or above, the pass rate on national performance assessments such as edTPA, etc.

Academic Year	Outcome Measure	Performance Data

4) **Please provide the specific web link where the data on Outcome Measures #1, #2 and #3 of this section are published on the institution's web site.**

www.montgomerycollege.edu/Departments/educatrv/

E. UPDATES TO PROGRAM OF STUDY

1. **Please describe any substantive changes[6] in courses, field experiences, program design, or leadership.**

In spring 2019, all of our ECE courses are offered online except EDUC 153, EDUC 154, and EDUC 170. Some of ECE courses have met the Quality Matters (QM) Course Design Standards. These courses are EDUC 115, 119, EDUC 135, EDUC 136, EDUC 180, EDUC 208, and EDUC 224. By carrying the QM Certification Mark, these courses reflects current research and best practices in online and blended learning. We are preparing other ECE courses to meet QM standards in fall 2019, including EDUC 227 and EDUC 223.

2.Did these changes involve removal of any courses from the program? No
(If so, please note that key assessments need to be given in classes that are required of all candidates.)

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3. **If there have been substantive changes in courses, please attach the current program of study as described in the college catalog, including concentrations or other degree program options, with course lists.** *Attach a copy of the actual college catalog page or pages from the college website.*

Not applicable (no substantive changes in courses).

4. If there have been substantive changes in field experiences, please confirm that the program still meets Standard 7: Early Childhood Field Experiences by checking the appropriate boxes in the chart below and attach documentation of confirmation. Examples of documentation include (but are not limited to) pages from the course catalog indicating required classes in which all candidates have these experiences, or a tracking sheet indicating that the program ensures that all candidates have each of these experiences somewhere within the program.

Not applicable (no substantive changes in field experiences).

X	7a. The program provides opportunities for all candidates *to observe* in at least two of the three early childhood age groups (birth-age 3, 3-5, 5-8)
	7a. The program provides opportunities for all candidates *to practice* in at least two of the three early childhood age groups (birth-age 3, 3-5, 5-8)
X	7b. The program provides opportunities for all candidates *to observe* in at least two of the three main types of early education settings (early school grades, early education and care centers and homes, Head Start programs)
	7b. The program provides opportunities for all candidates *to practice* in at least two of the three main types of early education settings (early school grades, early education and care centers and homes, Head Start programs)

F. REPORTING AND ANALYZING DATA FOR A STANDARD

Key Assessment Title Chart
Please list the names of each of the key assessments in the chart below.

	Name of Assessment	Please indicate (with a check mark) if the assessment has been revised or replaced since the submission of the program's most recent Annual Report (or Self-Study Report, for programs submitting their first Annual Report in the current accreditation cycle)
Key Assessment 1	1. Child Case Study	
Key Assessment 2	2. Classroom Observation Report	

Key Assessment 3	3. Teacher-Parent Resource Folder	
Key Assessment 4	4. Practicum Portfolio	
Key Assessment 5	5. Practicum Evaluation	
Key Assessment 6 (if applicable)*	6. Read Aloud Presentation	

* While submitting a sixth key assessment is encouraged in order to provide the most opportunity to demonstrate alignment with the standards, it is not a requirement.

Chart of Key Assessments Aligned with Standards and Key Elements

Standard 1: Promoting Child Development and Learning	Key Assessment					
Key Elements	1	2	3	4	5	6
1a. Knowing and understanding young's children's characteristics and needs, from birth through age 8.	X	X	X	X	X	
1b. Knowing and understanding the multiple influences on development and learning.	X	X	X	X	X	
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.	X	X	X	X	X	

Standard 2: Building Family and Community Relationships	Key Assessment					
Key Elements	1	2	3	4	5	6
2a. Knowing about and understanding diverse family and community characteristics.	X	X	X	X	X	X
2b. Supporting and engaging families and communities through respectful, reciprocal relationships.			X	X		
2c. Involving families and communities in young children's development and learning.			X	X		

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families	Key Assessment					
Key Elements	1	2	3	4	5	6
3a. Understanding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for young children.	X	X	X	X	X	X

	1	2	3	4	5	6
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.	X	X	X	X	X	X
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.			X	X		
3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.		X	X	X	X	

Standard 4: Using Developmentally Effective Approaches	Key Assessment					
Key Elements	1	2	3	4	5	6
4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.	X	X	X	X	X	X
4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.		X	X	X	X	X
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.		X	X	X	X	X
4d. Reflecting on own practice to promote positive outcomes for each child.		X	X	X	X	X

Standard 5: Using Content Knowledge to Build Meaningful Curriculum	Key Assessment					
Key Elements	1	2	3	4	5	6
5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.	X	X	X	X	X	X
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.	X	X	X	X	X	X
5c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child.	X	X	X	X	X	X

Standard 6: Becoming a Professional	Key Assessment					
Key Elements	1	2	3	4	5	6
6a. Identifying and involving oneself with the early childhood field.			X	X	X	
6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.	X	X	X	X	X	X
6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.		X	X	X	X	X
6d. Integrating knowledgeable, reflective, and critical perspectives on early education.	X	X	X	X	X	X
6e. Engaging in informed advocacy for young children and the early childhood profession.	X	X	X	X	X	X

Reporting Data for a Standard

On which standard will the program report its two most recent applications of data? (Programs are encouraged to select a different standard for each Annual Report.) Please choose one:

__ Standard 1 _X_ Standard 2 __ Standard 3 __ Standard 4 __ Standard 5 __ Standard 6

Which Key Assessments are used to measure this standard? (Please choose as many as are indicated on the chart as aligning with the selected standard.)

_X_Key Assessment 1 __Key Assessment 2 _X_Key Assessment 3 _X_Key Assessment 4 _X_Key Assessment 5 __Key Assessment 6

Please do not attach the actual key assessments unless you indicated on p. 1 that this is a Year 4 Annual Report for which you are requesting feedback on key assessments. For those programs only, please attach the instructions to candidates and the rubrics for the key assessments checked above.

Looking ***collectively across all key assessments associated with the standard the program chose***, include two applications of candidate performance data for this standard. If a key element is measured in more than one Key Assessment, programs are not required to combine data from the two assessments if that would impede a useful analysis of the data. All data charts must clearly distinguish between how many candidates met or did not meet standards.

The Data Tables for Key Assessment #3 Teacher- Parent Resource Folder

ED 213 Teacher-Parent Resource Folder

Observation Report
Data Table

Fall 217   **N =15**
Fall 2018   **N = 13**

	Exceeds Expectations		Meets Expectations		Doesn't Meet Expectations		Total Meeting/Exceeding	
NAEYC Standards	**Fall 2017**	**Fall 2018**	**Fall 2017**	**Fall 2018**	**Fall 2017**	**Fall 2018**	**Fall 2017**	**Fall 2018**
2a: Know about and understand family and community characteristics	47%	**46%**	40%	**46%**	13%	**8%**	87%	**92%**
	33.3%	**39%**	53.3%	**46%**	13.3%	**15%**	86.6%	**85%**

NAEYC Standards	Exceeds Expectations		Meets Expectations		Doesn't Meet Expectations		Total Meeting/Exceeding	
	Fall 2017	Fall 2018	Fall 2017	Fall 2018	Fall 2017	Fall 2018	Fall 2017	Fall 2018
	47%	39%	40%	46%	13%	15%	87%	85%
2b: Support and empower families and communities through respectful, reciprocal relationships	47%	46%	40%	46%	13%	8%	87%	92%
	40%	39%	47%	46%	13%	15%	87%	85%
NAEYC Supportive Skills								
Skill 3: Written communication skills	40%	39%	40%	46%	20%	15%	80%	85%
Skill 4: Making connections between prior knowledge, experience and new learning	47%	39%	40%	46%	13%	15%	87%	85%
Skill 5: Identifying and using professional resources	47%	39%	40%	46%	13%	15%	87%	85%

Parent Newsletter
Data Table

Fall 2017   **N =15**
Fall 2018   **N = 13**

NAEYC Standards	Exceeds Expectations		Meets Expectations		Doesn't Meet Expectations		Total Meeting/Exceeding	
	Fall 2017	Fall 2018	Fall 2017	Fall 2018	Fall 2017	Fall 2018	Fall 2017	Fall 2018
2b: Support and empower families and communities through reciprocal relationships	53.3%	39%	33.3%	46%	13.3%	15%	86.6%	85%
	53.3%	46%	33.3%	46%	13.3%	8%	86.6%	92%
	47%	39%	40%	46%	13%	15%	87%	85%
NAEYC Supportive Skills								

	Exceeds Expectations		Meets Expectations		Doesn't Meet Expectations		Total Meeting/Exceeding	
	Fall 2017	Fall 2018	Fall 2017	Fall 2018	Fall 2017	Fall 2018	Fall 2017	Fall 2018
Skill 3: Written communication skills	40%	**39%**	40%	**46%**	20%	**15%**	80%	**85%**
Skill 5: Identifying and using professional resources	40%	**39%**	40%	**39%**	20%	**22%**	80%	**78%**

Curriculum Plan
Data Table

Fall 2017   **N =15**
Fall 2018   **N =13**

NAEYC Standard	Exceeds Expectations		Meets Expectations		Doesn't Meet Expectations		Total Meeting/Exceeding	
	Fall 2017	**Fall 2018**	**Fall 2017**	**Fall 2018**	**Fall 2017**	**Fall 2018**	**Fall 2017**	**Fall 2018**
5: Use content knowledge to build meaningful curriculum to promote positive outcomes	33.3%	**46%**	40%	**39%**	27%	**15%**	73%	**85%**
	40%	**39%**	40%	**46%**	20%	**15%**	80%	**85%**
	33.3%	**39%**	40%	**46%**	27%	**15%**	73%	**85%**
2c: Involving families and communities in their children's development and learning	47%	**46%**	47%	**46%**	6%	**8%**	94%	**92%**
	33.3%	**39%**	40%	**46%**	27%	**15%**	73%	**85%**
	47%	**46%**	47%	**46%**	6%	**8%**	94%	**92%**
	40%	**39%**	40%	**39%**	20%	**22%**	80%	**78%**
NAEYC Supportive Skills								
Skill 3: Written communication skills	40%	**39%**	40%	**46%**	20%	**15%**	80%	**85%**

Skill 4: Making connections between prior knowledge, experience and new learning	40%	**39%**	47%	**46%**	13%	**15%**	87%	**85%**
Skill 5: Identifying and using professional resources	47%	**39%**	40%	**39%**	13%	**22%**	87%	**78%**

Data Analysis Questions

1. How are candidates performing in regard to the key elements of the standard on which the program reported?

The Teacher-Parent Resource Folder is course assignment for EDUC 224, Social and Emotional Development in Young Children. This assignment includes three parts: (1) Report on Family and Community, (2) Parent Newsletter, (3) Curriculum Plan for Teachers and Parents. They are due at three different times over the course of a semester. The course is offered only in the fall semester and is delivered fully online since fall 2017.

Fifteen students in fall 2017 and thirteen students in fall 2018 completed this assignment. The data tables show that 85% of students in fall 2017 and in fall 2018 met or exceeded NAEYC Standards 2, 5, and about 85% in both semesters met or exceeded NAEYC Supportive Skills 3 and 4. Students scored higher for some of the items that are aligned with standards 2b and 2c in the Observation Report and in the Curriculum Plan than those items in Parent Newsletter.

We compared the attached data tables with the ones that were collected in fall 2012 and spring 2013. We find the following results:

- Students in fall 2012 and spring 2013 scored 15% higher than students enrolled in fall 2017 and fall 2018 in NAEYC standards 2a in the Observation Report and standard 2b in the Parent Newsletter

- Students in fall 2012 and spring 2013 scored 1% higher than students enrolled in fall 2017 and fall 2018 in NAEYC standards 2b in Observation Report, standards 5c and 2c in Curriculum Plan, and NAEYC supportive skills 3, 4, and 5 in all three parts of this assessment

What could be the reason behind different performances between the two academic years? Based on grading notes and student feedback, we found that some of the students, enrolled in online classes offered in fall 2017 and fall2018, said that the direction of these assignments were not clear to them. Other students failed to show their understanding of the course learning materials through online discussions and tests. As a result, they were unable to apply content learning to the three parts of the assignments.

2. How is the program using the data from the standard to improve teaching and learning related to the standard? (600 word limit)

Based the data tables and analysis of Teacher-Parent Resource Folder in fall 2017 and fall 2018, the following improvements will be made in fall 2019:

- Add details to the written directions for assignments and use student work samples to support the directions.

- Hold "GoTo" meeting during evening hours to answer students' questions and to present material.

- Send weekly reminders and students' performance reports through class announcements and individual emails

- Give the students second chance to complete the assignments that failed to meet with expectations.

3. Briefly describe each program's data results across all key assessments designed to measure the standard chosen? (600 word limit)

As indicated in *Chart of Key Assessment Aligned with Standards and Key Elements*, standard 2 is measured by our key assessments 1, 3, and 4. The data analysis and suggestions for improvement about key assessment 3 are described in the above paragraphs. The following are brief descriptions about data results for key assessments 1 and 4.

Key assessment 1, Child Case Study Report, is used to assess students' performance in EDUC 135 class. The observation items 12, 13, and 14 are aligned with NAEYC standard 2a. EDUC 135 is offered both online and face-to-face. We compared the table from an online session with the one from face-to-face session. The tables show that students scored about the same on item 12 in both sessions. However, students scored 2% higher on items 13 and 14 in the face-to-face class than those in the online class. Based on the student populations, students' test scores, and students' feedback, we believe the small differences in performance could be caused by different factors, such as students' abilities to apply the course content and time management of online learning.

EDUC 233 *Practicum In Early Childhood Education* requires students to compile a **Practicum Portfolio** (key assessment 4) throughout the semester. Two of the assignments included in the Practicum Portfolio are Journal Entries and Reflection on Working with Families. These assignments help students meet with NAEYC standards 2a, 2b, and 2c. The data tables from fall 2018 show that students did well for Reflections on Working with Families. Students scored about 90% or above for meeting NAEYC standards 2a, 2b, and 2c. Students who have completed this assignment are the lead teachers in the early childhood classrooms. Their background knowledge and skills from previous ECE courses and especially their working experience with families enabled them to apply the standards to their teaching.

There is another group of students called Student Teachers who are mentored by their cooperating teachers at the practicum sites. They interact with children during play or center time, plan and

implement group activities, but do not interact with families. One of the assignments for student teachers is to write journal entries on a weekly basis. The data tables show that they score well for the journal questions that are aligned with standards 2a and 2b.

EDUC 233 was offered online in fall 2018. The course instructor who taught this course for the first time failed to collect data from these assignments. EDUC 233 is offered online again in fall 2019. We will collect data to see whether there is a difference in performance between face-to-face and online classes.

G. RESPONSE TO CONDITIONS IN ACCREDITATION DECISION

If the program is accredited with conditions, please complete this section. If the program is not responding to conditions, do not complete this section.

1. **Copy and paste the condition statement(s) here exactly as it appears in the Accreditation Decision Report.**

2. **Describe the progress in addressing the condition(s). Description of work to date is important, but assertion of change is not sufficient. Insert documents, such as revised key assessments or data charts and analysis, that provide evidence of change. Programs that are accredited with conditions must satisfactorily address conditions in the first or second Annual Report in order to maintain accreditation.**