



Early Childhood Higher Education Programs

ANNUAL REPORT
***(FOR PROGRAMS USING THE 2010 NAEYC STANDARDS FOR
INITIAL EARLY CHILDHOOD PROFESSIONAL PREPARATION)***

INSTITUTION NAME: TRIDENT TECHNICAL COLLEGE

STATE: SOUTH CAROLINA

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

SEPTEMBER 30, 2021

MARCH 31, 2022

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

YEAR 5 ANNUAL REPORT

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

NAME OF PERSON COMPLETING THIS REPORT: RICHARD LATHAM

DATE: MARCH 31, 2022

PLEASE REVIEW AND CHECK THE FOLLOWING STATEMENTS AS APPROPRIATE

OUR PROGRAM IS RESPONDING TO CONDITIONS *(MAKE SURE TO COMPLETE PART G 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

Annual Report Completion Checklist

Please complete this table to verify that each applicable section of the Annual Report has been completed.

x	The two-page cover sheet is complete, including the check box for the appropriate year of the Annual Report.
X	Section A contains all relevant contact information. If new contacts are listed, the program has provided the graduate degrees (and subject areas) that they hold.
X	The program has affirmed compliance with eligibility requirements in Section B and provided a narrative explanation in cases where it is not compliant.
X	In Section C the program has completed the table providing updates to program context.
X	In Section C the program has indicated whether there has been a substantive change(s) to the program(s) and attached the Substantive Change Report form if needed.
X	In Section D the program has reported program outcome data on three measures and has provided a web link on the institution's website where the data is published.
X	The program has completed the key assessment Title Chart and Chart of Key Assessments Aligned with Standards and Key Elements in Section E for all accredited programs.
X	In Section E, the program has indicated on which standard it is submitting candidate performance data, included a data table, and answered the data analysis questions.
N/A	If the Annual Report includes multiple programs, the program has disaggregated the data in Section E by program.
X	Each data table included in Section E is clearly labeled to indicate which key assessments are included and the dates for each application of data.
X	The program has completed the COVID-19 Addendum in Section F. <i>This is optional for programs that are not on conditions.</i>
N/A	If the program is accredited with conditions, it has submitted evidence of addressing conditions in Section G.

What to Expect After Submitting an Annual Report

- Once the program submits its Annual Report, NAEYC will acknowledge receiving the report.
- NAEYC will then review it for completeness. If the review finds that all items are complete, then the program will be notified that its Annual Report has been accepted. Programs can expect to hear back from NAEYC generally within ten weeks.
- If the report is missing information or NAEYC has clarifying questions, NAEYC staff will ask for the necessary data. If the program does not comply with the information request, it will be placed on Administrative Probation.
- If the program is responding to conditions in its Annual Report, the Commission will review the evidence submitted. In most cases, the program should plan to receive feedback on its conditions prior to the end of the year (if submitting during the fall cycle) or by mid-summer (if submitting in the spring cycle); in some cases the program may be notified that it has been placed on a subsequent Commission agenda.

Table of Contents

<u>A.</u>	Updates to Contact Information.....	5
<u>B.</u>	Reaffirming Meeting Eligibility Requirements.....	6
<u>C.</u>	Updates to Program Context.....	8
<u>D.</u>	Reporting Program Outcome Data.....	10
<u>E.</u>	Reporting and Analyzing Data for a Standard.....	13
	a. Key Assessment Title Chart.....	13
	b. Chart of Key Assessments Aligned to the Standards.....	13
	c. Reporting Data for a Standard.....	15
	d. Data Analysis Questions.....	15
<u>F.</u>	COVID-19 Addendum.....	17
<u>G.</u>	Response to Conditions (<i>only for programs accredited with conditions</i>).....	22

The purposes of the Annual Report are to:

- Affirm the program’s continued compliance with Accreditation Eligibility Requirements
- Document substantive changes to a program
- Provide updates on the program’s context
- Provide Program Outcome Data
- Support the program’s continuous improvement efforts in collecting and analyzing candidate performance data
- Provide data to inform the early childhood degree landscape
- (For some programs) Respond to any conditions identified by the Commission as part of an accreditation decision

A. UPDATES TO CONTACT INFORMATION

Institution Name	Trident Technical College
Mailing Address	PO Box 118067 Charleston, SC 29423-8067
Program Name(s)	Child and Youth Studies
Program name(s) as listed in <u>college catalog</u>, including degree type (A.A., A.A.T. etc.). If listing more than one program, please separate program names by a semicolon.	AAS, Early Care and Education
Program's website address (please list the website address for each program if including more than one program)	https://www.tridenttech.edu/academics/divisions/hss/hss_youth.htm
Does the program's name above differ from what is currently listed on the NAEYC website (http://www.naeyc.org/highered/accreditation/accredited-programs)?	X No <input type="checkbox"/> Yes Program Name (if the institution has more than one accredited program) _____
Primary contact (faculty member representing the program) (<i>for institutions with more than one accredited program, please add another row to the table if there are changes across programs</i>):	Richard (Dick) Latham Academic Program Manager 843-574-6628 richard.latham@tridenttech.edu
If this is a new primary contact, please list his/her graduate degree(s) and subject area(s)	
Secondary contact (<i>for institutions with more than one accredited program, please add another row to the table if there are changes across programs</i>):	Tonya Misuraca Department Head 843-574-6934 tonya.misuraca@tridenttech.edu
If this is a new secondary contact, please list his/her graduate degree(s) and subject area(s)	

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 an accrediting agency that is recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education.	X	
The program(s) is not designated as “low-performing” by the state as outlined by Title II of the Higher Education Act. ¹	X	
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.	X	
The program requires field experiences.	X	
The program(s) has graduated at least one individual.	X	
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. 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.	X	

¹Teacher licensure programs are required by the U.S. Department of Education to define criteria and procedures for identifying low-performing programs within the state. This requirement does not apply to early childhood programs that do not lead to teacher licensure.

This faculty member must serve as either the primary or secondary contact. One person may serve this role for multiple programs.		
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Please explain any “no” answer above:

C. UPDATES TO PROGRAM CONTEXT

<p>Have there been any substantive changes to the program, as defined in the Accreditation Handbook?</p>	<p>X No <input type="checkbox"/> Yes</p> <p>If the program answered “yes”, please complete the “Notice of Substantive Change Report” template found in the Online Accreditation Resource library and attach to your Annual Report.</p>
<p>Number of full-time candidates enrolled for the most recent semester² available (do not include certificate-only students in counts)</p>	<p>67</p>
<p>Number of part-time candidates enrolled for the most recent semester³ available (do not include certificate-only students in counts)</p>	<p>113</p>
<p>The number of required early childhood credit hours in the program.</p>	<p>51</p>
<p>The number of required general education credit hours in the program.</p>	<p>15</p>
<p>The number of required non-early childhood education methodology and other education courses in the program.</p>	<p>0</p>
<p>The number of required field experience hours in the program.</p>	<p>225</p>
<p>Number of program graduates in past academic year i.e. the most recent one-year period for which institutional information is readily available (do not include certificate-only students in counts). 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.</p>	<p>19</p>

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

³ If the institution uses a period other than semesters, substitute information from the most recent quarter or other relevant time period

Number of full-time faculty who taught in the early childhood program(s) during the past academic year:	4
Number of part-time faculty who taught in the early childhood program(s) during the past academic year:	4
During the past year, has the program experienced unusual circumstances (e.g., natural disasters or health calamities) that are not reflected elsewhere in the report?	X No <input type="checkbox"/> Yes If the program answered “yes”, please provide a short explanation.

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 the program’s website.

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. For institutions with more than one accredited program, data must be disaggregated and reported for each program.

Outcome Measure #1: The Number of Program Completers

In the chart below, please indicate the number and percentage of program completers for the three most recent academic years. Note: the percentages across each row must add up to 100%.

<i>Academic Year</i>	<i>Number of program completers</i>	<i>% of program completers who were attending full-time (at the time of completion)</i>	<i>% of program completers who were attending part-time⁴ (at the time of completion)</i>
2020-2021	12	8.3%	91.7%
2019-2020	17	5.3%	94.7%
2018-2019	22	18.2%	81.8%

Outcome Measure #2: The Program Completion Rate

What is the published timeframe for full-time candidates to complete the early childhood program(s) included in this Self-Study Report? (Please indicate in terms of the number of academic years; e.g., five semesters would be 2.5 academic years.) 2.5

In the following chart, please indicate the percentage of full-time candidates completing the program within the program's published timeframe.⁵The program must complete the information for the 150% indicator and choose to report on either the 100%, 200% (or twice) or 300% (three times) indicator. The academic years selected must fall within eight years of the date this report is submitted.

⁴ Part-time status is defined by the institution.

⁵ “The Commission defines the published time frame 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/>.*

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. The 150% indicator, indicates all members of the Fall 2011 cohort (full-time at the time of enrollment) who completed the program by Spring 2014. The 100% indicator only contains members of the Fall 2011 cohort who completed the program by Spring 2013. The 200% indicator contains all members of the Fall 2011 cohort who completed the program by Spring 2015, including those already counted in the 150% indicator. Lastly, the 300% indicator contains all members of the Fall 2011 cohort who completed the program by Spring 2017, including those already counted in the 150% indicator.

Program Name: AAS, Early Care and Education

Academic year in which a Fall cohort of full-time candidates enrolled in the program (select three sequential years)	Percentage of those candidates who completed the program within 150% of the published timeframe	Percentage of those candidates who completed the program within 100%, 200% (twice) or 300% (three times) of the published timeframe (Please circle, underline or bold the indicator above on which the program will report.)
2018	28.4%	29.8%
2017	15.5%	20.4%
2016	14.3%	14.3%

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

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; a separate chart must be submitted 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	% of Part-Time Candidates Enrolled in the Program (% of Total Enrollment)	Retention Rate among Part-Time Candidates	% of Full-Time Candidates Enrolled in the Program (% of Total Enrollment)	Retention Rate among Full-Time Candidates

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.

Academic Year	Number of Graduates	Percentage of Graduates employed in the early childhood profession within one year of graduation*	Percentage of Graduates pursuing further education in the early childhood profession within one year of graduation*
2019-2020	19	68.4%	13.6%
2018-2019	22	81.8%	5.5%
2017-2018	24	81.0%	19.0%

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

OR

(C) 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

1) **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 website.** The link should be accessible from the program’s home page on the institution’s website. The data could be housed directly within the program’s section of the institution’s website. If an institution has a page that houses accreditation data and/or candidate success data for all programs at the institution, the program outcome measures may be included there instead, but must still be linked to directly from the program’s homepage.

https://www.tridenttech.edu/academics/divisions/hss/hss_youth.htm

E. REPORTING AND ANALYZING DATA FOR A STANDARD

For this section, if the institution has more than one accredited program, please replicate and label the Key Assessment Title Chart and Chart of Key Assessments Aligned with Standards and Key Elements for each program if they do not share the same key assessments.

Key Assessment Title Chart

Please list the names of each of the program's key assessments in the chart below.

	Name of Assessment and course number in which it is given	Check here if the assessment is a revision or replacement for an assessment submitted in the previous Annual Report (or Self-Study Report, if the program is submitting a Year 1 Annual Report.
Key Assessment 1	Modified Material/Activity ECD 107, SAC 209	
Key Assessment 2	The Family Resource Project ECD 108, SAC 206	
Key Assessment 3	Ethical Responsibilities to Children Paper ECD 201, SAC 202	
Key Assessment 4	Thematic Unit ECD 237, ECD 200, ECD 260, SAC 207	
Key Assessment 5	Educational Philosophy Reflection Paper ECD 243, SAC 208	
Key Assessment 6 (if applicable)*	Performative Assessment in Field Experience ECD 243, SAC 208	

* 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. If a sixth assessment is included, it should meet the same requirements as the other assessments.

Chart of Key Assessments Aligned with Standards and Key Elements

Standard 1: Promoting Child Development and Learning Key Elements	Key Assessment					
	1	2	3	4	5	6
1a. Knowing and understanding young's children's characteristics and needs, from birth through age 8.				x	x	
1b. Knowing and understanding the multiple influences on development and learning.	x		x		x	

1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.	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	
2b. Supporting and engaging families and communities through respectful, reciprocal relationships.		x			x	x
2c. Involving families and communities in young children’s development and learning.		x		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	
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
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			x
3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.	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	
4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.	x			x		
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.	x			x		x
4d. Reflecting on own practice to promote positive outcomes for each child.	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	
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.	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
Standard 6: Becoming a Professional Key Elements	Key Assessment					
	1	2	3	4	5	6
6a. Identifying and involving oneself with the early childhood field.			x		x	
6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.			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
6d. Integrating knowledgeable, reflective, and critical perspectives on early education.			x		x	x
6e. Engaging in informed advocacy for young children and the early childhood profession.			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 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.)

Key Assessment 1 Key Assessment 2 Key Assessment 3 Key Assessment 4 Key Assessment 5 Key Assessment 6

Please do not attach the actual key assessments unless you are responding to conditions related to key assessments.

Looking *collectively across all key assessments associated with the standard the program chose*, include two applications⁶ of the most recent candidate performance data for this standard. If a key element is measured in more than one key assessment, programs can combine data from the two assessments or disaggregate data for each key assessment; however, data from different applications (dates) should not be combined. **If submitting multiple programs in this Annual Report, this data must be disaggregated by program. Data should be reported in a table that reflects data reported by the key elements within the standard. All data tables must clearly distinguish between how many degree candidates met or did not meet the standard (tables should include both the “n” and the “percentage” of candidates in each category). All data tables must clearly indicate which key assessments are included and the dates of application for each key assessment.** NAEYC guidance can be found in the Accreditation Resource Library under “Guidance Documents and Other Resources.” Programs are encouraged to review the guidance when completing this section of the Annual Report.

⁶One “application” refers to one time the assessment was given. (Dates should be clear, distinct, and recent.)
June 2021 Revised Template

Review of Standard 4 (2021-2022)

Standard 4	Using developmentally effective approaches
4a.	Understanding positive relationships and supportive interactions as the foundation of their work with young children
4b.	Knowing and understanding effective strategies and tools for early education, including technology
4c.	Using a broad repertoire of developmentally appropriate teaching / learning approaches
4d.	Reflecting on own practice to promote positive outcomes for each child

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

Table 1: Key Assessment data combined

Key Element	Application	Consistently meets	Inconsistently meets	Does not meet	Total N of application
4a.	1	N=7 78%	N=2 22%		9
	2	N=13 76%	N=4 24%		17
	3	N=1 50%	N=1 50%		2
4b.	1	N=12 86%	N=2 14%		14
	2	N=16 64%	N=7 28%	N=2 8%	25
	3	N=8 57%	N=3 21%	N=3 21%	14
4c.	1	N=10 53%	N=8 42%	N=1 5%	19
	2	N=18 62%	N=8 28%	N=3 10%	29
	3	N=11 69%	N=2 13%	N=3 19%	16
4d.	1	N=8 62%	N=1 8%	N=4 31%	13
	2	N=8 38%	N=10 48%	N=3 14%	21
	3	N=7 54%	N=3 23%	N=3 23%	13

Table 2: Data from individual key assessments

Key Element	Application	Consistently meets	Inconsistently meets	Does not meet	Total N of application
4a.	1	83% n=5 67% n=2	17% n=1 33% n=1		9
	2	100% n=4 69% n=9	31% n=4		17
	3	50% n=1	50% n=1		2
4b.	1	71% n=5 100% n=7	29% n=2		14
	2	65% n= 11 63% n=5	35% n=6 13% n=1	25% n=2	25
	3	100% n=3 45% n=5	27% n=3	27% n=3	14
4c.	1	14% n=1 86% n=6 50% n=3	71% n=5 50% n=3	14% n=1	19
	2	53% n=9 63% n=5 100% n=4	47% n=8	38% n=3	29
	3	100% n=3 100% n=2 55% n=6	18% n=2	27% n=3	16
4d.	1	43% n=3 83% n=5	14% n=1	43% n=3 17% n=1	13
	2	24% n=4 100% n=4	59% n=10	18% n=3	21
	3	100% n=2 45% n=5	27% n=3	27% n=3	13

Application 1:

- Key Assessment 1: SAC 209 Spring 2 2021 (April 30, 2021) 7 students
- Key Assessment 4: ECD 237 Spring 1 2021 (March 1, 2021) 7 students
- Key Assessment 5: ECD 243 Spring full 2021 (April 30, 2021) 6 students
- Key Assessment 6: ECD 243 Spring full 2021 (April 30, 2021) 6 students
- Key Assessment 3: SAC 202 Summer 2021 (Aug.1, 2021) 3 students

Application 2:

- Key Assessment 1: ECD 107 Spring full 2021 (April 30, 2021) 17 students
- Key Assessment 4: SAC 207 Spring 2 2021 (April 26, 2021) 8 students
- Key Assessment 5: ECD 243 Summer 2021 (Aug.1, 2021) 4 students
- Key Assessment 6: ECD 243 Summer 2021 (Aug. 1, 2021) 4 students
- Key Assessment 3: ECD 201 Fall 2 (December 2021) 13 students

Application 3:

- Key Assessment 1: ECD 107 Fall full 2021 (December 12, 2021) 11 students
- Key Assessment 4: ECD 260 Summer 2021 (Aug. 2021) 3 students

- Key Assessment 5: SAC 208 Summer 2021 (Aug. 1, 2021) 2 students
- Key Assessment 6: SAC 208 Summer 2021 (Aug. 1, 2021) 2 students

Data Analysis Questions

1. **How are candidates performing in regard to the key elements of the standard on which the program reported? Briefly describe each program's data results across all key assessments designed to measure the standard chosen. (500 word limit)**

Overall the students appear to be performing well on each key element in the standard. A majority of students have met expectations for each key assessment measure of each key element with the exception of one.

4a. 75% of the students have met the expectations for this key element with 25% scoring as inconsistently meeting the expectation. In all applications of the key assessment, there were no students who did not meet the expectation for understanding positive relationships and supportive interactions as the foundation of their work with young children. Including content built around relationships and intentional teaching in all courses rather than just the guidance course seems to have helped the students discuss the importance of positive relationships and supportive interactions more thoroughly.

4b. 68% of the students met the expectations for this key element, 23% inconsistently met the expectations, and 9% were not able to meet the expectations. The key assessments that measure this key element are courses that depend heavily on demonstration of strategies and tools for early education. Because of the COVID-19 situation, our program is still online and while we have built in scheduled online meetings in these courses, not all students attended. In addition, it is still a passive way of seeing how materials and methods could be used in the classroom. These courses benefit from face-to-face, hands-on sessions that hopefully will be able to resume after the pandemic has ended.

4c. 61% of the students met the expectations for this key element, with 28% meeting them inconsistently, and 11% not meeting them at all. The key assessments that measure this key element also are dependent on face-to-face, hands on experiences as well as placement for lab experience in an environment different from the students' place of employment. Due to COVID-19 restrictions we were not able to do those things.

4d. 49% of the students met the expectations for this key element, 30% inconsistently met the expectations, and 21% did not meet the expectation. It continues to be difficult to have our students reflect on their practice in critical ways. We continue to provide activities in other class with specific reflective prompts to help them develop this skill.

2. **How is the program using the data from the standard to improve teaching and learning related to the standard? (Programs may want to note changes made to curriculum, field experiences, program delivery mode, sequencing of courses/field experiences, academic support provided to candidates, professional development offered to/required of faculty, etc.) (500 word limit)**

The data shows that the changes that we made in the program in response to last years' findings is working. Continuing with the changes and additions in a consistent way can only increase the

percentage of students meeting expectations. Adding ECD 140, an early practicum course, to the curriculum of the program two years ago has shown to be effective in helping students meet expectations on this standard. Because they take the course early in the program, they are able to see and apply the concepts that they have learned in the 100 level courses. The reflection assignments in this course will also help students to develop that skill.

The data from this standard also show us that we need to strengthen our online offerings and (when allowed) to create a hybrid model where students can get the hands-on, face-to-face instruction needed. This information also strengthens our need for a student resource area where students can practice working with materials and tools before going into an early childhood setting.

- 3. If your data does not show that at least 80% of your candidates are meeting the standard, please describe your program's analysis of the potential causes of this performance. What plans have you put in place to address this concern? (500 word limit)**

Only one application of a key assessment had over 80% of the students meeting the key element for that assessment. The rest range from 49% - 75%.

Delivery mode may account for some lower than desired results on this standard. Our program is still offering classes online only because of the COVID-19 situation. We have initiated scheduled online meetings in some courses, but not all students attend those regularly. Anecdotal evidence from the instructors shows that there are some courses in the program that need face-to-face contact with students and that some students are not fully accessing the online content of the courses. Hopefully, in the fall we will be able to go back to offering at least some courses in the hybrid model with weekly in person meetings for classes.

We will also upgrade our online course shells using the rubrics provided by Quality Matters. The college has joined Quality Matters so that instructors may have professional development built around online course offerings. One member of the Child & Youth Studies department is a certified peer reviewer through Quality Matters and has been sharing information with instructors on ways to make the online shells of the classes more explicit to students. Hopefully this will improve the retention of course materials by the students.

Creating a student resource center with developmentally appropriate materials and publications may also help improve the results of the key assessments that measure this standard.

Due to restrictions in lab placement, our students who are already in the field are doing their lab experiences in their place of employment. Often it is difficult to get students to use a wide variety of approaches in their classroom if they do not currently do so; students are less likely to attempt new things in their place of employment rather than in a new environment.

Continuing to build reflective practices in other courses should help students be able to reflect better and more frequently on their own practices and consider how they can make changes to benefit children's learning. Also, having data from those students who completed ECD 140 practicum before the final supervised experience next round of applications will show us how effective that course is in giving students practice early in the program on reflection and adjustment of their work with children.

F: UNDERSTANDING THE IMPACT OF COVID-19 ON ECE PROGRAMS

Programs that are on conditions must complete this section of the template. For programs that are not on conditions, this section is optional.

Since March 2020, COVID-19 has significantly impacted ECE degree programs, particularly their ability to offer field experiences and key assessments. The Commission on the Accreditation of Early Childhood Higher Education Programs asks that programs submitting an Annual Report complete the following addendum to provide information on how field experiences, key assessments and other aspects of your program have been impacted by the pandemic.

- 1) For Fall 2021, please describe how your program has been impacted by institutional/states/county policies. For example, is your program fully online this semester? Are you offering limited face-to-face classes? Are there restrictions on the number of candidates who can be in a face-to-face class? (200 words or less)

For Fall 2021 our institution limited face-to-face course offerings and our program was fully online. Some course offerings had scheduled online meetings where the instructor met with the students in the class once a week.

- 2) For Fall 2021, please describe the closures and/or social distancing/COVID guidance that are in place for the early learning settings in which your candidates typically conduct their field experiences. (200 words or less)

For Fall semester, our usual field experience settings are the primary grades in the public schools and are observation-based. For Fall 2021, the public-school districts in our service are did not permit visitors. For the class that required the field experience (EDU 241, Learner and Diversity), the lab assignments were re-created to include video observations, research into diverse environments, and reflections on present practices. All of these were designed to amplify using real world examples of the weekly content of the course.

- 3) For Fall 2021, please indicate if there are particular age groups and/or types of early learning settings with which your candidates typically conduct field experiences that you know (or anticipate) candidates will not have access due to COVID-19. (200 words or less)

We use the class EDU 241, with its lab placement in the primary grades in public schools, to meet the public school and the older age groups requirement. For Fall 2021 we were not able to place students in the public schools with the primary grades.

- 4) Please select the choice that best estimates the level of access your candidates had to field experiences during the pandemic and that you anticipate they will have during Fall 2021. (For Annual Reports addressing more than one program, please complete a separate table for each program. Programs that operate on a quarter, trimester, or other non-semester-based system may adjust the time periods accordingly.)

	Spring 2020	Fall 2020	Spring 2021	Fall 2021
All of the candidates in this program were (or will be) able to complete all of their field experiences that would have typically been required during this time period.*	X	X	X	
At least half (but not all) of the candidates in this program were (or will be) able to complete all of their field experiences that would have typically been required during this time period.*	X			
Fewer than half of the candidates in this program were (or will be) able to complete all of their field experiences that would have typically been required during this time period.*		X		
None of the candidates in this program were (or will be) able to complete all of their field experiences that would have typically been required during this time period.				X
N/A--field experiences are not typically required during this time period				

*If candidates were (or anticipate being) able to complete required field experiences but with modifications to what is typically required, please explain: For these periods, we did allow students who worked in the field to complete field experiences in their place of employment (state agency would not allow adults to move from one center to another center).

5) Please check the appropriate boxes to describe the ways you have been supplementing opportunities for candidates to observe and practice in early learning settings.

X	Using videos and reflections to replace field experiences
X	Allowing students to implement curriculum with their own children or children they still have access to
X	Having students record themselves implementing curriculum (with or without actual children)
X	Having students work with their mentor/supervising teachers to plan and implement curriculum virtually
X	Having students work with their mentor/supervising teacher to meet in small groups with children/families virtually
	Giving students an “in progress” and extending the semester to allow additional time to complete field experiences
	Using simulation software (e.g., TeachLive)
	Other _____

6) Please describe how you are supporting candidates’ work with diverse populations of young children during this time of limited access to field sites. (200 words or less)

Candidates who complete field assignments with children in their family or neighborhood as well as with children in childcare settings: most candidates live or work in areas that are culturally diverse. Videos are used that feature children with disabilities and developmentally delays that are not always typically seen in all settings. Many students have commented that the inclusion of video requirements in addition to live observations has enriched their experience. Videos for other classes were chosen with diversity in mind and often included characteristics not encountered in

7) Please check the appropriate response to the following questions.

	Yes	No	N/A
For candidates who graduated in Spring 2021 and Summer 2021, were they able to observe and practice in field experiences across at least two age groups and in at least two types of early learning settings during their time in the program?	X		
For candidates who are planning to graduate in Fall 2021 or beyond, will your candidates have had opportunities to observe and practice in field experiences across at least two age groups and in at least two types of early learning settings during their time in the program?	X		

8) Please check the appropriate boxes in the table below regarding your program's ability to offer key assessments during the following time periods. (For Annual Reports and Self-Study Reports addressing more than one program, please complete a separate table for each program. Programs that operate on a quarter, trimester, or other non-semester-based system may adjust the time periods accordingly.)

	Spring 2020	Fall 2020	Spring 2021	Fall 2021
Our program was (or will be) able to offer all key assessments that are typically offered during this time period	X	X	X	X
Our program was (or will be) able to offer some but not all of the key assessments that are typically offered during this time period				
Our program was (or will) not able to offer any of the key assessments that are typically offered during this time period				
N/A--key assessments would not have been typically required during this time period				

9) If your program was not able to offer all key assessments, please list the key assessment(s) that were not offered and check which standard(s) it/they measure(s)

Name of the Key Assessment	St. 1	St. 2	St. 3	St. 4	St. 5	St. 6

10) Is there anything else you would like to share regarding the impact of COVID-19 on your program? (200 words or less)

IF YOUR PROGRAM IS NOT RESPONDING TO CONDITIONS PLEASE GO TO THE ANNUAL REPORT COMPLETION CHECKLIST ON PAGE 3 TO VERIFY THAT YOU HAVE COMPLETED SECTIONS A THROUGH F.

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. Cite 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 tables and analysis that provide evidence of change. Programs that are accredited with conditions must satisfactorily address conditions by the second Annual Report in order to maintain accreditation.**