



ANNUAL REPORT

INSTITUTION NAME: KENNEDY-KING COLLEGE

STATE: ILLINOIS

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

- SEPTEMBER 30, 20__
- MARCH 31, 2018

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? IF YOU CHECK "YES" SEE PAGE X FOR MORE INFORMATION.

- YES
- NO

- YEAR 5 ANNUAL REPORT

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

Table of Contents

<u>A.</u>	Updates to Contact Information.....	4
<u>B.</u>	Reaffirming Meeting Eligibility Requirements.....	6
<u>C.</u>	Updates to Program Context.....	7
<u>D.</u>	Reporting Program Outcome Data.....	8
<u>E.</u>	Updates to Program of Study.....	11
<u>F.</u>	Reporting and Analyzing Data for a Standard.....	12
	a. Key Assessment Title Chart.....	12
	b. Chart of Key Assessments Aligned to the Standards.....	12
	c. Reporting Data for a Standard.....	14
	d. Data Analysis Questions.....	15
<u>G.</u>	Response to Conditions (<i>only for programs accredited with conditions</i>).....	16

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 student performance data
- Provide data to inform the early childhood degree landscape
- (For some programs) Resolve any conditions identified by the Commission as part of an accreditation decision
- (For programs in Year 4) Provide an opportunity for feedback on key assessments as the program prepares for renewal

A. UPDATES TO CONTACT INFORMATION

Institution Name	Kennedy-King College
Mailing Address	6301 S. Halsted Chicago, IL 60621
Program Name(s)	Child Development
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.	A.A.S. Child Development: Pre-School Education
Program's website address (please list the website address for each program if including more than one program)	http://www.ccc.edu/colleges/kennedy/departments/Pages/Child-Development.aspx
Does the program's name above differ from what is currently listed on the NAEYC website (http://www.naeyc.org/highered/accreditation/accredited-programs)?	<input type="checkbox"/> No <input checked="" 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>):	Name: Ayelet Miller Title: Child Development Program Coordinator/Faculty Phone: 773-602-5353 Email: amiller148@ccc.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>):	Name: Yolanda Simmons Title: Child Development Program Coordinator Phone: 773-602-5337 Email: ysimmons5@ccc.edu
If this is a new secondary contact, please list his/her graduate degree(s) and subject area(s)	Ed.M., E.C.E

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.	X	
The program(s) is not designated as “low-performing” by the state as outlined by Title II of the Higher Education Act.	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 offers field experiences.	X	
The program(s) has graduated at least one individual.	X	
(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.	X	

Please explain any “no” answer above:

C. UPDATES TO PROGRAM CONTEXT

<p>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)?</p>	<p><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes If the program answered “yes”, please provide a short explanation.</p>
<p>Number of full-time candidates enrolled for the most recent semester¹ available</p>	<p>There are 12 students enrolled full-time this semester (Spring 2018).</p>
<p>Number of part-time candidates enrolled for the most recent semester² available</p>	<p>There are 28 students enrolled part-time this semester (Spring 2018).</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. 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>There were 10 program completers in the 2016-2017 academic year.</p>
<p>Number of full-time faculty who taught in the early childhood program(s) during the past academic year:</p>	<p>There were three full-time faculty who taught in the program during this past academic year (2016-2017).</p>
<p>Number of part-time faculty who taught in the early childhood program(s) during the past academic year:</p>	<p>There were two adjunct instructors who taught in the program this past academic year (2016-2017).</p>

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

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. **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.**

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. (note: the percentages in each row should add up to 100%)

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 ³ (at the time of completion)
2014-15	22	9.1% (2 of 22)	90.9% (20 of 22)
2015-16	24	0.0% (0 of 24)	100.0% (24 of 24)
2016-17	10	30.0% (3 of 10)	70.0% (7 of 10)

2) Outcome Measure #2: The Program Completion Rate

What is the published timeframe⁴ for full-time candidates to complete the early childhood program(s) included in this Annual Report? ___2.5 Academic Years_____

In the following chart, please indicate **the percentage of full-time candidates 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) for the three most recent academic years for which the program has data. **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) indicator. The academic years selected must fall within**

³ Part-time status is defined by the institution.

⁴ "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/>.

eight years of the date this annual report is submitted. If reporting on the 200% or 300% measure, the percentage of completers who finished within this time frame will include those counted in the 150% measure.

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: ___ A.A.S. Child Development: Pre-School Education _____

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%, <u>200% (twice)</u> or 300% (three times) of the published timeframe (Please circle or underline the indicator above on which the program will report.)
Fall 2012 cohort	27.2% (3 of 11)	0.0% (0 of 11)
Fall 2013 cohort	28.6% (8 of 28)	0.0% (0 of 28)
Fall 2014 cohort	13.3% (2 of 15)	0.0% (0 of 15)

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

The drop in completion rate and enrollment that is evident between the Fall cohort of 2013 and the Fall cohort of 2014 is reflective of a couple of factors. One major influence in our enrollment and program completion that negatively impacted outcomes for the Fall 2014 cohort was the decision made by The City Colleges of Chicago District Office to consolidate five of the six Child Development Programs and move all programs to Truman College. This led students to either begin transitioning to Truman College, to pursue getting their Child Development degree at other institutions outside of the City Colleges, or to get discouraged and discontinue pursuing their degree in Child Development. Another factor in which impacted our enrollment and completion rate is reflective of the employment rate which was trending up during this time frame and increased between 2013 and 2014.

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
FA14 enrolled	59 (49.6%)	25.9%	60 (50.4%)	33.3%
FA15 enrolled	38 (50.0%)	30.8%	38 (50.0%)	21.1%
FA16 enrolled	21 (61.8%)	17.6%	13 (38.2%)	30.8%

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	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

(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

- 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.** The link should be accessible from the program's home page on the institution's website. The data could be housed within the program's section of the institution's website or, if an institution has a page that houses all accreditation data and/or student success data, the program outcome measures could be included there.

<http://www.ccc.edu/colleges/kennedy/departments/Pages/Child-Development.aspx>

E. UPDATES TO PROGRAM OF STUDY

<p>Has there been any substantive changes⁵ in courses, program design, or leadership. If there have been substantive changes in courses, please include the current program of study as described in the college catalog, including concentrations or other degree program options, with course lists. <i>Attach a copy of the actual college catalog page or pages from the college website.</i></p>	<p><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>If “yes”, please describe the changes.</p>
<p>Did these changes involve removal of any courses from the program?</p>	<p><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>(If so, please note that key assessments need to be given in classes that are required of all candidates.)</p>
<p>Have there been substantive changes in field experiences?</p>	<p><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>If “yes”, attach documentation that the program still meets Standard 7. Examples of documentation include (but are not limited to) a field experience chart for the program or a tracking sheet indicating that the program ensures that all candidates have each of these experiences somewhere within the program.</p>

⁵ NAEYC understands and appreciates that programmatic changes are a routine and healthy part of the continuous improvement process. Most of these changes will not impact the accreditation of the program (as described and captured in the Self-Study Report and site visit). However, substantive changes should be reported to the Commission on the Accreditation of Early Childhood Higher Education Programs in the program’s Annual Report. The Commission will review these changes to determine if they impact the accreditation status of the program. Substantive changes include, but are not limited to,

- changes in the management, oversight and administrative home of the program;
- changes in geographical setting, including moving the program to a new location, or establishing a branch campus or a new off-campus cohort program;
- adding or modifying courses that represent a significant departure in terms of either the content or method of delivery from those that were offered at the last site visit, such as online courses (here a substantive change is operationally defined as 25% or more of the credit hours of the accredited curriculum);

<p>Please confirm continued compliance with Standard 7 by checking the boxes as appropriate.</p> <p>See explanation of field Experiences and student teaching below.</p>	<p><input checked="" type="checkbox"/> 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)</p> <p><input checked="" type="checkbox"/> 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)</p> <p><input checked="" type="checkbox"/> 7b. The program provides opportunities for all candidates to observe in at least two of the four main types of early education settings (early school grades, early learning and care centers, home-based early learning and care programs, Head Start (or equivalent) programs)⁶</p> <p><input checked="" type="checkbox"/> 7b. The program provides opportunities for all candidates to practice in at least two of the four main types of early education settings (early school grades, early learning and care centers, home-based early learning and care programs, Head Start (or equivalent) programs)⁷</p>
--	---

Explanation of Field Experiences/Student Teaching: Students are required to complete field experience hours in all ten core courses in the AAS degree. There are 9 courses students must complete prior to the Practicum. Across those 9 courses students complete 80 observation hours, which include formal observation and interpretation assignments, interviews, checklists, community resource evaluations, environmental assessments, and case studies. After those 9 courses are culminated, students then complete 250 hours of student-teaching during the Practicum course, which are supervised by a mentor teacher as well as the college instructor. Through the 80 observation hours, and the 250 student-teaching practicum hours, students are provided multiple opportunities to observe and practice in, at minimum, two different settings with, at minimum, two different age ranges as described in the Standard 7 Guidance.

⁶ In fall 2017, NAEYC released guidance on Standard 7, updating 7b to better reflect the current landscape of early learning programs. The guidance can be accessed in the Accreditation Resource Library on Basecamp in the “Guidance Documents and Other Resources” Discussion Thread.

⁷Ibid.

F. REPORTING AND ANALYZING DATA FOR A STANDARD

For Section F, 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 don't 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	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	Interview with a New Parent	
Key Assessment 2	Two-Week Teaching Activity Plan	
Key Assessment 3	Child Case Study	
Key Assessment 4	Self-Authored Picture Book	
Key Assessment 5	Philosophy of Education	
Key Assessment 6 (if applicable)*		

* 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		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 Elements	Key Assessment					
	1	2	3	4	5	6
2a. Knowing about and understanding diverse family and community characteristics.	X					

2b. Supporting and engaging families and communities through respectful, reciprocal relationships.	X					
2c. Involving families and communities in young children’s development and learning.	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			
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			
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.			X			
3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.			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			
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		
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		
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	

6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.					X	
6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.					X	
6d. Integrating knowledgeable, reflective, and critical perspectives on early education.					X	
6e. Engaging in informed advocacy for young children and the early childhood profession.					X	

If the program did not check a key assessment for every key element, please explain below.

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 indicated on p. 1 that this is a Year 4 Annual Report for which you are requesting feedback on key assessments. See Part H for more information.

Looking *collectively across all key assessments associated with the standard the program chose*, include two applications⁸ 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 (as shown in the sample chart below); 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.** Below is a suggested data reporting template, but programs are encouraged to report the data in a format that best meets their program needs⁹. All data charts must clearly distinguish between how many candidates met or did not meet standards. All data charts must clearly indicate which key assessments are included and the dates of application for each key assessment.

⁸ One “application” refers to one time the assessment was given. (Dates should be clear, distinct, and recent.)

⁹ In fall 2017, NAEYC issued guidance on reporting and analyzing data by standard. This guidance can be found in the Accreditation Resource Library on Basecamp in the “Guidance Documents and Other Resources” discussion thread. Programs are encouraged to review the guidance when completing this section of the Annual Report.

Program name: Child Development Program			
Date(s) of Application 1: Key Assessment 1: Interview with a New Parent Spring 2017			
Date(s) of Application 2: Key Assessment 1: Interview with a New Parent Fall 2017			
Key Elements of Standard 2	Not Met	Met	Exceeds
Key Element (2a) Knowing about and understanding diverse family and community characteristics.	Application 1 N = 3 % = 10%	Application 1 N = 17 % = 59%	Application 1 N = 9 % = 31%
	Application 2 N = 12 % = 23	Application 2 N = 23 % = 44	Application 2 N = 17 % = 33
Key Element (2b) Supporting and engaging families and communities through respectful, reciprocal relationships. Knowing about and understanding diverse family and community characteristics.	Application 1 N = 0 % = 0	Application 1 N = 3 % = 10	Application 1 N = 26 % = 90
	Application 2 N = 0 % = 0	Application 2 N = 7 % = 13	Application 2 N = 45 % = 87
Key Element (2c) Involving families and communities in young children's development and learning.	Application 1 N = 9 % = 32	Application 1 N = 14 % = 48	Application 1 N = 6 % = 20
	Application 2 N = 20 % = 38	Application 2 N = 17 % = 33	Application 2 N = 15 % = 29

Data Analysis Questions

After reviewing the data reported above, answer the following 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. (600 word limit)**

After close analysis of the data there are several trends which are apparent. Student scores for each key element were fairly consistent across these two applications with one small deviation. In terms of Key Element 2a, 90% of students met or exceeded the assessment criteria for demonstration of the element in the Spring of 2017, while 77% of students met or exceeded the assessment criteria for demonstration of the element in the Fall of 2017. Student performance pertaining to Key Element 2b was consistent for both application cycles in that 100 % of students were able to meet or exceed the assessment criteria. In examining the data for Key Element 2c, 68% of students met or exceeded the assessment criteria for the element in the Spring of 2017, while 62% of students met or exceeded the assessment criteria for the element in the Fall of 2017.

Based on these outcomes it is clear that students are not performing consistently across all key elements of Standard 2. Students did exceptionally well meeting Key Element 2b, as all students were able to either meet or exceed the assessment criteria. In reviewing student performance on Key Element 2a, students did slightly better meeting or exceeding the assignment requirements for demonstration of the element in the Spring of 2017, than in the Fall of 2017. Although not all students met or exceeded the assessment requirement for this element, approximately 84% of students met or exceeded the assignments requirements for both application cycles which is a fairly positive outcome. When examining student outcomes for assessment requirements that demonstrate Key Element 2c only approximately 65% of students were able to meet or exceed the assessment criteria for this element. These outcomes suggest that as a program we need to evaluate the opportunities we provide for students focusing on Key Element 2a: Knowing about and understanding diverse family and community characteristics and Key Element 2c: Involving families and communities in young children's development and learning.

- 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.) (600 word limit)**

In reflecting on these outcomes, one variable that might play a role in student performance on this Key Assessment is the assessment is assigned in one of our introductory courses entitled Human Growth and Development I (101). Since Child Development 101 is one of the first courses in the Child Development Program sequence, students have limited experience with Standard 2 and the corresponding Key Elements. In order to aid students in meeting the key elements, it will be beneficial to incorporate additional activities into the course, which will assist in the development of the skills necessary. This will help students to further understand diverse family and community characteristics and involve families and communities in young children's development. Specific activities such as case studies, role plays, and discussions around Key Elements 2a and 2c can help develop these skills further.

In addition to evaluating the experiences provided in the course, relevant to key elements a and c, the program is evaluating the entire course sequence to identify specific activities and assignments for Standard 2. Although all classes incorporate Standard 2 to some degree, the courses in the program where students gain experiences around building family and community relationships are: Health, Safety and Nutrition; Observation, Assessment and Documentation to Support Young Children and Families; Child, Family and Community Relations; and our capstone course Practicum in Preschool-Education. The program values the opportunity to identify key experiences that support students' further development in Standard 2 across the program, and have concluded that it will also be beneficial to assess student growth by either including Standard 2 or specific Key Elements in existing Key Assessments, or potentially creating a new Key Assessment that will be assigned in a later course in the program.

If your program is responding to conditions, please go to Part G.

If your program is submitting a Year 4 Annual Report and would like to have some of its Key Assessments reviewed, please go to Part H

If your program is not responding to conditions and is not submitting a Year 4 Annual Report, please go to the Concluding Page to complete the Annual Report.

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 charts 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.**

H. YEAR 4 PROGRAM SUBMITTING KEY ASSESSMENTS FOR REVIEW

If the program is submitting a Year 4 Annual Report and is submitting key assessments for review, please complete this section. Programs in Year 4 are not required to use this service. If the program is not submitting a Year 4 Annual Report, do not complete this section.

Programs can submit **up to two key assessments** that measure the Standard on which they submitted data in Section F.

On which standard did the program report its two most recent applications of data in this Annual Report?

- Standard 1
- Standard 2
- Standard 3
- Standard 4
- Standard 5
- Standard 6

Please indicate which key assessments that measure this standard you are including for review.

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

Please include in this Annual Report up to two Key Assessments (instructions to candidates and rubrics) that measure this standard.

Key Assessment 1: Interview with a New Parent

Objectives:

1. Interview of a new parent in order to gain first-hand information about their experience during pregnancy, birth and parenting. (1b, 2a, 2b)
2. Observation of an infant to determine general norms in age/stage development and individual differences. (1a, 1b)
3. To gain an understanding of how genetics and environment play a role in a child's development and learning. (1b, 2a)
4. To obtain knowledge on the diversity of families and communities. (2a)
5. To advocate for children and families by providing parents with helpful resources to support them in their role as their child's first teacher. (1c, 2c)
6. Utilize the interview research method and uphold ethical standards and professional guidelines. (2b)

NAEYC Standards Addressed:

Standard 1. Promoting Child Development and Learning

Key elements of Standard 1:

1a: Knowing and understanding young children's characteristics and needs

1b: Knowing and understanding the multiple influences on development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Standard 2. Building Family and Community Relationships

Key elements of Standard 2:

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in their children's development and learning

Procedure:

1. Select a new mother/ father (has had a child within the last 12 months, does not have to be the first child) to interview. **Must have been present for prenatal development, birth and first months/years of the child's life.**
2. Collect demographic (background) information about the family including the members of the family, the age and gender of the child/children, the neighborhood they reside in, ethnic and cultural background, and any other information that is applicable. Be sure to maintain confidentiality by using the participants' initials rather than their full names.
3. Interview a parent about the recent birth of their baby. Ask questions based upon your readings, videos and discussions in class. While mandatory start-up questions are provided (page 3), you are also required to create a minimum of **two to five additional questions** that indicate your knowledge in each of the following: the birth process, birthing practices and parenting issues.
4. Conduct an in-depth interview of at least 45 minutes.
5. Select a comfortable setting for the interview (preferably in the parent's home).
6. Take detailed notes of the interview. Be sure to notate every question and answer objectively. Use of a tape recorder is ideal, but only if the parent gives their permission to its use. You must include a typed transcript of each question asked and responses when submitting the assignment.
7. Use open-ended questions to gain information from the interviewee.
8. **Use follow-up questions in response to comments that can be explained or elaborated on.**
9. Use the **exact** words of both the interviewer and the subject in your transcript. Record questions and answers in the following way:
 - a. Question: "How were you informed about the process of labor?" (**open-ended question**)
 - b. Answer: "I have other children, so I was already experienced in the birth process."
 - c. Question: "You said that you had other children, what were the differences between each labor?" (**follow-up question**)
10. Once mandatory questions have been asked, be sure to ask your additional two to five self-created questions.

11. When the interview is complete present the parent tips and milestone handout and explain to the parent their role in assisting in their child's optimal development.
12. Research and provide one community resource that may be helpful to the parent(s).
13. **Type** a summary of the session:
 - a. Include a heading with your name, date, assignment title, and the family demographics.
 - b. Include at least one paragraph comparing the ideas, feelings and opinions shared in the interview with **ideas from the text, class discussions and videos**. Include at least one paragraph on your interpretation/analysis of the comments, mood and environmental clues in the home. Discuss your opinions about the parent's expectations for the growth and development of their child, their preparedness to nurture and stimulate the child and available resources to help provide for the child. Discuss the role that culture/ethnic background has played in the decisions the parent has made pertaining to prenatal development, birth, and child rearing. Also, include your discussion of the parent tips and milestones handout as well as the community resource you provided. Your summary should be at **minimum** one page in length.
 - c. Submit a typed transcript (questions and answers) and your summary through Turnitin.

Mandatory Start-up Questions:

1. How were you informed about the process of labor?
2. What did you understand about your body and the baby's development in your womb?
3. What kind of training did you receive in prenatal care and child birth instructions?
4. What concerns did you have about your pregnancy?
5. Was your delivery considered normal, or were there complications?
6. What type of care did you receive during labor/delivery/after delivery?
7. What role has your ethnic or cultural background played in the choices that you have made/make during prenatal development, delivery method of your child, and child rearing practices?
8. What kind of personality does your baby demonstrate?
9. Does he/she have any preferences for specific: people, food, activities?
10. Other than issues of love and care, what family values do you want to teach this child?

Interview Rubric

Criteria	Standard	Proficient	Competent	Novice
Grammar/ Spelling	S.S. 3	Observes use of proper grammar, spelling, and word usage (excludes mother's comments). 4 Pts.	There are several (more than four) grammar, spelling, and word usage errors (excludes mother's comments). 2 Pts.	There are many (more than eight) grammar, spelling, and word usage errors (excludes mother's comments). 0 Pts
Professionalism of interviewer	Standard 2: 2b	Interviewer upholds professionalism during the interview by using professional language, demonstrating sensitivity towards the interviewee and maintaining confidentiality. 5 Pts.	Interviewer does not consistently uphold professionalism during the interview by using professional language, demonstrating sensitivity towards the interviewee and maintaining confidentiality times. 3 pts.	Interviewer does not uphold professionalism during the interview by using professional language, demonstrating sensitivity towards the interviewee and maintaining confidentiality. 0 Pts.
Preparation	S.S. 2	Asks questions indicating interviewer's competent preparation in obtaining knowledge on the subject of human growth and development. 5 Pts.	Asks questions indicating some competent preparation in obtaining knowledge on the subject. 3 Pts.	No indication of preparation in obtaining knowledge on the subject. 0 Pts.
Questions cover a range of issues	Standard 1: 1b S.S. 3	Questions cover a range of issues that relate to prenatal care, labor, bonding, stimulation, gender typing and parenting style. Questions also	Questions cover a limited range of issues that relate to prenatal care, labor, bonding, stimulation, gender typing and parenting style.	Questions do not cover range of issues that relate to prenatal care, labor, bonding, stimulation, gender typing and parenting style.

		demonstrate an understanding of the multiple influences on development and learning. 5 Pts.	3 Pts	2-0 Pts
Utilizes follow-up questions	S.S. 3	Utilizes a variety of open-ended follow-up questions in order obtain more detail or clarity. 5Pts.	Utilizes several follow-up questions in order obtain more detail or clarity. 3 Pts.	Does not follow-up on comments to obtain more detail or clarity. 0 Pts.
Family and Community Characteristics	Standard 2: 2a	Obtains detailed demographic information regarding the family, home environment and neighborhood/community. 5 pts.	Obtains some demographic information regarding the family, home environment and neighborhood/community. 4 pts.	Obtains little or no demographic information regarding the family, home environment and neighborhood/community 2-0 pts.
Understanding Development	Standard 1: 1a, S.S. 4 S.S. 5	Summary remarks (first paragraph): illustrate an in depth understanding of prenatal development, birth, and infancy. Compares the prenatal experiences, labor, child's development, home environment, family demographics, etc., with references to text, handouts, videos and lectures in order to establish	Summary remarks (first paragraph): illustrate a basic understanding of prenatal development, birth, and infancy. Compares some of the prenatal experiences, labor, child's development, home environment, family demographics, etc., with references to text, handouts, videos and lectures in order to establish self as an informed authority. 6 Pts.	Summary remarks (first paragraph): illustrate a limited understanding of prenatal development, birth, and infancy. Draws few or no comparisons between the prenatal experiences, labor, child's development, home environment, family demographics, etc., with references to text, handouts, videos and lectures in order to establish self as an informed authority. 5-0Pts.

		self as an informed authority. 7 Pts.		
Understanding the Environments Role in Development	Standard 1: 1C S.S. 2 S.S. 3	Summary conclusion (second paragraph): Discussion renders an informed opinion regarding the parent/parents' ability to assist the child in developing optimally. The discussion should include the home environment, primary caregivers, community resources, and any other aspects that may play a role in the child's development and learning. 7 Pts.	Summary conclusion (second paragraph): Discussion renders a somewhat informed opinion regarding the parent/parents' ability to assist the child in developing optimally. The discussion should include the home environment, primary caregivers, community resources, and any other aspects that may play a role in the child's development and learning. 6 Pts.	Summary conclusion (second paragraph): Discussion does not renders an Informed opinion regarding the parent/parents' ability to assist the child in developing optimally. The discussion should include the home environment, primary caregivers, community resources, and any other aspects that may play a role in the child's development and learning. 5-0 Pts.
Advocacy	Standard 2: 2C	The summary conclusion includes a rich discussion of the milestones, parent tips and community resources shared with the parent. 7 Pts.	The summary conclusion includes a somewhat detailed discussion of the milestones, parent tips and community resources shared with the parent. 6 pts.	The summary conclusion includes a brief discussion or no discussion of the milestones, parent tips and community resources shared with the parent. 5-0 pts.
Additional Comments			Points x 2 =	
			Grade=	

CONCLUDING PAGE

NAME OF PERSON COMPLETING THIS REPORT: AYELET MILLER

DATE: 3/8/18

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

NAEYC's Early Childhood Higher Education Accreditation system relies upon volunteers to serve as peer reviewers. We encourage faculty (full-time and part-time) to become peer reviewers as a professional development endeavor, to better understand NAEYC accreditation, and to contribute to the profession's higher education accrediting body. If you are currently a peer reviewer (or Commissioner), thank you! To learn more about serving as a peer reviewer, visit <https://www.naeyc.org/accreditation/higher-ed/peer-reviewer>.

If you or a colleague would like to apply to serve as a peer reviewer, or if you have questions about this role, please provide your contact information (or the faculty member's contact information) below:

Name:

Email Address: