

August 26, 2016

Ayelet Miller  
Kennedy-King College  
6301 S. Halsted Street  
Chicago, IL 60621

Dear Ms. Miller:

We are pleased to inform you that the A.A.S. Child Development - Preschool Option degree at Kennedy-King College has earned continued NAEYC Early Childhood Associate Degree Accreditation. The NAEYC Commission on Early Childhood Associate Degree Accreditation finds this program to have met the conditions listed in the initial accreditation decision. Accreditation is awarded to the A.A.S. Child Development - Preschool Option degree and the conditions have been removed. Your accreditation expires seven years after the initial accreditation decision.

As you know, the program had two conditions to meet after the 2014 review by the Commission. The second condition was met following the program's 2015 Annual Report. The program had to meet the first condition ("Revise key assessment rubrics for Standards 1-5 to demonstrate explicit alignment with the depth and breadth of the standards and to meet the cognitive demands and skill requirements congruent with the standards") by this second annual report.

In its second annual report (2016), the program submitted revised versions of Key Assessments 1-4 (student instructions and rubrics), and also submitted a new Key Assessment 5. All of the standards and supportive skills are addressed by the latest version of the key assessments. The student instructions and grading rubrics are consistent and specifically identify and align with the key elements of the standards, as well as the supportive skills. This demonstrates that condition 1 has been met.

The Commission offers the following areas for additional consideration:

- The grading rubrics clearly identify levels of student performance, although it is not clear which levels of student performance are considered to have met the standards and which have not. The program is encouraged to identify an "acceptable" level of student performance for each key assessment.
- Sometimes one row of a rubric clustered two or three different standards; this makes it difficult to disaggregate data by standard and interpret and use data for program improvement related to the standards. This concern did not appear to be occurring in previous reports from the program, and while the Commission cannot create new Conditions after an initial set of Conditions has been given, the program will need to address this concern prior to their next Self-Study Report submission."

Following is a summary of each of the five key assessments:

Key Assessment 1: New Parent Interview (Revised since 2015 Annual Report)

- New alignment with Standards 1 and 2 and Supportive Skills 2, 3, 4, and 5 is presented.
- Student instructions and grading rubric are both accurately aligned with key elements of Standards 1 and 2, as well as with Supportive Skills 2 through 5.
- Key elements of the standards have been identified for each objective of the student instructions, rather than being aligned with the criteria in the student instructions that explain expectations, and that are subsequently measured on the grading rubric.
- The grading rubric identifies three levels of student performance (proficient, competent, novice). Each line of the grading rubric clearly identifies key elements and/or supportive skills which align with the criterion. However, there are a few instances of clustering of key elements for more than one standard, and/or for one standard and a supportive skill. For example, on page 38 of the Self-Study Report there is one line of the rubric that is measuring 1a, 1b, and Supportive Skill 3. On the same page there is another line of the rubric that measures Key Element 1a, 1b, 2a, Supportive Skill 4, and Supportive Skill 5. On page 39, in the summary conclusion, the line of the rubric measures Key Element 1b, 1c, 2a, 2b, 2c, Supportive Skill 2, and Supportive Skill 3. This approach will not allow the program to collect data which differentiates student performance for each of the key elements and supportive skills identified.

Key Assessment 2: Two-Week Teaching Activity Plans (Revised since 2015 Annual Report)

- New alignment with Standards 1, 4, and 5, and Supportive Skills 1-5 is presented.
- Student instructions and grading rubric are both accurately aligned with key elements of Standards 1, 4, and 5, and with Supportive Skills 1 through 5.
- The grading rubric identifies three levels of student performance (exceeds, meets, below). Each line of the grading rubric clearly identifies key elements and/or supportive skills which align with the criterion. However, there are a few instances of clustering of key elements for more than one standard, and/or for one standard and a supportive skill. For example, on page 27 of the Self-Study Report, the last line measures Key Elements 1a, 1b, 1c, as well as Supportive Skill 3. On page 28 of the Self-Study Report, the first line of the rubric measures Key Elements 4a, 5a, 5b, 5c, as well as Supportive Skill 2 and 3. (There are additional instances on this same page of the Self-Study Report.) This approach will not allow the program to collect data which differentiates student performance for each of the key elements and supportive skills identified. In addition, the program might produce more specific and useful data if it focused each line of the rubric on measuring only one standard.

Key Assessment 3: Child Case Study (Revised since 2015 Annual Report)

- New alignment with Standards 3 and 4, and Supportive Skills 2-5 is presented.
- Student instructions and grading rubrics are both accurately aligned with key elements of Standards 3 and 4, and with Supportive Skills 2 through 5.
- The grading rubric identifies three levels of student performance (exceeds, meets, below). Each line of the grading rubric clearly identifies key elements and/or supportive skills which align with the criterion. However, there are instances of clustering of key elements for more than one standard, and/or for one standard and a supportive skill. For example, on page 43 of the Self-Study Report, Criterion 1 measures Key Elements 3a, 3b, 3c, and Supportive Skill 3; Criterion 2 measures Key Elements 3a, 3c, and Supportive Skills 3 and 4. On page 44 of the Self-Study Report, key elements of Standards 3 and 4 are being measured by the same line of rubric, in addition to several supportive skills. This pattern is repeated throughout the rubric. This approach will not allow the program to collect data which differentiates student performance

for each of the key elements and supportive skills identified. In addition, the program might produce more specific and useful data if it focused each line of the rubric on measuring only one standard.

Key Assessment 4: Self-Authored Picture Book (Revised since 2015 Annual Report)

- Alignment is the same as previous versions of this key assessment, with Standards 1 and 5, and Supportive Skills 2 and 3. In addition, Supportive Skill 4 has been aligned with this key assessment.
- Student instructions and grading rubric are both accurately aligned with key elements of Standards 1 and 5, and with Supportive Skills 2, 3, and 4.
- The grading rubric identifies four levels of student performance (all elements present, most elements present, significant elements present, elements not present). The levels of quality for this key assessment are labeled differently than in the rubrics for Key Assessments 1-3. It is not clear which levels would be considered having met the standards, with all and most elements present. There are several lines of the rubric which measure more than one standard and/or supportive skill: Criterion 2 (Standard 1, 5, and Supportive Skill 3), Criterion 6 (Standards 1 and 5, and Supportive Skill 2), Criterion 7 (Standards 1 and 5), and Criterion 8 (Standards 1 and 5, and Supportive Skill 2). This approach will not allow the program to collect data which differentiates student performance for each of the key elements and Supportive Skills identified. In addition, the program might produce more specific and useful data if it focused each line of the rubric on measuring only one standard.

Key Assessment 5: Philosophy of Education (New since the 2015 Annual Report)

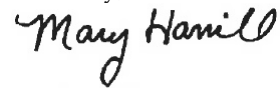
- Aligned with all five key elements of Standard 6, as well as Supportive Skills 1, 3, 4, and 5, is presented.
- Student instructions and grading rubric are both accurately aligned with key elements of Standard 6, and with Supportive Skills 1, 3, 4 and 5
- The grading rubric identifies three levels of student performance (well developed, developed, emergent). The levels of quality for this key assessment are labeled differently than in the rubrics for Key Assessments 1-3. It is not clear which levels would be considered having met the standards. There are several lines of the rubric which measure multiple key elements of Standard 6 and/or supportive skills (Self-Study Report page 52-52).

As you know, accreditation is maintained through submission of an Annual Report and Annual Fee; your reporting date, which remains the same each year, is on the cover page of the original Decision Report. Current fees are posted at [www.naeyc.org](http://www.naeyc.org) and in the online accreditation community of practice. Accreditation expires seven years after the original Commission decision; one year before expiration, programs submit a new Self-Study Report and host a new site visit. Under this timeline, Kennedy-King College would plan to submit Annual Reports by March 31, 2017, 2018, and 2019, prior to submitting a renewal Self-Study Report by March 31, 2020.

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Congratulations on your program's continued accreditation! We encourage you to continue to use the online community website and the other resources available to maintain compliance with the accreditation standards, prepare Annual Reports, and sustain a culture of evidence-based quality improvement. Please contact Pamela Ehrenberg, Program Review Manager ([pehrenberg@naeyc.org](mailto:pehrenberg@naeyc.org)), if you have any questions or if we can be of assistance.

Sincerely,



Mary Harrill  
Senior Director  
Higher Education Accreditation & Program Support



Kathy Allen  
Commission Chair

cc:     Arshele Stevens, President