



Early Childhood Higher Education Programs

## **ANNUAL REPORT**

**INSTITUTION NAME:** OWENS COMMUNITY COLLEGE

**STATE:** OHIO

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

☐ SEPTEMBER 30, 20\_\_

☒ MARCH 31, 2020

**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]***

**NAME OF PERSON COMPLETING THIS REPORT:** ELISA HUSS-HAGE AND MICHELLE ARBOGAST

**DATE:** 3/31/2020

**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

# Table of Contents

<b><u>A.</u></b>	<b>Updates to Contact Information.....</b>	<b>4</b>
<b><u>B.</u></b>	<b>Reaffirming Meeting Eligibility Requirements.....</b>	<b>5</b>
<b><u>C.</u></b>	<b>Updates to Program Context.....</b>	<b>7</b>
<b><u>D.</u></b>	<b>Reporting Program Outcome Data.....</b>	<b>9</b>
<b><u>E.</u></b>	<b>Reporting and Analyzing Data for a Standard.....</b>	<b>12</b>
	<b>a. Key Assessment Title Chart.....</b>	<b>12</b>
	<b>b. Chart of Key Assessments Aligned to the Standards.....</b>	<b>12</b>
	<b>c. Reporting Data for a Standard.....</b>	<b>15</b>
	<b>d. Data Analysis Questions.....</b>	<b>15</b>
<b><u>F.</u></b>	<b>Standard 7 – Field Experiences.....</b>	<b>16</b>
<b><u>G.</u></b>	<b>Response to Conditions (<i>only for programs accredited with conditions</i>).....</b>	<b>18</b>
<b><u>H.</u></b>	<b>Year 4 Program Submitting Key Assessments for Review.....</b>	<b>19</b>

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
- (For programs in Year 4) Provide an opportunity for feedback on key assessments as the program prepares for renewal

## **A. UPDATES TO CONTACT INFORMATION**

<b>Institution Name</b>	Owens Community College
<b>Mailing Address</b>	30335 Oregon Road, Perrysburg, OH. 43551
<b>Program Name(s)</b>	Early Childhood Education Technology
<b>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.</b>	Early Childhood Education Technology, AAS
<b>Program's website address (please list the website address for each program if including more than one program)</b>	<a href="https://www.owens.edu/teachereducation/majors.html">https://www.owens.edu/teachereducation/majors.html</a>
<b>Does the program's name above differ from what is currently listed on the NAEYC website (<a href="http://www.naeyc.org/highered/accreditation/accredited-programs">http://www.naeyc.org/highered/accreditation/accredited-programs</a>)?</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes  Program Name (if the institution has more than one accredited program)_____
<b>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>):</b>	<b>Name:</b> Dr. Michelle A. Arbogast <b>Title:</b> Chair, Teacher Education and Human Services <b>Phone:</b> 567-661-7283 <b>Email:</b> michelle_arbogast@owens.edu
<b>If this is a new primary contact, please list his/her graduate degree(s) and subject area(s)</b>	M.Ed. – Higher Education; University of Toledo; December, 2014 Ph.D. – Curriculum & Instruction – Educational Technology; University of Toledo, May 2019
<b>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>):</b>	<b>Name:</b> Melinda Gray <b>Title:</b> Professor, Teacher Education <b>Phone:</b> 567-429-3514 <b>Email:</b> melinda_gray@owens.edu
<b>If this is a new secondary contact, please list his/her graduate degree(s) and subject area(s)</b>	<u>University of Findlay, Findlay, Ohio 45840</u> MS in Education May 1999 <b>Major:</b> Early Childhood Special Education  <u>Bowling Green State University, Bowling Green, Ohio</u> BS in Education May 1993 <b>Major:</b> Child and Family Development <b>Area of Concentration:</b> Psychology

## **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.*

	<b>Yes (for all programs listed)</b>	<b>No (for one or more programs listed)</b>
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. <sup>1</sup>	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	
<p>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.</p> <p>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</p>	X	

<sup>1</sup>Teacher 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.

<p>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.</p>		
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**Please explain any “no” answer above:**

### **C. UPDATES TO PROGRAM CONTEXT**

<b>Have there been any substantive changes to the program, as defined in the Accreditation Handbook?</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes  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.
<b>Number of full-time candidates enrolled for the most recent semester<sup>2</sup> available (do not include certificate-only students in counts)</b>	Fall 2019 = 18
<b>Number of part-time candidates enrolled for the most recent semester<sup>3</sup> available (do not include certificate-only students in counts)</b>	Fall 2019 = 45
<b>The number of required early childhood credit hours in the program.</b>	32
<b>The number of required general education credit hours in the program.</b>	19
<b>The number of required non-early childhood education methodology and other education courses in the program.</b>	12
<b>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.</b>	Includes Summer 2018, Fall 2018, Spring 2019  15
<b>Number of full-time faculty who taught in the early childhood</b>	2

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

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

<b>program(s) during the past academic year:</b>	
<b>Number of part-time faculty who taught in the early childhood program(s) during the past academic year:</b>	5
<b>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?</b>	<input checked="checked" type="checkbox"/> 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%.

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 <sup>4</sup> (at the time of completion)
2019	15	0%	100%
2018	8	25%	75%
2017	4	0%	100%

### **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 years

In the following chart, please indicate **the percentage of full-time candidates completing the program within the program's published timeframe.**<sup>5</sup> **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 eight years of the date this report is submitted.**

***Example: A program with a published timeline of two years (four semesters at 15 credits a semester) to complete an A.A.S. in Early Childhood could select a Fall 2011 cohort on which to report. The 150% indicator,***

<sup>4</sup> Part-time status is defined by the institution.

<sup>5</sup> "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/>.

*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:** Early Childhood Education Technology

Academic year in which a Fall cohort of <b>full-time</b> 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%, <b>200% (twice)</b> or 300% (three times) of the published timeframe <b>(Please circle, underline or bold the indicator above on which the program will report.)</b>
2015-2016	0%	0%
2014-2015	0%	13%
2013-2014	9.1%	9.1%

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 (% of Total Enrollment)	Retention Rate among Part-Time Candidates	% of Full-Time Candidates Enrolled (% of Total Enrollment)	Retention Rate among Full-Time Candidates
2018	59/77 (76.6%)	32/59 (54.2%)	18/77 (23.4%)	13/18 (72.2%)
2017	70/109 (64.2%)	39/70 (55.7%)	39/109 (35.8%)	29/39 (74.4%)
2016	64/109 (58.7%)	34/64 (53.1%)	45/109 (41.3%)	29/45 (64.4%)

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*

\*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.

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[http://catalog.owens.edu/preview\\_program.php?catoid=11&poid=3032&returnto=6157](http://catalog.owens.edu/preview_program.php?catoid=11&poid=3032&returnto=6157)

<https://www.owens.edu/academics/program/early-childhood-education-technology.html>

## E. 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 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.*

	<b>Name of Assessment</b>	<b>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.</b>
<b>Key Assessment 1</b>	Family Support Project	√ - key assessment revision
<b>Key Assessment 2</b>	Professional Portfolio	
<b>Key Assessment 3</b>	Case Study	√ - key assessment revision
<b>Key Assessment 4</b>	Activity Plan	
<b>Key Assessment 5</b>	Practicum Final Evaluation	
<b>Key Assessment 6 (if applicable)*</b>	Advocacy Project	

\* 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**

<b>Standard 1: Promoting Child Development and Learning</b> <b>Key Elements</b>	<b>Key Assessment</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
1a. Knowing and understanding young's children's characteristics and needs, from birth through age 8.		X	X	X	X	
1b. Knowing and understanding the multiple influences on development and learning.	X	X	X	X	X	
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.		X	X	X	X	
<b>Standard 2: Building Family and Community Relationships</b> <b>Key Elements</b>	<b>Key Assessment</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
2a. Knowing about and understanding diverse family and community characteristics.	X	X	X		X	
2b. Supporting and engaging families and communities through respectful, reciprocal relationships.	X	X	X		X	
2c. Involving families and communities in young children's development and learning.	X	X	X	X	X	

<b>Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</b>	<b>Key Assessment</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Key Elements</b>						
3a. Understanding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for young children.		X	X		X	
3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.		X	X	X	X	
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	X	X	
<b>Standard 4: Using Developmentally Effective Approaches</b>	<b>Key Assessment</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Key Elements</b>						
4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.		X		X	X	
4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.	X	X		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	X	
<b>Standard 5: Using Content Knowledge to Build Meaningful Curriculum</b>	<b>Key Assessment</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Key Elements</b>						
5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.		X		X	X	
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	
<b>Standard 6: Becoming a Professional</b>	<b>Key Assessment</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Key Elements</b>						
6a. Identifying and involving oneself with the early childhood field.		X			X	X
6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.	X	X	X		X	
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	X
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**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 are responding to conditions related to key assessments or if 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 applications<sup>6</sup> 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 tables should reflect 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.** 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.

Program name (for institutions submitting multiple programs within one Annual Report):

**Key Assessment 1:** Family Support Project  
**Key Assessment 2:** Professional Portfolio  
**Key Assessment 3:** Case Study  
**Key Assessment 4:** Activity Plan  
**Key Assessment 5:** Practicum Final Evaluation

**Date(s) of Application 1:**

**Key Assessment 1 (Fall 2018)**  
**Key Assessment 2 (Spring 2019)**  
**Key Assessment 3 (Spring 2018)**  
**Key Assessment 4 (Fall 2018)**  
**Key Assessment 5 (Spring 2019)**

**Date(s) of Application 2:**

**Key Assessment 1 (Fall 2019)**  
**Key Assessment 2 (Fall 2019)**  
**Key Assessment 3 (Spring 2019)**  
**Key Assessment 4 (Fall 2019)**

<sup>6</sup>One “application” refers to one time the assessment was given. (Dates should be clear, distinct, and recent.)

Key Assessment 5 (Fall 2019)

	Not Met	Met	Exceeds
<b>Standard 2 Key Element 2a</b>			
	Application 1 (KA1) N = 0 % = 0	Application 1 (KA1) N = 0 % = 0	Application 1 (KA1) N = 22 % = 100
	Application 1 (KA2) N = 0 % = 0	Application 1 (KA2) N = 0 % = 0	Application 1 (KA2) N = 6 % = 100
	Application 1 (KA3) N = NO DATA % =	Application 1 (KA3) N = NO DATA % =	Application 1 (KA3) N = NO DATA % =
	Application 1 (KA5) N = 2 % = 28%	Application 1 (KA5) N = 3 % = 43%	Application 1 (KA5) N = 2 % = 28%
	<u>Application 2 (KA1)</u> N = 0 % = 0	<u>Application 2 (KA1)</u> N = 0 % = 0	<u>Application 2 (KA1)</u> N = 11 % = 100
	<u>Application 2 (KA2)</u> N = 0 % = 0	<u>Application 2 (KA2)</u> N = 0 % = 0	<u>Application 2 (KA2)</u> N = 4 % = 100
	<u>Application 2 (KA3)</u> N = 0 % = 0	<u>Application 2 (KA3)</u> N = 5 % = 62.5	<u>Application 2 (KA3)</u> N = 3 % = 37.5
	<u>Application 2 (KA5)</u> N = 0 % = 0	<u>Application 2 (KA5)</u> N = 3 % = 75%	<u>Application 2 (KA5)</u> N = 1 % = 25%
<b>Standard 2 Key Element 2b</b>			
	Application 1 (KA1) N = 1 % = 5	Application 1 (KA1) N = 0 % = 0	Application 1 (KA1) N = 21 % = 95
	Application 1 (KA2) N = 0 % = 0	Application 1 (KA2) N = 0 % = 0	Application 1 (KA2) N = 6 % = 100
	Application 1 (KA3) N = NO DATA % =	Application 1 (KA3) N = NO DATA % =	Application 1 (KA3) N = NO DATA % =
	Application 1 (KA5) N = 3 % = 43	Application 1 (KA5) N = 3 % = 43%	Application 1 (KA5) N = 1 % = 14%
	<u>Application 2 (KA1)</u> N = 0 % = 0	<u>Application 2 (KA1)</u> N = 1 % = 9	<u>Application 2 (KA1)</u> N = 10 % = 91



	<u>Application 2 (KA2)</u> N = 0 % = 0	<u>Application 2 (KA2)</u> N = 1 % = 25%	<u>Application 2(KA2)</u> N = 3 % = 75%
	<u>Application 2 (KA3)</u> N = 0 % = 0	<u>Application 2 (KA3)</u> N = 0 % = 0	<u>Application 2 (KA3)</u> N = 8 % = 100
	<u>Application 2 (KA5)</u> N = 0 % = 0	<u>Application 2 (KA5)</u> N = 3 % = 75%	<u>Application 2 (KA5)</u> N = 1 % = 25%
<b>Standard 2 Key Element 2c</b>			
	Application 1 (KA1) N = 2 % = 9	Application 1 (KA1) N = 2 % = 9	Application 1 (KA1) N = 18 % = 82
	Application 1 (KA2) N = 0 % = 0	Application 1 (KA2) N = 0 % = 0	Application 1 (KA2) N = 6 % = 100
	Application 1 (KA3) N = NO DATA % =	Application 1 (KA3) N = NO DATA % =	Application 1 (KA3) N = NO DATA % =
	Application 1 (KA4) N = 0 % = 0	Application 1 (KA4) N = 6 % = 67	Application 1 (KA4) N = 3 % = 33
	Application 1 (KA5) N = 4 % = 58	Application 1 (KA5) N = 1 % = 14%	Application 1 (KA5) N = 2 % = 28%
	<u>Application 2 (KA1)</u> N = 1 % = 9	<u>Application 2 (KA1)</u> N = 2 % = 18	<u>Application 2 (KA1)</u> N = 8 % = 73
	<u>Application 2 (KA2)</u> N = 0 % = 0	<u>Application 2 (KA2)</u> N = 1 % = 25%	<u>Application 2(KA2)</u> N = 3 % = 75%
	<u>Application 2 (KA3)</u> N = 0 % = 0	<u>Application 2 (KA3)</u> N = 0 % = 0	<u>Application 2 (KA3)</u> N = 8 % = 100
	<u>Application 2 (KA4)</u> N = 0 % = 0	<u>Application 2 (KA4)</u> N = 3 % = 100	<u>Application 2 (KA4)</u> N = 0 % = 0
	<u>Application 2 (KA5)</u> N = 0 % = 0	<u>Application 2 (KA5)</u> N = 3 % = 75	<u>Application 2 (KA5)</u> N = 1 % = 25

Note on Key Assessment #3: Key Assessment #3 was revised between first application (Spring 2018) and second application (Spring 2019). Data for Standard #2 was not captured in the Spring 2018 version, but was captured in the Spring 2019 version. Hence, the appearance of data for only the second application. Our next report will have 2 rounds of data on the revised key assessment.

## 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)**

The students from Owens Community College have many opportunities throughout our program of study to show what they know and can do related to the NAEYC Standards for Early Childhood Professional Preparation. For this cycle of review, we have chosen to focus on Standard 2: Building Family and Community Relationships.

### **2a. Knowing about and understanding diverse family and community characteristics**

Key Assessment #1 is a recently revised key assessment which now better focuses on the family. Both applications of 2a provide strong evidence that students are exceeding expectations. This requires students to interview a family, identifying an area in which they would like support and/or resources.

The data points related to Key Assessment #2 show us that our students are applying what they know about 2a to the reflection statements submitted in their portfolio.

The data collected from Key Assessment #3 show us that our students are meeting or exceeding the competency in 2a as they submit a narrative of their parent interview during the development of their child case study.

Key Assessment #5 is an opportunity for our stakeholders (mentor teachers) to offer feedback on our students' performance during their capstone student teaching experience. The data provides evidence that the majority of students meet/exceed the expectations of applying 2a in both applications of the key assessment. However, 2 of 7 students in Application 1 (Spring 2019) did not meet expectations. This should be further explored. What can we do to better support our students related to this competency?

### **2b. Supporting and engaging families and communities through respectful, reciprocal relationships**

Both applications of data (KA#1) suggest that the majority of students meet or exceed the 2b competency. The one student who did not meet the standard failed to submit this portion of the key assessment.

The data points related to Key Assessment #2 show us that our students are applying 2b to the reflection statements submitted in their portfolio.

KA#3 (revised) captures data for 2b (the previous KA#3 did not). The data show us that 100% our students (8/8) are exceeding expectations as they apply their knowledge of 2b.

The first application of KA #5 (Spring 2019) suggests that 3 of 7 students (43%) did not meet this competency, while (4/7) students (57%) meet/exceed the expectations of applying 2b to their work with families in their student teaching environments. In contrast, the second application reported the 100% (4/4) met or exceeded this competency. This should be further explored. What can we do to better support our students related to this competency?

## **2c. Involving families and communities in young children's development and learning**

Related to Key Assessment #1, both applications of data show that a small percentage of students did not meet this 2c competency (Application 1 – 2=9%, Application 2 – 1 = 9%). It follows that 91% meet or exceed the competency in both applications.

The data points related to Key Assessment #2 show us that our students are meeting or exceeding the 2c competency in their reflection statements submitted in their portfolio.

Revised Key Assessment #3 captures data for 2c (the previous KA#3 did not). The data show us that 100% our students (8/8) are exceeding expectations as they apply their knowledge of 2c, sharing learning ideas with families in a mock conference.

Related to Key Assessment #4, the data suggests that 100% of students meet/exceed expectations of 2c as they include a learning extension for families in their activity plan.

Similar to 2b, we realize through our data that this is an area for improvement. The first application (Spring 2019) suggests that 4 of 7 students (58%) did not meet this 2c competency, while 3/7 students (42%) meet/exceed the expectations of applying 2c to their work with families in their student teaching environments. In contrast, the second application reported the 100% (4/4) met or exceeded this competency.

- 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)**

As we reflect upon our current data sets there are several department initiatives, program improvements and instructional practices that will be considered as we strive to provide a program of the highest quality for our students and community.

With a growing dependency on adjunct faculty teaching courses in which key assessments reside, there is an expanding need to assure they have the knowledge and resources to support their work. Details of specific key assessments will be provided by full time faculty mentors on an ongoing basis.

As is revealed through several of our data points, continued focus on improving student learning opportunities related to families is necessary.

Since April 2019, we have been working with Camille Catlett on an initiative to review our program of study to assure our course objectives and student learning opportunities align with priorities as

identified by our Advisory Group. As we discussed our “graduate of the future” with that group, among other things, **children and families who have experienced trauma, diversity** and a better understanding of differing family structures were elevated as priorities. As a result of this discussion (and with the evidence of these data tables to support) we reflected on our course of study and identified our priority courses. EDU 215: Families, Communities and Schools was quickly identified as the most important and we embarked on a deconstruction/reconstruction project to respond to the needs of our stakeholders.

Full-time and part-time faculty met to deconstruct the course. During the process we aligned all course objectives to student learning opportunities, the majority of which were related to the key elements of Standard 2. During the summer (2019) a basic course redesign took place, removing some ineffective assignments, creating new learning opportunities and redesigning the key assessment in that course. The redesigned course and revised key assessment (KA #1) were rolled out Fall 2019. The data from the new key assessment was captured in this report, but the full benefit of the course improvements may not be realized for some time.

The course provides some important foundational elements related to all the key elements of Standard 2, so, our hope is that we will see improvements in student competence related to Standard 2, particularly with improved scores in Key Assessment #5 (Practicum Final Evaluation) as time continues. The data presented in this report clearly identifies some area of needs throughout Standard 2 and the key assessments that measure it.

Camille Catlett continues to guide us through the Blueprint process as we move to our Fall 2020 Accreditation Self Study review. We are just beginning the deconstruction/reconstruction of ECE 201: Teaching Infants and Toddlers and ECE 109: Play, Learning and Environments. Both courses have Standard 2 student learning opportunities that will be reviewed.

We are also considering strategies to tighten up field experience opportunities to assure every student completes one placement in a Head Start setting which will give them an example of a strong parent engagement component.

We should also further discuss where we can better develop 2a – knowing about and understanding diverse family and community characteristics - earlier in our program of study. This would provide a valuable foundation and better prepare students for opportunities to apply what they know in the later field experience courses of their program.

An additional improvement will be the expectations that students “practice” applying 2c as they design and implement activity plans for the children with whom they are working. This will be done in both ECE 202 (Teaching Preschoolers) and ECE 298 (Practicum and Seminar). Planned activities will now include intentional connections between home and school related to each child’s learning and development.

**Related to our assessment system:** This update is a part of our ongoing reflection of our assessment system. During this past year, Key Assessment #1 (Family Support Project) was revised to now reflect a stronger emphasis on Standard 2. During this semester (SP 2020), Key Assessment #2 Professional Portfolio will be replaced. In response to recommendations, we are transitioning Key Assessment #2, Professional Portfolio, to a new key assessment. Although we felt this key assessment did provide an

opportunity for our students to share what they know and are able to do through reflection statements on each standard and subsequent evidence collected for each standard, we felt a need to respond to the Higher Education Commission's guidance to replace that key assessment. The new key assessment will build upon KA#3 (Case Study) to include a full experience of developmental observation and documentation on a child in the practicum setting, creating meaningful learning activities for that individual child and an actual teacher/family conference with the child's family. In particular, we hope this will provide valuable evidence of our students meeting Standards 2, 3, 4 and 5.

We reported in our 2019 Annual Report that Key Assessment # 6 Advocacy Project would be revised in the Summer of 2019. That did not happen for a variety of reasons. It is currently under revision and will be used this semester (SP 2020). It will reflect an improved emphasis and alignment to Standard 6. And, with the removal of KA #2, which captured significant evidence of Standard 6, a review of the assessment system will be in order to be sure all key elements of Standard 6 are sufficiently covered. This will be a focus during Spring and Summer 2020.

Finally, there has been a realization for Key Assessment #1, Family Support Project, for Application 1 (Fall 2018) that the data captured was for all education majors and not just those who were Early Childhood Education Technology majors. This may account for some of the "did not meet" data points related to Standard 2. Moving forward we need to be attentive to the detail that our data should only be captured for students enrolled in our Early Childhood Education Technology degree.

## **F: STANDARD 7- FIELD EXPERIENCES**

I affirm that (please select only one of the following):

☒ The program's field experiences remain as described in the field experience chart submitted with the most recent Self-Study Report or Annual Report, or field experiences have changed in a way that do not reflect a substantive change as defined in the Accreditation Handbook.

OR

☐ Substantive changes have occurred since the program's most recent report submission. (Please complete the "notice of substantive change report" in the online accreditation resource library.)

In order to meet Standard 7, a program must provide opportunities for **all** candidates to **observe and practice** with at least two age groups (birth-age 3, 3-5 years old, and 5-8 years old) in at least two settings (Head Start program, early school grades, early learning centers, or home-based settings). ***Institutions with multiple accredited programs must complete the information below separately for each program.***

Total number of field experience hours required in this program: 400

**In which age groups do all of your candidates have an opportunity to observe** (*must select at least two to meet Standard 7*)?

- ☒ Birth-age 3
- ☒ Age 3-5
- ☒ Age 5-8

**In which age groups do all of your candidates have an opportunity to practice** (*must select at least two to meet Standard 7*)?

- ☒ Birth-age 3
- ☒ Age 3-5
- ☐ Age 5-8

**In which settings do all of your candidates have an opportunity to observe** (*Must select at least two to meet Standard 7*)?

- ☒ Head Start (or state equivalent) programs
- ☒ Early school grades
- ☒ Early learning centers
- ☒ Home-based settings

**In which settings do all of your candidates have an opportunity to practice** (*Must select at least two to meet Standard 7*)?

- ☒ Head Start (or state equivalent) programs
- ☐ Early school grades
- ☒ Early learning centers
- ☐ Home-based settings

**IF YOUR PROGRAM IS NOT RESPONDING TO CONDITIONS AND IS NOT  
SUBMITTING A YEAR 4 ANNUAL REPORT, PLEASE GO TO THE ANNUAL REPORT  
COMPLETION CHECKLIST 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 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.**



## **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 (select up to two).**

- ☐ 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.**

## Annual Report Completion Checklist

*This checklist is meant to be a guide. Completing it is not a requirement of the Annual Report.*

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 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	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 F the program has indicated continued compliance with Standard 7 (Field Experiences).
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.
N/A	If the program is accredited with conditions, it has submitted evidence of addressing conditions in Section G.
N/A	If the program is submitting a Year 4 Annual Report and wants to have its key assessments reviewed, it has completed Section H.

### **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 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.
- If the program submitted a Year 4 Annual Report and submitted Key Assessments for review, it should expect feedback on key assessments during the winter (if submitting during the fall cycle) or summer (if submitting during the spring cycle).