



Early Childhood Higher Education Programs

ANNUAL REPORT

INSTITUTION NAME: SOUTHWESTERN OREGON COMMUNITY COLLEGE

STATE: OREGON

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

SEPTEMBER 30, 2019

MARCH 31, 20__

PLEASE INDICATE WHICH ANNUAL REPORT THE PROGRAM IS SUBMITTING

YEAR 1 ANNUAL REPORT

YEAR 2 ANNUAL REPORT

YEAR 3 ANNUAL REPORT

YEAR 4 ANNUAL REPORT

WOULD YOU LIKE THE ASSESSMENT REVIEW COMMITTEE TO PROVIDE YOU WITH PEER FEEDBACK ON THE KEY ASSESSMENTS ASSOCIATED WITH THE STANDARD YOU SELECTED TO REPORT DATA ON IN THIS YEAR 4 ANNUAL REPORT? 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: MAIDIE ROSENGARDEN

DATE: 9/30/2019

PLEASE REVIEW AND CHECK THE FOLLOWING STATEMENTS AS APPROPRIATE

X OUR PROGRAM IS RESPONDING TO CONDITIONS (*MAKE SURE TO COMPLETE PART G OF THE REPORT IF YOU CHECKED THIS BOX*)

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

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

X 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

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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

Institution Name	Southwestern Oregon Community College
Mailing Address	1988 Newmark Avenue
Program Name(s)	Childhood Education and Family Studies
Program name(s) as listed in <u>college catalog</u>, including degree type (A.A., A.A.T. etc.). If listing more than one program, please separate program names by a semicolon.	Preschool Child Development, Associate of Applied Science; Childhood Education and Family Studies, Associate of Science
Program's website address (please list the website address for each program if including more than one program)	https://www.socc.edu/childhood
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 checked="" type="checkbox"/> No <input type="checkbox"/> Yes Program Name (if the institution has more than one accredited program)_____
Primary contact (faculty member representing the program) (<i>for institutions with more than one accredited program, please add another row to the table if there are changes across programs</i>):	Name: Maidie Rosengarden Title: Associate Faculty Phone: 514-888-1575 Email: Maidie.rosengarden@socc.edu
If this is a new primary contact, please list his/her graduate degree(s) and subject area(s)	Southwestern Oregon Community College
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 Title Phone Email
If this is a new secondary contact, please list his/her graduate degree(s) and subject area(s)	

B. REAFFIRMING THAT THE PROGRAM MEETS ACCREDITATION ELIGIBILITY REQUIREMENTS

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

	Yes (for all programs listed)	No (for one or more programs listed)
The institution offering the degree program(s) is located in a U.S. state, district, or territory and currently accredited by a regional institutional accrediting agency that is recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education.	YES	
The program(s) is not designated as “low-performing” by the state as outlined by Title II of the Higher Education Act. ¹	YES	
The program(s) is a specialized degree in early childhood or child development with at least 18 credit hours of early childhood coursework. This may include courses from other departments, such as Child Psychology, Sociology of the Family, or Children’s Literature if these courses are aligned with NAEYC accreditation standards and faculty are willing to participate in site visit interviews.	YES	
The program requires field experiences.	YES	
The program(s) has graduated at least one individual.	YES	
Associate degree programs: The faculty for the associate degree program(s) includes a) at least one full-time faculty member whose primary responsibilities are in the early childhood program(s) submitted for review and b) who holds a graduate degree in early childhood education, child development, child and family studies, or a related discipline with at least 18 graduate credits in early childhood/family studies. This faculty member must serve as either the primary or secondary contact. One person may serve this role in multiple programs. Baccalaureate and master’s degree programs: The faculty for the baccalaureate and master’s degree program(s) includes a) at least one full-time faculty member whose primary responsibilities are in the early childhood program(s) submitted for review and b) who holds a terminal degree in early childhood education, child development, child and family studies, or a related discipline with at least 18 graduate credits in early childhood/family studies. This faculty member must serve as either the primary or secondary contact. One person may serve this role for multiple programs.	YES	

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

Please explain any “no” answer above:

C. UPDATES TO PROGRAM CONTEXT

Have there been any substantive changes to the program, as defined in the Accreditation Handbook?	<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.																
Number of full-time candidates enrolled for the most recent semester² available (do not include certificate-only students in counts)	2																
Number of part-time candidates enrolled for the most recent semester³ available (do not include certificate-only students in counts)	35																
The number of required early childhood credit hours in the program.	Preschool Child Development, Associate of Applied Science - 70 Childhood Education and Family Studies, Associate of Science - 55																
The number of required general education credit hours in the program.	Preschool Child Development, Associate of Applied Science - 20 Childhood Education and Family Studies, Associate of Science - 44																
The number of required non-early childhood education methodology and other education courses in the program.	Preschool Child Development, Associate of Applied Science - 0 Childhood Education and Family Studies, Associate of Science - 0																
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	<p>7 Students earned 12 Degrees or Certificates in the 2018-2019 academic year</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e1eef6;"> <th style="text-align: left;">Degree or Certificate</th> <th style="text-align: right;">2018</th> </tr> </thead> <tbody> <tr> <td>AAS</td> <td style="text-align: right;">3</td> </tr> <tr> <td style="padding-left: 20px;">Childhood Education & Family Studies</td> <td style="text-align: right;">3</td> </tr> <tr> <td>CERT</td> <td style="text-align: right;">4</td> </tr> <tr> <td style="padding-left: 20px;">Childhood Education & Family Studies</td> <td style="text-align: right;">4</td> </tr> <tr> <td>PCRT</td> <td style="text-align: right;">5</td> </tr> <tr> <td style="padding-left: 20px;">Childhood Education & Family Studies (18 Credits)</td> <td style="text-align: right;">2</td> </tr> <tr> <td style="padding-left: 20px;">Childhood Education & Family Studies (30 CR)</td> <td style="text-align: right;">3</td> </tr> </tbody> </table>	Degree or Certificate	2018	AAS	3	Childhood Education & Family Studies	3	CERT	4	Childhood Education & Family Studies	4	PCRT	5	Childhood Education & Family Studies (18 Credits)	2	Childhood Education & Family Studies (30 CR)	3
Degree or Certificate	2018																
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² If the institution uses a period other than semesters, substitute information from the most recent quarter or other relevant time period

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

<p>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>	<table> <tr> <td>Childhood Education & Family Studies 30 Credits</td> <td style="text-align: right;">1</td> </tr> <tr> <td>Parenting Educator & Early Childhood Home Visitor</td> <td style="text-align: right;">1</td> </tr> <tr> <td>Grand Total</td> <td style="text-align: right;">7</td> </tr> </table>	Childhood Education & Family Studies 30 Credits	1	Parenting Educator & Early Childhood Home Visitor	1	Grand Total	7
Childhood Education & Family Studies 30 Credits	1						
Parenting Educator & Early Childhood Home Visitor	1						
Grand Total	7						
<p>Number of full-time faculty who taught in the early childhood program(s) during the past academic year:</p>	<p>1</p>						
<p>Number of part-time faculty who taught in the early childhood program(s) during the past academic year:</p>	<p>4</p>						
<p>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?</p>	<p>X No <input type="checkbox"/> Yes</p> <p>If the program answered "yes", please provide a short explanation.</p>						

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 ⁴ (at the time of completion)
AAS			
2016-2017	8	13%	87%
2017-2018	7	14%	86%
2018-2019	3	33%	67%
AS			
2016-2017	1	100%	0%
2017-2018	1	100%	0%
2018-2019	0	NA	NA

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

⁴ Part-time status is defined by the institution.

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

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

Program Name: _____

Academic year in which a Fall cohort of full-time students enrolled at the institution (select three sequential years)	Percentage of those students who completed the program within 150% of the published timeframe	Percentage of those students who completed the program within 100%, 200% (twice) or 300% (three times) of the published timeframe (Please circle or underline the indicator above on which the program will report.)
AAS		
2011-12 Cohort (n=0)	NA	NA
2012-13 Cohort (n=3)	33%	33%
2013-14 Cohort (n=2)	0%	0%
AS		
2011-12 Cohort (n=2)	0%	0%
2012-13 Cohort (n=5)	60%	60%
2013-14 Cohort (n=3)	0%	0%

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

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

Students often enter the program on a full-time basis, however, most students attend part-time for several times while completing their degree. Southwestern has chosen to submit data for the 300% completion rate given the tendency for students to attend on a part-time basis at some point in their educational tenure.

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
AAS				
2015-2016	0	NA	5	100%
2016-2017	2	50%	2	0%
2017-2018	2	0%	3	33%
AS				
2015-2016	1	0%	3	67%
2016-2017	0	NA	3	33%
2017-2018	0	NA	2	0%

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.

Academic page of college website:

<https://www.socc.edu/childhood>

Institutional Accreditation page on college website

<https://www.socc.edu/accreditation>

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.

	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	Understanding Child Development Project Course: HDFS 247	Revision
Key Assessment 2	Engaging Interaction Course: ECE 163	Revision
Key Assessment 3	Child Portfolio and Family Relationship Journal Course: ECE 209	Revision
Key Assessment 4	Planning Modifications Case Study Course: ED 169	Minor Revision
Key Assessment 5	Lesson Plans and Teaching Evaluation Course: ECE 102	Revision
Key Assessment 6 (if applicable)*	Understanding Families Case Study Course: HDFS 222	New

* While submitting a sixth key assessment is encouraged in order to provide the most opportunity to demonstrate alignment with the standards, it is not a requirement. If a sixth assessment is included, it should meet the same requirements as the other assessments.

Chart of Key Assessments Aligned with Standards and Key Elements

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

Standard 2: Building Family and Community Relationships	Key Assessment					
Key Elements	1	2	3	4	5	6
2a. Knowing about and understanding diverse family and community characteristics.			X			
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	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	
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	
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.					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	

Standard 6: Becoming a Professional Key Elements	Key Assessment					
	1	2	3	4	5	6
6a. Identifying and involving oneself with the early childhood field.						X
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 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 applications⁶ of the most recent candidate performance data for this standard. If a key element is measured in more than one key assessment, programs can combine data from the two assessments or disaggregate data for each key assessment; however, data from different applications (dates) should not be combined. **If submitting multiple programs in this Annual Report, this data must be disaggregated by program. Data 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: Childhood Education and Family Studies Associate of Science			
Date(s) of Application 1: KA 2 Fall, 2018 Date(s) of Application 2: KA 2 Winter, 2019 Date(s) of Application 1: KA 3 Spring, 2018 Date(s) of Application 2: KA 3 Spring, 2019 Date(s) of Application 1: KA 4 Fall, 2017 Date(s) of Application 2: KA 4 Fall, 2018 Date(s) of Application 1: KA 5 Spring, 2017 Date(s) of Application 2: KA 5 Spring, 2018			
Key Elements of Standard 4	Not Met	Met	Exceeds
Key Element (4a) KA 2	Application 1 N = 0 % = 0	Application 1 N = 0 % = 0	Application 1 N = 1 % = 100%

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

	Application 2 N = 0 % = 0	Application 2 N = 0 % = 0	Application 2 N = 0 % = 0
Key Element (4a) KA 3	Application 1 N = 0 % = 0	Application 1 N = 0 % = 0	Application 1 N = 0 % = 0
	Application 2 N = 1 % = 100%	Application 2 N = 0 % = 0	Application 2 N = 0 % = 0
Key Element (4b) KA 4	Application 1 N = 0 % = 0	Application 1 N = 0 % = 0	Application 1 N = 2 % = 100%
	Application 2 N = 0 % = 0	Application 2 N = 1 % = 14%	Application 2 N = 6 % = 86%
Key Element (4b) KA 5	Application 1 N = 0 % = 0	Application 1 N = 0 % = 0	Application 1 N = 4 % = 100%
	Application 2 N = 0 % = 0	Application 2 N = 0 % = 0	Application 2 N = 3 % = 100%
Key Element (4c) KA 5	Application 1 N = 0 % = 0	Application 1 N = 0 % = 0	Application 1 N = 4 % = 100%
	Application 2 N = 0 % = 0	Application 2 N = 0 % = 0	Application 2 N = 3 % = 100%
Key Element (4d) KA 2	Application 1 N = 0 % = 0	Application 1 N = 0 % = 0	Application 1 N = 1 % = 100%
	Application 2 N = 0 % = 0	Application 2 N = 0 % = 0	Application 2 N = 0 % = 0
Key Element (4d) KA 5	Application 1 N = 0 % = 0	Application 1 N = 0 % = 0	Application 1 N = 4 % = 100%
	Application 2 N = 0 % = 0	Application 2 N = 0 % = 0	Application 2 N = 3 % = 100%

Program name: Preschool Child Development Associate of Applied Science
Date(s) of Application 1: KA 2 Fall, 2018 Date(s) of Application 2: KA 2 Winter 2019 Date(s) of Application 1: KA 3 Spring, 2018 Date(s) of Application 2: KA 3 Spring, 2019 Date(s) of Application 1: KA 4 Fall, 2017 Date(s) of Application 2: KA 4 Fall, 2018 Date(s) of Application 1: KA 5 Spring, 2017 Date(s) of Application 2: KA 5 Spring, 2018

Key Elements of Standard 4	Not Met	Met	Exceeds
Key Element (4a) KA 2	Application 1 N = 0 % = 0	Application 1 N = 2 % = 67%	Application 1 N = 1 % = 33%
	Application 2 N = 0 % = 0	Application 2 N = 3 % = 60%	Application 2 N = 2 % = 40%
Key Element (4a) KA 3	Application 1 N = 0 % = 0	Application 1 N = 2 % = 50%	Application 1 N = 2 % = 50%
	Application 2 N = 0 % = 0	Application 2 N = 1 % = 33%	Application 2 N = 2 % = 67%
Key Element (4b) KA 4	Application 1 N = 0 % = 0	Application 1 N = 1 % = 33%	Application 1 N = 2 % = 67%
	Application 2 N = 0 % = 0	Application 2 N = 1 % = 50%	Application 2 N = 1 % = 50%
Key Element (4b) KA 5	Application 1 N = 0 % = 0	Application 1 N = 0 % = 0	Application 1 N = 0 % = 0
	Application 2 N = 0 % = 0	Application 2 N = 0 % = 0	Application 2 N = 0 % = 0
Key Element (4c) KA 5	Application 1 N = 0 % = 0	Application 1 N = 0 % = 0	Application 1 N = 0 % = 0
	Application 2 N = 0 % = 0	Application 2 N = 0 % = 0	Application 2 N = 0 % = 0
Key Element (4d) KA 2	Application 1 N = 0 % = 0	Application 1 N = 2 % = 67%	Application 1 N = 1 % = 33%
	Application 2 N = 0 % = 0	Application 2 N = 3 % = 60%	Application 2 N = 2 % = 40%
Key Element (4d) KA 5	Application 1 N = 0 % = 0	Application 1 N = 0 % = 0	Application 1 N = 0 % = 0
	Application 2 N = 0 % = 0	Application 2 N = 0 % = 0	Application 2 N = 0 % = 0

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)

Data for Southwestern is puzzling to unpack – our student numbers are so small, that one student can throw off a possible trend with ease. We have noticed each time we complete an annual review that after plugging in the numbers, we always end up going back in our course archives and looking at each roster, to see who was enrolled, and how individual student pathways have impacted our data. We learned some important details while completing this year's annual review:

We identified at least three students who ***changed their major from AAS to AS or AS to AAS*** between taking one or more of the courses in which the key assessments we reported on in this review are embedded. This can completely skew data of course, however, it also led to some important conversations about advising, (and the changing field) that impact our program. Our self-study two years ago uncovered many advising and technical tracking issues at our college which the institution is working on. We see our findings as positive for our students, as they are (in general) presenting as students who are taking more time to carefully consider their academic careers and long term goals, and we are better able to help advise them.

Regarding the key elements, AS students ***generally*** score more regularly in the “exceeds” column, while the AAS students are mostly split between “meets” and “exceeds.” This makes sense, as those in the AS are also taking all of the general education classes needed for transfer, and usually have an articulated plan and timeline for transfer to a four year. These students tend to be motivated, and even when working fulltime, have found success with academics. Students in our AAS degree are often working fulltime and completing the AAS because an employer is requiring it of them. They are less interested in transfer, and are more motivated around keeping their employment, rather than moving on in their academic careers. This has led us to thoughtful conversation around what “meets” really means, and what “not meets” really means, for both degrees.

We do not count students who do not submit key assessments in our “not meets” category. This has meant that those who do not submit a key assessment do not pass the course. Working through this process has been, and continues to be an excellent opportunity for us as we explore what the standards really “look like” and how we articulate the levels of the learning in each standard in our assessment rubrics. For us, a focus on depth and breadth is our current work.

We chose Standard 4 for this annual review as currently it has the most key assessments measuring the standard. This review was helpful in pulling apart each key assessment in order to make sure that both the assessment and rubric, were strongly aligned around each key element of standard 4. For example key element 4d (after revisions made to key assessments) now shows interesting data between “meets” and “exceeds” than ever before (note the numbers in the AAS in KA2 – there is a better balance between “meets” and “exceeds”) – telling us we are doing a better job of understanding the difference between the two levels, assessing them properly, and helping students understand the difference between the two levels. While subtle, we believe this shows better alignment of breadth and depth, and rubrics that provide better objective and qualitative distinctions between levels.

We noticed that in this review there is only one student in the “not met” column. Looking further, we see that 3 of the four assessments are embedded in practicum courses where we have worked hard to support students through tutoring and coaching, and made significant changes in the practicum sequence in the past two years. The one “not met” tells us that our practicum changes are helping students be more successful.

The fourth key assessment is in an online class in which we made changes immediately after our self-study in 2017 - 2018, and it measures only key element 4b, where we see improvement in the data for fall of 2018 over the data for 2017. We were pleased to see positive results for that key assessment which was discussed at length in our peer review visit.

A final note on data reporting. Historically we have chosen in this report to separate the data analysis for each key element by key assessment. For example, in this report Key Element 4A is measured twice (two different key assessments). We do this to better understand how the depth and breadth of the key element is measured in the various key assessments. As we have focused on depth and breadth, we have also parsed key elements in key assessment rubrics to better measure the entire key element – for example, note that in part of the rubric for Key Assessment 4 (below) there are three rubric elements that measure Standard 4, Key Element 4b.

This helps us avoid “chunking.” However, when we then complete our annual data report for this review, it becomes difficult to accurately report on a single key element for each key assessment. To address this, we created an additional process for us to use in data reporting – we call it, The Rubric for the Rubric. For example, In order to report data accurately for Standard 4 Key Element 4B we use the following:

<p>NAEYC Standard/Program Outcome 4: <i>Using Developmentally Effective Approaches. Key Element 4B:</i> Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.</p> <p>KEY WORDS: Strategies and Tools</p>	<p>Does not provide effective strategies or tools for the child in the case study.</p>	<p>Provides effective strategies and tools for the child in the case study, two per child. Mentions technology in a strategy or tool.</p>	<p>Provides effective strategies, technology, and tools for the child in the case study, two per child, and linking those strategies and tools to appropriate settings for young children, and identifying specific practices teacher can use.</p>	<p>___/8</p>
<p>NAEYC Standard/Program Outcome 4: <i>Using Developmentally Effective Approaches. Key Element 4B:</i> Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.</p> <p>KEY WORDS: Environment, Routine, Schedule</p>	<p>Does not describe how modification will make the most of the environment, routine, and schedule.</p>	<p>Identifies and describes how modification will utilize the environment, routine, or schedule.</p>	<p>Describes how modification maximizes use of the environment, technology, routine and schedule with links to theory and practice.</p>	<p>___/8</p>
<p>NAEYC Standard/Program Outcome 4: <i>Using Developmentally Effective Approaches. Key Element 4B:</i> Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.</p> <p>KEY WORDS: Identify Technology/Link to Theory/Practice</p>	<p>Does not describe how the modification or technology supports play and/or social interactions.</p>	<p>Describes how the modification or technology supports play or social interactions.</p>	<p>Clearly describes how the modification or technology supports play and social interactions with links to theory and practice.</p>	<p>___/8</p>

<p>NAEYC Standard/Program Outcome 4: <i>Using Developmentally Effective Approaches.</i> Key Element 4B: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology. KEY WORDS: Environment, Routine, Schedule</p>	<p>Does not describe how modification will make the most of the environment, routine, and schedule.</p>	<p>Identifies and describes how modification will utilize the environment, routine, or schedule.</p>	<p>Describes how modification maximizes use of the environment, technology, routine and schedule with links to theory and practice.</p>	<p>___/8</p>
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This single rubric allows us to assess each student’s learning for 4:4B and correctly assess it as a whole, and report it as such. As we carefully reviewed all of our key assessments, especially #6, to answer our conditions, we applied this work and look forward to the data we gather next year.

To conclude, spending time with Standard 4 made evident some “mushiness” in our rubrics for each of the four key assessments, and provided us an opportunity to more strongly measure each key element in all four key assessments, and pay more attention to “depth and breadth” as we tweaked our work. In other words, we see progress, but also see places where we want to focus.

- 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)**

Improvements to teaching and learning related to Standard 4 include the following:

In key assessment 4 (measures key element 4b) (alluded to above) students are creating planning modifications for children with disabilities based on case studies. In the past, we had designed a “course project” as the key assessment with many case studies. After difficulties, we realized we could break the project into three sections, and use the final section as our key assessment. This way, students were “scaffolded” in sections one and two, with each assignment building their knowledge, and with feedback each time, students were provided the information they needed to understand and be successful with the assignments. Sequencing within the course, with assignments that built upon previous knowledge, has helped students be more successful, and faculty to focus on “depth and breadth.”

In key assessments 2 and 3 we measure key element 4a. In past key assessments 4a was not concretely assessed, and we did not ask students to describe or write specifically to the key element. Now, in two practicum courses students explore this key element, in their own planning for practice, and in written reflection. By focusing on this key element in two assessments we see some lacks in student learning (we saw one student who did not meet – evidence that we are better assessing.) Further, the learning around standard 4 has been re-organized between the three key assessments (2/3/5) all of which are practicum courses. Faculty have organized the assessment of the key elements in design with the outcomes of the courses. For example, key element 4a is embedded in the first practicum course, in which students are learning about, focusing on, and practicing strategies that build positive relationships and supportive interactions. Then in the next practicum course the key element (4a) is again revisited when students practice strategies with one child and family, with whom they are building a relationship. Thus, not only is there more depth and breadth to the assessments and measure, they are better sequenced within courses. We hope to focus on this success with other assessments and key elements. This a good example of finding “the sweet spot.” Now that we are better able to identify when that happens, and how we got there, we hope to continue improving!

In conclusion, while we are in a state of continuous development, we see that it is positive growth. While our data does not provide us the satisfaction of “big numbers” that allow us to shout out our successes, our insistence on thorough due diligence with the small numbers is paying off. As stated earlier, one student makes a big difference for us, and the flexibility to really examine our key assessments from different angles has allowed us to make insightful and thoughtful changes.

F: STANDARD 7- FIELD EXPERIENCES

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

(1) 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

(2) 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.***

Childhood Education and Family Studies, Associate of Science

Total number of field experience hours required in this program: 231

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

- X Birth-age 3
- X Age 3-5
- X 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*)?

- X Birth-age 3
- X 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*)?

- X Head Start (or state equivalent) programs
- X Early school grades
- X Early learning centers

X 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)?

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

Preschool Child Development, Associate of Applied Science

Total number of field experience hours required in this program: 363

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

- X Birth-age 3
- X Age 3-5
- X 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)?

- X Birth-age 3
- X 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)?

- X Head Start (or state equivalent) programs
- X Early school grades
- X Early learning centers
- X 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)?

- X Head Start (or state equivalent) programs
- Early school grades
- X Early learning centers
- X 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.

“The following conditions must be addressed in the first Annual Report and must be met by the second Annual Report in order to continue accreditation:

(1) Revise or create key assessments (student instructions and rubrics) for Standard 6 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.

(2) Revise rubrics for Standard 6 so they provide objective and qualitative distinctions between levels of student performance expected with regard to each standard they are designed to assess.

(3) Provide evidence that all candidates in both the A.S. and A.A.S. programs are required to demonstrate performance related to Standards 2, 3, and 5 (as currently measured in recently revised Key Assessments 3 and 5).”

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.

Conditions 1 and 2 – Standard 6 had been assessed in a portfolio/capstone course for a number of years. During our self-study it became clear that the assessment was not adequate, and further, we wanted to pull the course from the AS degree. So, in 2017/2018 we rewrote key assessment #6 and used it in a re-designed course that is offered in both degrees (AAS and AS). The course was taught in spring of 2019. We also made some changes to both the AAS and AS degree during the year through the instructional council process at Southwestern Oregon CC. We looked at both Key Assessments 3 and 6, in which Standard 6 is assessed.

As the course in which key assessment #6 is embedded is only taught once per year (as with all our courses) we have only one round of data this year. During the term, we worked closely with faculty on the new course content, and the assessment. Anecdotally, the scores on the rubrics for key assessment #6 show about one half of the 30 students in the “exceeds” category, 5 in the “not met” category, and the rest in “meets expectations.”

This year we will spend some time “tweaking” the assessments for Standard 6 slightly – we anticipate that we will need to make some slight changes to rubric language after looking through the first round of submissions from students. We hope these key assessments satisfy the conditions listed above. We believe that key assessments inserted here demonstrate both alignment with depth and breadth, and are objective and qualitative between levels of student performance. It is to be noted, again, that as we stay dedicated to continuous improvement, and persistent in our quest to exceed expectations for ourselves, we continue to see

areas in our work where awkward, “mushy,” or “clumpy” language exists, and hope that the Commission will see positive growth between annual reports and the self-study.

Note that we have included a copy of Key Assessment #3 which measures one of the elements in Standard 6, although the primary focus of the conditions is Key Assessment 6, and it’s measure of Standard 6.

Finally, we have included on the attached Key Assessment 6, the short “Rubric for the Rubric” that helps us report a student’s overall learning on one key element, based on the assignment rubric. Please note that there is only one rubric that measures the assignment. The second rubric allows us to report assessments per key element in total.

Attached to this review are the two key assessments (#3 and #6) that assess all of Standard 6.

Condition 3 – During our self-study, it became clear that a past articulation agreement was allowing some students to receive college credit for courses in which key assessments are now embedded. Prior to 2018 the college offered up to 11 college credits for students who had earned the CDA credential. As key assessments moved around over the years, some were attached to two of our practicum courses named in the articulation agreement. Once this was discovered, we worked with our institution to remedy the issue.

In short, our remedy was to separate practicum from content. For example, ECE 163 is a 3 credit content course (with a key assessment) that requires students to work or volunteer in a setting with preschool children. The co-requisite is ECE 163B – for 2 credits, which is the actual practicum course, it has no academic content. The two courses together are required for both the AAS and the AS degree. If a student has a CDA credential, they may present if for credit for prior learning, and we will allow it to satisfy the “B” section of the practicum course. The student is still required to take the ECE 163 course and complete the content, including the key assessment, but are not required to pay for the practicum “B” section.

This solution has proven to work well – it still allows for students with CDA credentials to earn college credit for their work, however, they are still required to take the courses in which all of our key assessments are embedded.

Attached to this review are the two agreements that reflect our remedy, the first with Head Start, and the second with our state registry system. None of the courses listed on these agreements are partnered with a key assessment. We believe this remedy satisfies the condition listed above. Also attached are the pages from our catalogue for the AS and AAS degrees, indicating course numbers, hopefully it is clear that the courses for which student earn credit for prior learning, are the courses in which key assessments are not embedded.

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.

	The two-page cover sheet, is complete including the check box for the appropriate year of the Annual Report.
	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
	The program has affirmed compliance with eligibility requirements in Section B. and provided a narrative explanation in cases where it is not compliant.
	In Section C the program has completed the table providing updates to program context.
	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.
	In Section E 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.
	In Section E the program has indicated continued compliance with Standard 7 (Field Experiences).
	The program has completed the key assessment Title Chart and Chart of Key Assessments Aligned with Standards and Key Elements in Section F for all accredited programs.
	In Section F, the program has indicated on which standard it is submitting candidate performance data, included a data table, and answered the data analysis questions.
	If the Annual Report includes multiple programs, the program has disaggregated the data in Section F by program.
	Each data table included in Section F is clearly labeled to indicate which key assessments are included and the dates for each application of data.
	If the program is accredited with conditions, it has submitted evidence of addressing conditions in Section G.
	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).