



Early Childhood Higher Education Programs

ANNUAL REPORT

INSTITUTION NAME: SANTA MONICA COLLEGE

STATE: CALIFORNIA

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

SEPTEMBER 30, 2020

MARCH 31, 2021

PLEASE INDICATE WHICH ANNUAL REPORT THE PROGRAM IS SUBMITTING

YEAR 1 ANNUAL REPORT

YEAR 2 ANNUAL REPORT

YEAR 3 ANNUAL REPORT

YEAR 4 ANNUAL REPORT

YEAR 5 ANNUAL REPORT

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

NAME OF PERSON COMPLETING THIS REPORT: GARY HUFF

DATE: 09-30-2020

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

Annual Report Completion Checklist

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

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

What to Expect After Submitting an Annual Report

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

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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	Santa Monica College
Mailing Address	1900 Pico Blvd., Santa Monica, CA 90405
Program Name(s)	Education/Early Childhood Department
Program name(s) as listed in college catalog, including degree type (A.A., A.A.T. etc.). If listing more than one program, please separate program names by a semicolon.	A.S. Early Childhood Studies; A.S. Early Intervention Assistant; A.S. Infant/Toddler Teacher; A.S.T. Early Childhood Education
Program's website address (please list the website address for each program if including more than one program)	<p>Department Webpage – https://www.smc.edu/ece</p> <p>A. S. Early Childhood Studies & A.S.T Early Childhood Education - https://www.smc.edu/academics/areas-of-interest/education/education-early-childhood-education/preschool.php</p> <p>A.S. Early Intervention Assistant - https://www.smc.edu/academics/areas-of-interest/education/education-early-childhood-education/early-intervention.php</p> <p>A.S. Infant/Toddler Teacher Program - https://www.smc.edu/academics/areas-of-interest/education/education-early-childhood-education/infant-toddler.php</p>
Does the program's name above differ from what is currently listed on the NAEYC website (http://www.naeyc.org/highered/accreditation/accredited-programs)?	<p><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes</p> <p>Program Name (if the institution has more than one accredited program)</p> <p>Current Name on Website – A.S. Early Childhood Education – Career Actual Program Name – A.S. Early Childhood Studies</p>
Primary contact (faculty member representing the program) (for institutions with more than one accredited program, please add another row to the table if there are changes across programs):	<p>Gary Huff</p> <p>Department Chair, Education/Early Childhood (310) 434-8280 huff_gary@smc.edu</p>
If this is a new primary contact, please list his/her graduate degree(s) and subject area(s)	No

Secondary contact (for institutions with more than one accredited program, please add another row to the table if there are changes across programs):	Laura Manson Professor, Education/Early Childhood Department (310) 434-3530 manson_laura@smc.edu
If this is a new secondary contact, please list his/her graduate degree(s) and subject area(s)	No

B. REAFFIRMING THAT THE PROGRAM MEETS ACCREDITATION ELIGIBILITY REQUIREMENTS

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

	Yes (for all programs listed)	No (for one or more programs listed)
The institution offering the degree program(s) is located in a U.S. state, district, or territory and currently accredited by an accrediting agency that is recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education.	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	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.

<p>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 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

<p>Have there been any substantive changes to the program, as defined in the Accreditation Handbook?</p>	<p><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>If the program answered “yes”, please complete the “Notice of Substantive Change Report” template found in the Online Accreditation Resource library and attach to your Annual Report.</p>
<p>Number of full-time candidates enrolled for the most recent semester² available (do not include certificate-only students in counts)</p>	<p>AS Early Childhood Studies: 102 AS Infant/Toddler Teacher: 80 AS Early Intervention Assistant: 99 AST Early Childhood Education: 106</p>
<p>Number of part-time candidates enrolled for the most recent semester³ available (do not include certificate-only students in counts)</p>	<p>AS Early Childhood Studies: 138 AS Infant/Toddler Teacher: 102 AS Early Intervention Assistant: 136 AST Early Childhood Education: 121</p>
<p>The number of required early childhood credit hours in the program.</p>	<p>AS. Early Childhood Studies: 30 AS Infant/Toddler Teacher: 30 AS Early Intervention Assistant: 24 AST Early Childhood Education: 27</p>
<p>The number of required general education credit hours in the program.</p>	<p>AS. Early Childhood Studies: 30 AS Infant/Toddler Teacher: 30 AS Early Intervention Assistant: 36 AST Early Childhood Education: 33</p>
<p>The number of required non-early childhood education methodology and other education courses in the program.</p>	<p>All programs only require specified early childhood and general education credits above.</p>
<p>The number of required field experience hours in the program.</p>	<p>Minimum of 70 days, or 210 hours of supervised field experience</p>
<p>Number of program graduates in past academic year i.e. the most recent one-year period for which institutional information is readily available (do not include certificate-only students in counts). The reporting period may be different for programs that submit Annual Reports to NAEYC on a spring vs. fall</p>	<p>2019-2020 AS Early Childhood Studies: 38 AS Infant/Toddler Teacher: 2 AS Early Intervention Assistant: 1 AST Early Childhood Education: 46</p>

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

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

<p>cycle but should be consistent for each year's Annual Report.</p>	
<p>Number of full-time faculty who taught in the early childhood program(s) during the past academic year:</p>	<p>6</p>
<p>Number of part-time faculty who taught in the early childhood program(s) during the past academic year:</p>	<p>18</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><input checked="" type="checkbox"/> 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%.

AS Early Childhood Studies

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)
2019-2020	38	13%	87%
2018-2019	31	0%	100%
2017-2018	37	11%	89%

AS Infant/Toddler Teacher

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 ⁵ (at the time of completion)
2019-2020	2	0%	100%
2018-2019	3	0%	100%
2017-2018	0	NA	NA

⁴ Part-time status is defined by the institution.

⁵ Part-time status is defined by the institution.

AS Early Intervention Assistant

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 ⁶ (at the time of completion)
2019-2020	1	0%	100%
2018-2019	5	20%	80%
2017-2018	0	NA	NA

AS-T Early Childhood Education

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 ⁷ (at the time of completion)
2019-2020	46	15%	85%
2018-2019	43	9%	91%
2017-2018	29	14%	86%

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 semesters)

In the following chart, please indicate the percentage of full-time candidates completing the program within the program's published timeframe.⁸The program must complete the information for the 150% indicator and

⁶ Part-time status is defined by the institution.

⁷ Part-time status is defined by the institution.

⁸ “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/>.*

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: AS Early Childhood Studies

Academic year in which a Fall cohort of full-time candidates enrolled in the program (select three sequential years)	Percentage of those candidates who completed the program within 150% of the published timeframe	Percentage of those candidates who completed the program within 100%, 200% (twice) or 300% (three times) of the published timeframe (Please circle, underline or bold the indicator above on which the program will report.)
2015-2016 (N = 88)	6%	6%
2016-2017 (N = 99)	7%	4%
2017-2018 (N = 101)	9%	8%

Program Name: AS Infant/Toddler Teacher

Academic year in which a Fall cohort of full-time candidates enrolled in the program (select three sequential years)	Percentage of those candidates who completed the program within 150% of the published timeframe	Percentage of those candidates who completed the program within 100%, 200% (twice) or 300% (three times) of the published timeframe (Please circle, underline or bold the indicator above on which the program will report.)
2015-2016 (N = 57)	2%	2%
2016-2017 (N = 79)	0%	0%
2017-2018 (N = 64)	0%	0%

Program Name: AS Early Intervention Assistant

Academic year in which a Fall cohort of full-time candidates enrolled in the program (select three sequential years)	Percentage of those candidates who completed the program within 150% of the published timeframe	Percentage of those candidates who completed the program within 100%, 200% (twice) or 300% (three times) of the published timeframe (Please circle, underline or bold the indicator above on which the program will report.)
2015-2016 (N = 80)	0%	0%
2016-2017 (N = 100)	0%	0%
2017-2018 (N = 92)	2%	2%

Program Name: AS-T Early Childhood Education

Academic year in which a Fall cohort of full-time candidates enrolled in the program (select three sequential years)	Percentage of those candidates who completed the program within 150% of the published timeframe	Percentage of those candidates who completed the program within 100%, 200% (twice) or 300% (three times) of the published timeframe (Please circle, underline or bold the indicator above on which the program will report.)
2015-2016 (N = 275)	6%	4%
2016-2017 (N = 232)	6%	6%
2017-2018 (N = 246)	7%	5%

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

Defined as enrolled in any course in the degree in fall semester, completed any course in degree in previous semester with C or better, only degree ed goal, full-time include any units, not just units that are part of the degree. Students can be included in more than one academic year and program type since there is so much overlap in courses.

Outcome Measure #3: Institutional Selected Data

All programs are required to select at least one of the following outcome measures on which to report. (Institutions submitting multiple programs in a single Annual Report may select the same or a different measure for each program; a separate chart must be submitted for each program.)

~~(A) The fall-to-fall retention rate in the program for each of the three most recently completed academic years~~

Academic Year	% of Part-Time Candidates Enrolled in the Program (% of Total Enrollment)	Retention Rate among Part-Time Candidates	% of Full-Time Candidates Enrolled in the Program (% of Total Enrollment)	Retention Rate among Full-Time Candidates

OR

~~(B) The number and percentage of program graduates employed in the early childhood profession or pursuing further education in the profession within one year of graduation for each of the three most recent academic years for which information is available.~~

Academic Year	Number of Graduates	Percentage of Graduates employed in the early childhood profession within one year of graduation*	Percentage of Graduates pursuing further education in the early childhood profession within one year of graduation*

*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.

Spring 2018 Equity Gap Analysis

Ethnicity	Success	Retention	Count
Asian	78.8%	85.9%	58
Black	71.8%	82.4%	93
Latinx	80.6%	88.9%	476
Native American	100.0%	100.0%	4
Pacific Islander	100.0%	100.0%	1
Two or More	64.3%	73.8%	29
Unreported	90.0%	95.0%	14
White	88.0%	93.0%	254
Total	81.2%	88.8%	929

Spring 2019 Equity Gap Analysis

Ethnicity	Success	Retention	Count
Asian	88.3%	96.1%	53
Black	70.6%	87.3%	64
Latinx	81.0%	90.0%	399
Native American	50.0%	75.0%	3
Pacific Islander	100.0%	100.0%	1
Two or More	76.6%	91.5%	30
Unreported	80.0%	87.3%	38
White	90.1%	93.7%	207
Total	82.3%	90.9%	795

Spring 2020 Equity Gap Analysis*

Ethnicity	Success	Retention	Count
Asian	16.8%	100.0%	40
Black	27.6%	98.6%	62
Latinx	28.5%	99.5%	453
Native American	36.4%	100.0%	2
Pacific Islander	34.2%	100.0%	1
Two or More	27.2%	100.0%	29
Unreported	1.9%	100.0%	55
White	18.1%	100.0%	172
Total	4.0%	99.6%	814

* SPRING 2020 Data is exaggerated because of the high number of "Emergency Withdrawal" grades (which are excluded from the calculation) due to COVID-19 interruption.

- 1) **Please provide the specific web link where the data on Outcome Measures #1, #2 and #3 of this section are published on the institution's website.** The link should be accessible from the program's home page on the institution's website. The data could be housed directly within the program's section of the institution's website. If an institution has a page that houses accreditation data and/or candidate success data for all programs at the institution, the program outcome measures may be included there instead, but must still be linked to directly from the program's homepage.

<https://www.smc.edu/academics/academic-departments/education-early-childhood-education/NAEYC-accreditation.php>

E. REPORTING AND ANALYZING DATA FOR A STANDARD

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

Key Assessment Title Chart

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

	Name of Assessment and course number in which it is given	Check here if the assessment is a revision or replacement for an assessment submitted in the previous Annual Report (or Self-Study Report, if the program is submitting a Year 1 Annual Report.
Key Assessment 1	Baby Day Paper	Same
Key Assessment 2	Bioecological Systems Reflection Paper	Same
Key Assessment 3	Individualized Activity Planning	Same
Key Assessment 4	Licensing & Parent Communication Assignment	Same
Key Assessment 5	Using Observational Evidence to Inform Assessment and Communication with Parents	Same
Key Assessment 6 (if applicable)*	Learning Center Assignment	Same

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

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

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

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 **XX 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 **XX Key Assessment 2** Key Assessment 3 **XX Key Assessment 4** Key Assessment 5
XX 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.

Looking *collectively across all key assessments associated with the standard the program chose*, include two applications⁹ of the most recent candidate performance data for this standard. If a key element is measured in more than one key assessment, programs can combine data from the two assessments or disaggregate data for each key assessment; however, data from different applications (dates) should not be combined. **If submitting multiple programs in this Annual Report, this data must be disaggregated by program. Data should be reported in a table that reflects data reported by the key elements within the standard. All data tables must clearly distinguish between how many degree candidates met or did not meet the standard (tables should include both the “n” and the “percentage” of candidates in each category). All data tables must clearly indicate which key assessments are included and the dates of application for each key assessment.** NAEYC guidance can be found in the Accreditation Resource Library under “Guidance Documents and Other Resources.” Programs are encouraged to review the guidance when completing this section of the Annual Report.

Program name (for institutions submitting multiple programs within one Annual Report): Early Childhood Education 1. AS Early Childhood Studies 2. AS Early Intervention Assistant 3. AS Infant/Toddler Teacher 4. AST Early Childhood Education
Date(s) of Application 1: Key Assessment 2, Key Assessment 4, and Key Assessment 6 FALL 2019

⁹One “application” refers to one time the assessment was given. (Dates should be clear, distinct, and recent.)
2020 Revised Template

Date(s) of Application 2: Key Assessment 2, and Key Assessment 4 SPRING 2020		
Key Elements of Standard	Meets/Exceeds	Does Not Meet
2a. Knowing about and understanding diverse family and community characteristics.	Application 1 N = 109/123 % = 88.6%	Application 1 N = 14/123 % = 11.4%
	Application 2 N = 57/63 % = 90.5%	Application 2 N = 6/123 % = 9.5%
2b. Supporting and engaging families and communities through respectful, reciprocal relationships to .	Application 1 N = 59/85 % = 69.4%	Application 1 N = 26/85 % = 30.6%
	Application 2 N = 47/53 % = 88.7%	Application 2 N = 6/53 % = 11.3%
2c. Involving families and communities in young children’s development and learning.	Application 1 N = 94/122 % = 77%	Application 1 N = 28/122 % = 23%
	Application 2 N = 45/54 % = 83.3%	Application 2 N = 9/54 % = 16.7%

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. (500 word limit)**

Overall, most candidates are meeting or exceeding the expectations in each key element. Candidates are performing similarly in the key elements of Standard 2 to other applications of the key assessments from previous years. When looking at our 3 years of gathered data, they are most consistently successful with Standard 2.A. Family and community diversity is an important course objective or content topic in numerous courses throughout each program, as well as several popular elective courses. We believe that repeated exposure to this content has reinforced its significance and created numerous opportunities to practice and reflect in this area.

According to the data, candidates are still overwhelmingly successful with Standards 2.B and 2.C, but to a slightly lesser degree and with less consistency than 2.A. During the Fall 2019 semester, both 2.B and 2.C fell slightly below the targeted 80% success rate. Both standards are supported by Key Assessment 4: Licensing & Parent Communication Assignment.

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

Now more than ever, we recognize the importance of our candidates needing to be able to build and maintain strong family and community relationships to support young children. As the COVID-19 crisis continues, and likely in the aftermath as life begins to resemble what we remember as normal, there will continue to be a need for increased sensitivity to and focus in this area by everyone involved in early care and education.

Though this will be part of an ongoing exploration with faculty this year, we are beginning to utilize the data collected from Standard 2 in the following ways:

- Academic Counselors and Faculty will reinforce program maps with students that were created by the department and approved through the college's Curriculum Committee to clarify the recommended course taking sequence for each of our accredited programs. Core ECE classes are prioritized and students are encouraged to complete the full core sequence before enrolling in other courses (including all courses that contain the key assessment for Standard 2). Program Maps will be published to our website and included in a new ECE handbook, currently in development. This will afford candidates more opportunities to explore, practice, and reflect on elements of Standard 2, prior to completing Key Assessment 4.
- Faculty have agreed to review their course design and content and identify ways to present new content or highlight existing content that specifically relates to building and maintaining family and community relationships (where applicable). If appropriate for the course, candidates will be provided with additional opportunities to learn about and reflect on supporting and engaging families (Standard 2.B) and involving families and communities in children's development and learning (Standard 2.C). This will become a standing agenda item for department meetings for the fall 2020 semester.

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

At least 1 application of Standard 2.B and 2.C fell slightly below the 80% goal for candidate performance. Both are addressed by Key Assessment 4: Licensing & Parent Communication Assignment. Deeper examination of the data collected on this assessment indicates that a statistically significant number of candidates did not attempt to complete these elements of the key assessment. This total when added to the candidates who attempted but did not successfully demonstrate success in these areas results leads to the drop below 80%.

- In Application 1 of the assessment for Standard 2.B, only 6 candidates attempted, but did not meet the standard. There were 20 candidates who did not attempt this portion of the key assessment.
- In Application 1 of the assessment for Standard 2.C, only 9 candidates attempted, but did not meet the standard. There were 19 candidates who did not attempt this portion of the key assessment.

We are addressing this data with the following:

- An Academic Tutor for ECE will have access to each course and key assessment. Assignment directions will refer students to their professor or the tutor for questions and support with the assignment.
- Assignment descriptions will include a reference samples of a successful parent communication artifacts from a previous semester.
- Some faculty will test the efficacy of including written and video instructions for the key assessment.

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

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

- 1) For Fall 2020, please describe how your program has been impacted by your institution's and states/county policies. For example, is your program fully online this semester? Are you offering limited face-to-face classes? Are there restrictions on the number of candidates who can be in a face-to-face class? (200 words or less)

Based on state and local policies, our college will be in a mode of remote instruction until Summer 2021, at the earliest. All courses and support services in our program are offered fully online, using the Canvas LMS. We have been able to utilize video and Zoom-based accommodations to continue to administer most key assessments. However, we were unable to complete Key Assessment 6 for spring and have been forced to cancel our practicum course containing this assessment for fall 2020, as the college mandated that no in-person field work would be allowed. The key assessment as written is not easily accommodated for in a remote environment.

Since we have sufficient notice of the remote status for spring 2021, we will be working with college administration and a small handful of local early education settings to explore options for safe and limited, in-person fieldwork.

The college has developed a roadmap to recovery plan that can be viewed at <https://www.smc.edu/news/coronavirus/resources/roadmap-to-recovery.php>.

2) For Fall 2020, please describe the closures and/or social distancing/COVID guidance that are in place for the early learning settings in which your candidates typically conduct their field experiences. (200 words or less)

Currently, early learning sites at all regional unified school districts remain closed, many with limited capacity for some virtual experiences available for families. Some private child care centers and family home child cares are open in the region to support the essential workforce. LA County Department of Public Health has set forth clear guidelines for ECE settings that include instructions for mandated environmental changes, limits on the number of staff and children in a classroom, considerations for physical distancing and infection control, adopting activities that are individualizing or promote social distancing, including rigorous screening requirements, guidelines for cleaning and sanitization, and language prohibiting volunteers and visitors, etc.

<http://www.ph.lacounty.gov/media/Coronavirus/docs/education/GuidanceEarlyChildhoodEducation.pdf>

Additional social distancing requirements have been shared by the State of California, Department of Social Services, Licensing Division and can be found at https://www.cdss.ca.gov/Portals/9/CCLD/PINs/2020/CCP/PIN_20-06-CCP.pdf

3) For Fall 2020, please indicate if there are particular age groups and/or types of early learning settings with which your candidates typically conduct field experiences that you know (or anticipate) candidates will not have access due to COVID-19. (200 words or less)

Candidates will not have access to any in-person field experiences for the fall 2020. There will be remote and video observation opportunities available for all early learning settings represented in the field experiences chart.

4) Please select the choice that best estimates the level of access your candidates had to field experiences during the Spring and Summer 2020 and that you anticipate they will have during Fall 2020. (For Annual Reports and Self-Study Reports addressing more than one program, please complete a separate table for each program. Programs that operate on a quarter, trimester, or other non-semester-based system may adjust the time periods accordingly.)

	Spring 2020	Summer 2020	Fall 2020
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All of the candidates in this program were (or will be) able to complete all of their field experiences that would have typically been required during this time period.*		XXXXX (no in-person experiences)	
At least half (but not all) of the candidates in this program were (or will be) able to complete all of their field experiences that would have typically been required during this time period.*	XXXXX (no in-person experiences)		XXXXX (no in-person experiences, ECE 22 Practicum canceled, 35 seats)
Fewer than half of the candidates in this program were (or will be) able to complete all of their field experiences that would have typically been required during this time period.*			
None of the candidates in this program were (or will be) able to complete all of their field experiences that would have typically been required during this time period.			
N/A--field experiences are not typically required during this time period			

*If candidates were (or anticipate being) able to complete required field experiences but with modifications to what is typically required, please explain:

All field experiences were and will be remote/video based. Per college mandate, no in-person field experiences are currently allowed, leading to the cancellation of 2 sections of ECE 22 Practicum for the fall 2020 semester.

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

X	Using videos and reflections to replace field experiences
X	Allowing students to implement curriculum with their own children or children they still have access to

X	Having students record themselves implementing curriculum (with or without actual children)
X	Having students work with their mentor/supervising teachers to plan and implement curriculum virtually
X	Having students work with their mentor/supervising teacher to meet in small groups with children/families virtually
X	Giving students an “in progress” and extending the semester to allow additional time to complete field experiences. As needed on a candidate-by-candidate basis.
X	Using simulation software (e.g., TeachLive) Attempted using SimSchool in SPRING 2020, likely will not use this in the future for ECE, but perhaps for Elementary Education.
	Other _____

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

Selected videos and reflections include strong representation of diverse populations of children and families. Candidates are also being referred to web resources and tools that similarly support working with diverse populations, including numerous NAEYC and PITC resources.

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

	Yes	No	N/A
For candidates who graduated in Spring 2020 and Summer 2020, were they able to observe and practice in field experiences across at least two age groups and in at least two types of early learning settings during their time in the program?	XXXX		
For candidates who are planning to graduate in Fall 2020 or beyond, will your candidates have had opportunities to observe and practice in field	XXXX		

<p>experiences across at least two age groups and in at least two types of early learning settings during their time in the program?</p>	<p>Some may only have remote practicum experiences but will have had numerous other in-person opportunities with various ages and settings.</p>		
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7b) If you selected “no” to one or both questions, please describe the particular challenge(s). (200 words or less)

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

	Spring 2020	Summer 2020	Fall 2020
<p>Our program was (or will be) able to offer all key assessments that are typically offered during this time period</p>		<p>XXXX</p>	
<p>Our program was (or will be) able to offer some but not all of the key assessments that are typically offered during this time period</p>	<p>XXXX</p>		<p>XXXX</p>
<p>Our program was (or will) not able to offer any of the key assessments that are typically offered during this time period</p>			

N/A--key assessments would not have been typically required during this time period			
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9) If your program was not able to offer all key assessments, please list the key assessment(s) that were not offered and check which standard(s) it/they measure(s)

Name of the Key Assessment	St. 1	St. 2	St. 3	St. 4	St. 5	St. 6
Key Assessment 6: Learning Center Assignment	X	X	X	X	X	X

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

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

G. RESPONSE TO CONDITIONS IN ACCREDITATION DECISION

If the program is accredited with conditions, please complete this section. If the program is not responding to conditions, do not complete this section.

1. ~~Cite the condition statement(s) here exactly as it appears in the Accreditation Decision Report.~~

2. ~~Describe the progress in addressing the condition(s). Description of work to date is important, but assertion of change is not sufficient. Insert documents, such as revised key assessments or data tables and analysis that provide evidence of change. Programs that are accredited with conditions must satisfactorily address conditions by the second Annual Report in order to maintain accreditation.~~