



Early Childhood Higher Education Programs

ANNUAL REPORT
***(FOR PROGRAMS USING THE 2010 NAEYC STANDARDS FOR
INITIAL EARLY CHILDHOOD PROFESSIONAL PREPARATION)***

INSTITUTION NAME: SANTA MONICA COLLEGE

STATE: CALIFORNIA

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

SEPTEMBER 30, 2021

MARCH 31, 2022

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: 09-13-2021

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. |
| X | 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. <i>This is optional for programs that are not on conditions.</i> |
| 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

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/Special Education 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/Special Education 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>A.S. Early Intervention Assistant was renamed in 2021 and is now A.S. Early Intervention/Special Education Assistant</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 Department Chair, Education/Early Childhood Department (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) | N/A |

| | |
|--|---|
| 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) | N/A |

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> | | |
|---|--|--|

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>X 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: 318 AST Early Childhood Education: 311 AS Early Intervention/Special Education Assistant: 311 AS Infant Toddler Teacher: 312</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: 366 AST Early Childhood Education: 343 AS Early Intervention/Special Education Assistant: 335 AS Infant Toddler Teacher: 312</p> |
| <p>The number of required early childhood credit hours in the program.</p> | <p>AS Early Childhood Studies: 30 semester units AST Early Childhood Education: 27 semester units AS Early Intervention/Special Education Assistant: 24 semester units AS Infant Toddler Teacher: 30 semester units</p> |
| <p>The number of required general education credit hours in the program.</p> | <p>AS Early Childhood Studies: 30 semester units AST Early Childhood Education: 33 semester units AS Early Intervention/Special Education Assistant: 36 semester units AS Infant Toddler Teacher: 30 semester units</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>2020-2021 AS Early Childhood Studies: 35 AST Early Childhood Education: 40 AS Early Intervention/Special Education Assistant: 6 AS Infant Toddler Teacher: 9</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

| | |
|---|---|
| cycle but should be consistent for each year's Annual Report. | |
| Number of full-time faculty who taught in the early childhood program(s) during the past academic year: | 6 |
| Number of part-time faculty who taught in the early childhood program(s) during the past academic year: | 15 |
| 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>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%.

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) |
|---------------|------------------------------|--|---|
| 2020-2021 | 35 | 26% | 74% |
| 2019-2020 | 38 | 13% | 87% |
| 2018-2019 | 31 | 0% | 100% |

AST 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 ⁵ (at the time of completion) |
|---------------|------------------------------|--|---|
| 2020-2021 | 40 | 35% | 65% |
| 2019-2020 | 46 | 15% | 85% |
| 2018-2019 | 43 | 9% | 91% |

⁴ Part-time status is defined by the institution.

⁵ Part-time status is defined by the institution.

AS Early Intervention/Special Education 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) |
|---------------|------------------------------|--|---|
| 2020-2021 | 6 | 17% | 83% |
| 2019-2020 | 1 | 0% | 100% |
| 2018-2019 | 5 | 20% | 80% |

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 ⁷ (at the time of completion) |
|---------------|------------------------------|--|---|
| 2020-2021 | 9 | 11% | 89% |
| 2019-2020 | 2 | 0% | 100% |
| 2018-2019 | 3 | 0% | 100% |

Outcome Measure #2: The Program Completion Rate

What is the published timeframe for full-time candidates to complete the early childhood program(s) included in this Self-Study Report? (Please indicate in terms of the number of academic years; e.g., five semesters would be 2.5 academic years.) 2 years (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 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,

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/>.*

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 <u>100%</u> , 200% (twice) or 300% (three times) of the published timeframe (Please circle, underline or bold the indicator above on which the program will report.) |
|---|---|--|
| 2016-2017 (N = 99) | 7% | 4% |
| 2017-2018 (N = 101) | 9% | 8% |
| 2018-2019 (N = 145) | 10% | 6% |

Program Name: AST 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 <u>100%</u> , 200% (twice) or 300% (three times) of the published timeframe (Please circle, underline or bold the indicator above on which the program will report.) |
|---|---|--|
| 2016-2017 (N = 232) | 6% | 6% |
| 2017-2018 (N = 246) | 7% | 5% |
| 2018-2019 (N = 139) | 23% | 19% |

Program Name: Early Intervention/Special Education Assistant

| Academic year in which a Fall cohort of full-time candidates enrolled in the | Percentage of those candidates who completed the program within 150% of the published timeframe | Percentage of those candidates who completed the program within <u>100%</u> , 200% (twice) or 300% (three times) of the published timeframe (Please circle, underline or bold the |
|---|---|---|
| | | |

| program (select three sequential years) | | indicator above on which the program will report.) |
|---|----|--|
| 2016-2017 (N = 100) | 0% | 0% |
| 2017-2018 (N = 92) | 2% | 2% |
| 2018-2019 (N = 137) | 1% | 1% |

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.) |
|---|---|---|
| 2016-2017 (N = 79) | 0% | 0% |
| 2017-2018 (N = 64) | 0% | 0% |
| 2018-2019 (N = 144) | 3% | 1% |

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

N = Defined as candidates enrolled in any course in the program in fall semester, completed any course in program 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. Candidates 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

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.

**Course Success Rates (ECE/Education Department), C or Better
Excludes EW (emergency withdrawal) in the denominator**

| | | 2018-2019 | 2019-2020 | 2020-2021 |
|-------------|-------------------|-----------|-----------|-----------|
| Asian | Success Rate | 89.0% | 88.1% | 90.5% |
| | Total Enrollments | 173 | 135 | 147 |
| Black | Success Rate | 65.2% | 69.5% | 80.1% |
| | Total Enrollments | 273 | 236 | 256 |
| Latinx | Success Rate | 79.4% | 81.2% | 79.3% |
| | Total Enrollments | 1539 | 1508 | 1650 |
| Native Am | Success Rate | 66.7% | 100.0% | 100.0% |
| | Total Enrollments | 15 | 2 | 4 |
| PI | Success Rate | 100.0% | 50.0% | 75.0% |
| | Total Enrollments | 3 | 4 | 4 |
| Two or More | Success Rate | 75.9% | 87.2% | 80.7% |
| | Total Enrollments | 108 | 78 | 135 |
| White | Success Rate | 87.6% | 90.2% | 88.2% |
| | Total Enrollments | 727 | 562 | 728 |
| Unreported | Success Rate | 81.7% | 83.3% | 88.8% |
| | Total Enrollments | 93 | 215 | 134 |
| Total | Success Rate | 80.6% | 82.7% | 82.5% |
| | Total Enrollments | 2931 | 2740 | 3058 |

**Course Retention Rates (ECE/Education Department), Non-W grades
Excludes EW in the denominator**

| | | 2018-2019 | 2019-2020 | 2020-2021 |
|-------------|-------------------|-----------|-----------|-----------|
| Asian | Success Rate | 93.1% | 93.3% | 96.6% |
| | Total Enrollments | 173 | 135 | 147 |
| Black | Success Rate | 79.5% | 84.7% | 90.2% |
| | Total Enrollments | 273 | 236 | 256 |
| Latinx | Success Rate | 88.2% | 90.2% | 92.7% |
| | Total Enrollments | 1539 | 1508 | 1650 |
| Native Am | Success Rate | 80.0% | 100.0% | 100.0% |
| | Total Enrollments | 15 | 2 | 4 |
| PI | Success Rate | 100.0% | 50.0% | 75.0% |
| | Total Enrollments | 3 | 4 | 4 |
| Two or More | Success Rate | 87.0% | 91.0% | 89.6% |
| | Total Enrollments | 108 | 78 | 135 |
| White | Success Rate | 92.2% | 93.8% | 97.1% |
| | Total Enrollments | 727 | 562 | 728 |
| Unreported | Success Rate | 86.0% | 96.7% | 94.8% |
| | Total Enrollments | 93 | 215 | 134 |
| Total | Success Rate | 88.5% | 91.1% | 93.7% |
| | Total Enrollments | 2931 | 2740 | 3058 |

* Data since Spring 2020 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.

PLEASE NOTE: KEY ASSESSMENTS AND DATA COLLECTED ARE UNIFORM ACROSS ALL OF OUR 4 ACCREDITED PROGRAMS AND ARE THEREFORE NOT LISTED BY INDIVIDUAL PROGRAM FOR BREVITY. ALL CANDIDATES WILL COMPLETE EACH OF THE KEY ASSESSMENT BELOW. CANDIDATES DO NOT IDENTIFY A SPECIFIC PATHWAY UNTIL THEY PETITION FOR ONE OR MORE DEGREES.

| | 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 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 | 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 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 |

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:

X 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.)

X Key Assessment 1 X Key Assessment 2 X Key Assessment 3 X Key Assessment 4 ___ Key Assessment 5
X Key Assessment 6

Please do not attach the actual key assessments unless you are responding to conditions related to 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.

⁹One “application” refers to one time the assessment was given. (Dates should be clear, distinct, and recent.)
June 2021 Revised Template

PLEASE NOTE: KEY ASSESSMENTS AND DATA COLLECTED ARE UNIFORM ACROSS ALL OF OUR 4 ACCREDITED PROGRAMS AND ARE THEREFORE NOT DISAGGREGATED BY PROGRAM, AS THE DATA IS IDENTICAL. ALL CANDIDATES WILL COMPLETE EACH OF THE KEY ASSESSMENTS. CANDIDATES DO NOT IDENTIFY A SPECIFIC PATHWAY UNTIL THEY PETITION FOR ONE OR MORE DEGREES.

Program Names:

Early Childhood Education

1. AS Early Childhood Studies
2. AS Early Intervention/Special Education Assistant
3. AS Infant/Toddler Teacher
4. AS-T Early Childhood Education

Date(s) of Application 1: Key Assessment 1, 2, 3, 4, 6 – FALL 2020

Date(s) of Application 2: Key Assessment 1, 2, 3, 4, 6 – SPRING 2021

| Key Elements of Standard | Met | Did Not Meet |
|--|---|---|
| 1a. Knowing and understanding young’s children’s characteristics and needs, from birth - age 8. | Application 1 (n=285) 242 candidates (84.9%) | Application 1 (n=285) 43 candidates (15.1%) |
| | Application 2 (n=227) 204 candidates (89.9%) | Application 2 (n=227) 23 candidates (10.1%) |
| 1b. Knowing and understanding the multiple influences on development and learning. | Application 1 (n=377) 298 candidates (79%) | Application 1 (n=377) 79 candidates (21%) |
| | Application 2 (n=366) 307 candidates (83.9%) | Application 2 (n=366) 59 candidates (16.1%) |
| 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children. | Application 1 (n=287) 209 candidates (72.8%) | Application 1 (n=287) 78 candidates (27.2%) |
| | Application 2 (n=219) 179 candidates (81.7%) | Application 2 (n=219) 40 candidates (18.33%) |

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 slightly better (3-8%) in the key elements of Standard 1 to other applications of the key assessments from previous years. When looking at our 4 years of gathered data, they are most consistently successful with Standard 1.A. Knowing and understanding young’s children’s characteristics and needs, from birth - age 8. This is foundational content and is frequently revisited in almost every course in the pathway, including elective offerings. We believe that repeated exposure to this content has reinforced its significance and created numerous opportunities for success through continuous practice and reflection.

According to the data, candidates are still overwhelmingly successful with Standards 1.B and 1.C, but to a slightly lesser degree and with less consistency than 1.A. During the Fall 2020 semester, both 1.B and 1.C fell below the targeted 80% success rate. Both standards are supported by Key Assessment 1: Baby Day Paper.

- 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)**

Faculty teaching different sections of the same course will form communities of practice to continue to explore and reflect on the data collected from this key assessment as well as our internal course learning outcomes. The priority currently is to support students in their retention and successful completion of coursework during the ongoing pandemic and period of online, asynchronous instruction. The results for this (and other key assessments) would likely be even more favorable if we could eliminate the high number of students who do not attempt or submit incomplete key assessment assignments. We are focusing on identifying the barriers to completion of key assessment assignments and will test various strategies over the coming academic year. Some strategies may include:

- Assigning multiple due dates for components of some key assessments, rather than having the full assignment due at once
- Creating an instructional video where faculty describe and preview components of the key assessment
- More flexible deadlines for key assessment assignments

- 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)**

The Fall 2020 application of Standard 1.B and 1.C fell below the 80% goal for candidate performance. Both are addressed by Key Assessment 1: Baby Day Paper Assignment, a component of PSYCH 11 Child Growth and Development. As we have found with previous analysis of key assessment data from other years, a statistically significant number of candidates did not attempt to complete these elements of the key assessment. This total when added to the small number of candidates (less than 5%) who attempted but did not successfully demonstrate success in these areas results leads to the drop below 80%.

While results were better in Spring 2021, "did not attempt" rates remained high overall.

On September 15 and 16, 2021, PSYCH 11 instructional faculty met to review the key assessment data and identify a plan of action. Results were not consistent across all sections, and it was noted that sections that (grade) weighted portions of the key assessment that addressed 1.B and 1.C more heavily, did not experience the same high non-attempt rate.

Faculty believe that the length of this multi-step key assessment and the low point values assigned to certain sections resulted low in participation, particularly during the pandemic. For 2021-2022, the point values for these sections have doubled (tripled in some sections) to represent a higher percentage of the grade calculation and participation is expected to increase.

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

Programs that are on conditions must complete this section of the template. For programs that are not on conditions, this section is optional.

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 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 2021, please describe how your program has been impacted by institutional/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)

Due to ever changing public health and safety guidelines and the extent of the work needed to make on campus classrooms safe for everyone, all ECE courses will remain fully online (mostly asynchronous) for the Fall 2021 semester. While the Spring 2021 semester is also expected to be predominantly online, we are planning to offer a small number of courses in-person, if public safety permits.

Most non-practicum field experiences are now completed using observation videos. For practicum courses, we have purchased SWIVL base stations and are working with community childcare partners to provide live stream video footage. These students are also meeting in small-group Mentor pods, to discuss, reflect, plan, and explore their virtual field placements together.

- 2) For Fall 2021, 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)

While our candidates are not permitted by our college to engage in on-ground fieldwork at this time, the centers we typically work with are open for business and following guidelines established by the LA County Department of Health and from Licensing Division of the CA Department of Social Services.

As the requirements are ever changing, we have included a link to the safety requirements and best practices from the Dept. of Health, available at <http://ph.lacounty.gov/acd/ncorona2019/EducationToolkit/ECE/>

- 3) For Fall 2021, 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 Fall 2020, unless they are already employed in an early care and education setting. There will be remote video observations (live streamed and pre-recorded) opportunities available for all early learning setting 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 pandemic and that you anticipate they will have during Fall 2021. (For Annual 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 | Fall 2020 | Spring 2021 | Fall 2021 |
|---|-------------------------------------|---|-------------------------------------|-------------------------------------|
| 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) |
| 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) | | | |
| 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. | | XXXXX (Fieldwork courses canceled due to | | |

| | | | | |
|---|--|-------------------------|--|--|
| | | public safety concerns) | | |
| 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:

Candidates are only permitted by the college’s Emergency Operations Team to participate in virtual fieldwork experiences. The vast majority of course content and objectives are still able to be met in this format, however Key Assessment 6 is not possible as written. Faculty are currently meeting to discuss ways for candidates to demonstrate these competencies in other ways or possibly through a temporarily modified key assessment.

- 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 |
| | Giving students an “in progress” and extending the semester to allow additional time to complete field experiences |
| | Using simulation software (e.g., TeachLive) |
| | 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.

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

| | Yes | No | N/A |
|--|---|----|-----|
| For candidates who graduated in Spring 2021 and Summer 2021, 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? | XXX (some candidates only had virtual experiences) | | |
| For candidates who are planning to graduate in Fall 2021 or beyond, will your candidates have had opportunities 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? | XXX (some candidates will only have virtual experiences) | | |

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 | Fall 2020 | Spring 2021 | Fall 2021 |
|---|-------------|-----------|-------------|-----------|
| Our program was (or will be) able to offer all key assessments that are typically offered during this time period | | | | |

| | | | | |
|---|------|------|------|------|
| 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 | XXXX | XXXX | XXXX | XXXX |
| Our program was (or will) not able to offer any of the key assessments that are typically offered during this time period | | | | |
| N/A--key assessments would not have been typically required during this time period | | | | |

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 | 1c | 2c | 3b | 4b,c,d | 5c | 6c,e |
| | | | | | | |
| | | | | | | |

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

Despite the impact that COVID has had on our program, we have reached a new milestone with the successful opening of our college's Early Childhood Lab School, on September 15, 2021. This project has spanned 32 years and is a collaborative partnership between our college, the City of Santa Monica, the RAND Corp., and the Growing Place (a 3rd party provider).

The center is licensed for 106 and includes provisions for infants (from 6 weeks), toddler, twos, and preschool across 8 rooms and multiple outdoor play yards. Classrooms and outdoor spaces are equipped with 360-degree cameras and multiple microphones sending live audio and video feeds to our classrooms and a supervised observation lab for candidates.

To run the program, we have contracted with the Growing Place (already NAEYC accredited in 2 other sites). They will be beginning the accreditation self-study process for the Lab School in the very near future.

We look forward to welcoming our students to the center for observations and in-person fieldwork in Spring 2022 (pending public safety).

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.~~