

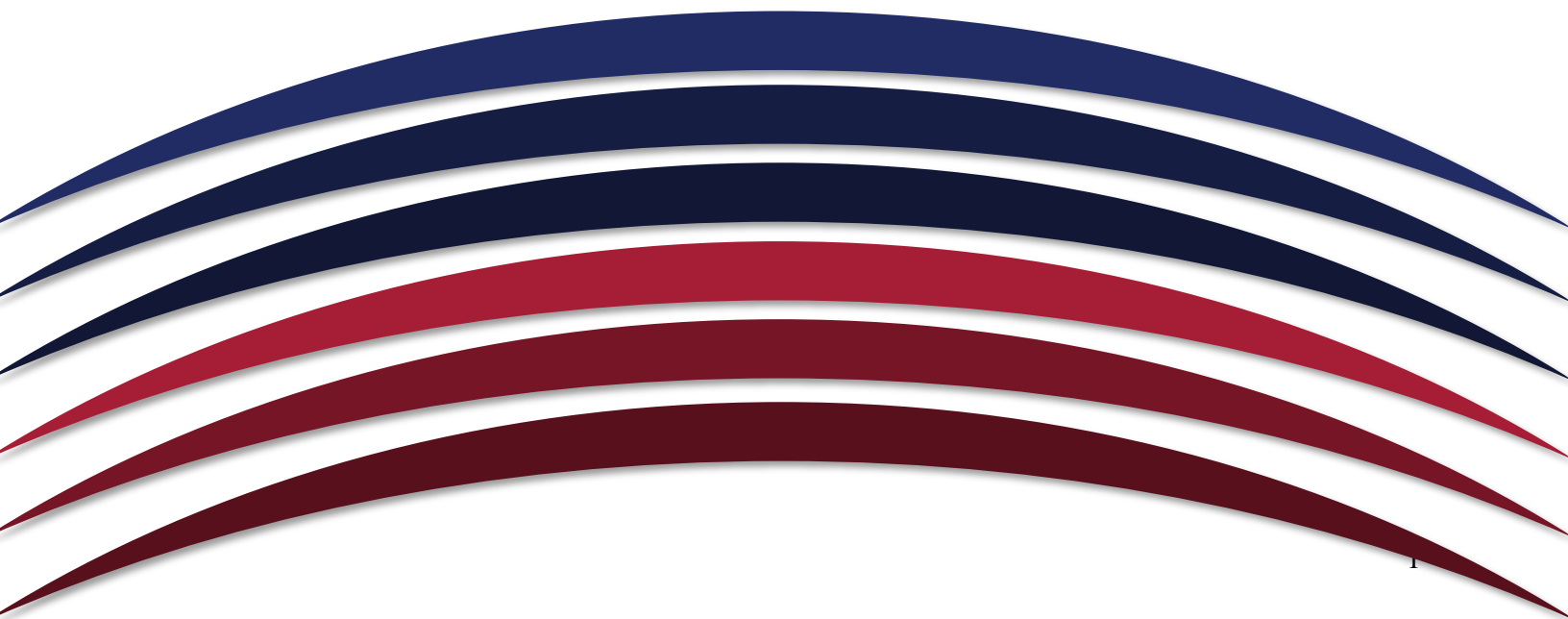


# UNIVERSITY OF ARKANSAS PULASKI TECH

## Assessment Report: 2018-2019 – Program Level

The University of Arkansas – Pulaski Technical College calls for each program (AS, AA, AAS, CP, and TC) to have an assessment plan for each academic year that includes the following:

- Program Learning Objectives
- Procedures for assessing the achievement of student learning
- Procedures for analyzing and interpreting assessment results for the continuous improvement of the program.



A primary goal for each instructional department's assessment is to include at least one direct measure of student learning, which is accomplished usually through the use of locally developed tests, student portfolios, capstone assessment measures, embedded assignments, or through licensure exams and standardized national tests. In addition to direct measures, most areas may also use indirect methods to assess student achievement. Graduation rates and graduation and employer surveys are frequently used as indirect indicators of student achievement.

This form presents template of questions that must, at minimum, be addressed by instructional departments when filing an assessment plan. While an electronic version of this form will be made available, instructional departments may include additional information not specifically addressed in this form as long as the template questions are addressed.

### Other Assessment Considerations:

- The College expects programs/departments/divisions to make curriculum changes and budget requests based in part upon assessment findings. Assessment of student learning should be a catalyst for quality instruction and improvement across the college community.
- All programs will be asked to submit an annual assessment report to the Assessment Committee by October 10th of each year. (If October 10<sup>th</sup> falls on a weekend, please submit reports on the following Monday.)
- For technical and occupational programs, please consider the role of your advisory committee in your student learning objectives.

This form must be completed by October 10 of each academic year. Complete each part of this form. Please follow highlighted instructions.

### Part A: Identification and Assessment Plan

1. Name of program: Associate of Applied Science in Early Childhood
2. Name of individual compiling report: Rebecca Chism, Program Chair/Traci Johnston, Instructor
3. Date of submission: October 21, 2019
4. Is the assessment plan (**Check one**)  
☐ an initial plan for the program      ☐ a revision of an old plan      ☒ unaltered from previous year

5. Provide a brief description of the program and its purposes, to include a description of the jobs/careers for which students are being prepared.

*The Associate of Applied Science in Early Childhood Development is for individuals who work in early childhood programs as directors and/or teachers. This degree provides advanced courses in curriculum development, child behavior, and field placement for observation and assessment. Courses are designed to meet the mandatory*

competences for the Birth through Pre-Kindergarten Teaching Credential required by ACT 187. This degree will allow graduates to apply for the Birth through Pre-Kindergarten Teaching Credential from the Division of Child Care and Early Childhood Education in the Arkansas Department of Human Services. It will allow graduates to be the lead teachers in non-public schools or paraprofessionals in Early Head Start or Head Start classroom. Students will also be qualified to serve as a paraprofessional in a public pre-kindergarten classroom.

The required state trainings have been embedded in many of our courses and students receive their certificates upon successful completion of these courses. These students are more employable as they will not need to be absent from their classroom to attend training sessions that the state requires in these areas. The Associate of Applied Science in Early Childhood Development is accredited by the National Association for the Education of Young Children (NAEYC).

## **Part B: Student Learning Objectives, Assessment Methods, and Data Sources**

In this section of the assessment plan, student learning objectives for the program will be defined. Also, assessment methods and data sources for each objective must be defined. Follow the instructions below to define and relate the program leaning objectives.

1. Complete the chart below or attach documentation of the assessment process that includes the data included below. Also attach any assessment instruments and grading rubrics used at the program level if applicable. See the attached document. For our annual report we report only one standard this year the report was on Standard 4: Using Developmentally Effective Approaches. See section E of report.



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Early Childhood Higher Education Programs

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# **ANNUAL REPORT**

**INSTITUTION NAME:** UNIVERSITY OF ARKANSAS PULASKI TECHNICAL COLLEGE

**STATE:** ARKANSAS

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

☒ SEPTEMBER 30, 20\_\_19\_\_

☐ MARCH 31, 20\_\_

**PLEASE INDICATE WHICH ANNUAL REPORT THE PROGRAM IS SUBMITTING**

☐ YEAR 1 ANNUAL REPORT

☐ YEAR 2 ANNUAL REPORT

☐ YEAR 3 ANNUAL REPORT

☐ YEAR 4 ANNUAL REPORT

WOULD YOU LIKE THE ASSESSMENT REVIEW COMMITTEE TO PROVIDE YOU WITH PEER FEEDBACK ON THE KEY ASSESSMENTS ASSOCIATED WITH THE STANDARD YOU SELECTED TO REPORT DATA ON IN THIS YEAR 4 ANNUAL REPORT? IF YOU CHECK "YES" SEE PAGE X FOR MORE INFORMATION.

☐ YES      ☐ NO

X YEAR 5 ANNUAL REPORT

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

**NAME OF PERSON COMPLETING THIS REPORT:** TRACI JOHNSTON

**DATE:** SEPTEMBER 30, 2019

**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)*

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

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

X OUR PROGRAM HAS SUBMITTED ITS ANNUAL FEE FOR THE CURRENT YEAR *(REQUIRED FOR ALL ACCREDITED PROGRAMS)*

☐ I WOULD LIKE TO SCHEDULE A PHONE CONSULTATION WITH NAEYC STAFF



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The purposes of the Annual Report are to:

- Affirm the program’s continued compliance with Accreditation Eligibility Requirements
- Document substantive changes to a program
- Provide updates on the program’s context
- Provide Program Outcome Data
- Support the program’s continuous improvement efforts in collecting and analyzing candidate performance data
- Provide data to inform the early childhood degree landscape
- (For some programs) Respond to any conditions identified by the Commission as part of an accreditation decision

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

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

<b>Institution Name</b>	University of Arkansas Pulaski Technical College
<b>Mailing Address</b>	3000 West Scenic Drive, North Little Rock, Arkansas 72118
<b>Program Name(s)</b>	Associate of Applied Science in Early Childhood Education (A.A.S)
<b>Program name(s) as listed in <u>college catalog</u>, including degree type (A.A., A.A.T. etc.). If listing more than one program, please separate program names by a semicolon.</b>	Early Childhood Development, Associate of Applied Science
<b>Program's website address (please list the website address for each program if including more than one program)</b>	<a href="https://uaptc.edu/schools/education-and-reading/early-childhood-development">https://uaptc.edu/schools/education-and-reading/early-childhood-development</a>
<b>Does the program's name above differ from what is currently listed on the NAEYC website (<a href="http://www.naeyc.org/highered/accreditation/accredited-programs">http://www.naeyc.org/highered/accreditation/accredited-programs</a>)?</b>	X No <input type="checkbox"/> Yes  Program Name (if the institution has more than one accredited program) _____
<b>Primary contact (faculty member representing the program) (<i>for institutions with more than one accredited program, please add another row to the table if there are changes across programs</i>):</b>	Name: Traci A. Johnston Title: Early Childhood Development Instructor Phone: 501-812-2817 Email: tjohnston@uaptc.edu
<b>If this is a new primary contact, please list his/her graduate degree(s) and subject area(s)</b>	
<b>Secondary contact (<i>for institutions with more than one accredited program, please add another row to the table if there are changes across programs</i>):</b>	Name: Rebecca Chism Title: Department Chair of Education & Reading Phone: 501-812-2331 Email: rchism@uaptc.edu
<b>If this is a new secondary contact, please list his/her graduate degree(s) and subject area(s)</b>	



## **B. REAFFIRMING THAT THE PROGRAM MEETS ACCREDITATION ELIGIBILITY REQUIREMENTS**

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

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

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

<p>childhood education, child development, child and family studies, or a related discipline with at least 18 graduate credits in early childhood/family studies. This faculty member must serve as either the primary or secondary contact. One person may serve this role for multiple programs.</p>		
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**Please explain any “no” answer above:**

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

<b>Have there been any substantive changes to the program, as defined in the Accreditation Handbook?</b>	<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>
<b>Number of full-time candidates enrolled for the most recent semester<sup>2</sup> available (do not include certificate-only students in counts)</b>	<p>Spring 2019: 23</p>
<b>Number of part-time candidates enrolled for the most recent semester<sup>3</sup> available (do not include certificate-only students in counts)</b>	<p>Spring 2019: 34</p>
<b>The number of required early childhood credit hours in the program.</b>	<p>40</p>
<b>The number of required general education credit hours in the program.</b>	<p>15</p>
<b>The number of required non-early childhood education methodology and other education courses in the program.</b>	<p>6</p>
<b>Number of program graduates in past academic year i.e. the most recent one-year period for which institutional information is readily available (do not include certificate-only students in counts). The reporting period may be different for programs that submit Annual Reports to NAEYC on a spring vs. fall cycle but should be consistent for each year’s Annual Report.</b>	<p>Spring 2019: 12</p>

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

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

<b>Number of full-time faculty who taught in the early childhood program(s) during the past academic year:</b>	3
<b>Number of part-time faculty who taught in the early childhood program(s) during the past academic year:</b>	1
<b>During the past year, has the program experienced unusual circumstances (e.g., natural disasters or health calamities) that are not reflected elsewhere in the report?</b>	<p>X No      <input type="checkbox"/> Yes</p> <p>If the program answered “yes”, please provide a short explanation.</p>

## **D. REPORTING PROGRAM OUTCOME DATA**

As part of the program's achieving and maintaining NAEYC accreditation, it must report annually on at least three of the following measures and display these data via an easily located link on the program's website.

***The program is strongly encouraged to meet with its Institutional Research (IR) office to assist in gathering the data on the outcome measures. Below are suggested data reporting templates, but the program is encouraged to report the data in a format that best meets its program needs. For institutions with more than one accredited program, data must be disaggregated and reported for each program.***

### **Outcome Measure #1: The Number of Program Completers**

In the chart below, please indicate the number and percentage of program completers for the three most recent academic years. Note: the percentages across each row must add up to 100%.

Academic Year	Number of program completers	% of program completers who were attending full-time (at the time of completion)	% of program completers who were attending part-time <sup>4</sup> (at the time of completion)
2018-2019	12	33%	67%
2017-2018	12	25%	75%
2016-2017	13	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.) \_\_\_\_ 4 semesters \_\_\_\_

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

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

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

**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:** \_\_\_\_ Associate of Applied Science in Early Childhood Education (A.A.S) \_\_\_\_\_

Academic year in which a Fall cohort of <b>full-time</b> candidates enrolled in the program (select three sequential years)	Percentage of those candidates who completed the program within 150% of the published timeframe	Percentage of those candidates who completed the program within 100%, 200% (twice) or 300% (three times) of the published timeframe <b>(Please circle, underline or bold the indicator above on which the program will report.)</b>
Fall 2012	0%	0%
Fall 2013	0%	0%
Fall 2014	0%	0%

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

Due to a decline of early childhood students and many of those students working full-time in some capacity, students are not completing their course work in a traditional manner. Many of our students only take one to two courses a semester; therefore, it may take them years to complete their degree. In addition, we have nine courses that are only offered once a year.

### **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
Fall 2016	78 1%	37%	33 .5%	30%

Fall 2017	55 1%	51%	25 .4%	68%
Fall 2018	42 .8%	52%	28 .5%	29%

OR

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

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

\*The figures in these two columns do not need to add up to 100%

OR

**(C) Institutionally designed measure that speaks to candidate outcomes in the program (list the measure and the data for the measure). The data must be reported for the most recent three academic years. Such measures might include the average GPA of the graduating class, the number of candidates who completed their courses with a “C” or above, the pass rate on national performance assessments such as edTPA, etc.**

Academic Year	Outcome Measure	Performance Data

- 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://uaptc.edu/schools/education-and-reading/early-childhood-development>

## **E. REPORTING AND ANALYZING DATA FOR A STANDARD**

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

### **Key Assessment Title Chart**

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

	<b>Name of Assessment</b>	<b>Check here if the assessment is a revision or replacement for an assessment submitted in the previous Annual Report (or Self-Study Report, if the program is submitting a Year 1 Annual Report.</b>
<b>Key Assessment 1</b>	ECTC 2603 Practicum: Child Study	
<b>Key Assessment 2</b>	ECTC 2403 Math & Science: Planning a Science Study Project Approach, Teacher Research	
<b>Key Assessment 3</b>	ECTC 2803 Infant Toddler Curriculum: Infant & Toddler Lesson Plan	
<b>Key Assessment 4</b>	ECTC 2603 Practicum: Language Lesson Plan w/Instructor Observation	
<b>Key Assessment 5</b>	ECTC 2903 Future Perspectives in Early Childhood: Reflection Questions and Evidence Report	
<b>Key Assessment 6 (if applicable)*</b>	EDUC 1301: Intro to K-12 Technology: Brochure	Revised

\* 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 children’s characteristics and needs, from birth through age 8.					X	
1b. Knowing and understanding the multiple influences on development and learning.	X					
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.		X			X	
Standard 2: Building Family and Community Relationships Key Elements	Key Assessment					
	1	2	3	4	5	6
2a. Knowing about and understanding diverse family and community characteristics.	X				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 Elements	Key Assessment					
	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	X	
3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.	X					
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.	X				X	
3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.					X	
Standard 4: Using Developmentally Effective Approaches Key Elements	Key Assessment					
	1	2	3	4	5	6
4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.				X	X	
4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.						X

4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.		X		X		
4d. Reflecting on own practice to promote positive outcomes for each child.		X			X	

Standard 5: Using Content Knowledge to Build Meaningful Curriculum Key Elements	Key Assessment					
	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			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	X
6d. Integrating knowledgeable, reflective, and critical perspectives on early education.				X	X	
6e. Engaging in informed advocacy for young children and the early childhood profession.					X	

**If the program did not check a key assessment for every key element, please explain below.**

## Reporting Data for a Standard

On which standard will the program report its two most recent applications of data? (Programs are encouraged to select a different standard for each Annual Report.) Please choose one:

☐ Standard 1 ☐ Standard 2 ☐ Standard 3 ☒ Standard 4 ☐ Standard 5 ☐ Standard 6

Which key assessments are used to measure this standard? (Please choose as many as are indicated on the chart as aligning with the selected standard.)

☐ Key Assessment 1 ☒ Key Assessment 2 ☐ Key Assessment 3 ☒ Key Assessment 4 ☒ Key Assessment 5 ☒ Key Assessment 6

**Please do not attach the actual key assessments unless you are responding to conditions related to key assessments or if you indicated on p. 1 that this is a Year 4 Annual Report for which you are requesting feedback on key assessments. See Part H for more information.**

Looking *collectively across all key assessments associated with the standard the program chose*, include two applications<sup>6</sup> of the most recent candidate performance data for this standard. If a key element is measured in more than one key assessment, programs can combine data from the two assessments or disaggregate data for each key assessment; however, data from different applications (dates) should not be combined. **If submitting multiple programs in this Annual Report, this data must be disaggregated by program. Data tables should reflect data reported by the key elements within the standard. All data tables must clearly distinguish between how many degree candidates met or did not meet the standard.** All data tables must clearly indicate which key assessments are included and the dates of application for each key assessment. NAEYC guidance can be found in the Accreditation Resource Library under “Guidance Documents and Other Resources.” Programs are encouraged to review the guidance when completing this section of the Annual Report.

Program name: University of Arkansas - Pulaski Technical College			
Date(s) of Application 1: Key Assessment #4 ECTC 2603 Practicum- Language Lesson Fall 2018 Date(s) of Application 2: Key Assessment #4 ECTC 2603 Practicum- Language Lesson Spring 2019			
Key Elements of Standard 4	Not Met	Met	Exceeds
Key Element (a) KA 4	Application 1 N = 7 % = 10	Application 1 N = 7 % = 10	Application 1 N = 7 % = 80

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

	Application 2 N = 6 % = 8	Application 2 N = 6 % = 6	Application 2 N = 6 % = 86
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Date(s) of Application 1: Key Assessment #5 ECTC 2903 Reflection Question & Evidence Report Spring 2018 Date(s) of Application 2: Key Assessment #5 ECTC 2903 Reflection Question & Evidence Report Spring 2019			
Key Elements of Standard 4	Not Met	Met	Exceeds
Key Element (a) KA 5	Application 1 N = 11 % = 0	Application 1 N = 11 % = 18	Application 1 N = 11 % = 82
	Application 2 N = 12 % = 0	Application 2 N = 12 % = 33	Application 2 N = 12 % = 67

Date(s) of Application 1: Key Assessment #6 EDUC 1301: Intro to K-12 Technology Spring 2019 Date(s) of Application 2: Key Assessment #6 EDUC 1301: Intro to K-12 Technology Summer 2019			
Key Elements of Standard 4	Not Met	Met	Exceeds
Key Element (b) KA 6	Application 1 N = 7 % = 0	Application 1 N = 7 % = 0	Application 1 N = 7 % = 100
	Application 2 N = 5 % = 0	Application 2 N = 5 % = 80	Application 2 N = 5 % = 20

Date(s) of Application 1: Key Assessment #2 ECTC 2403: Planning a Science Study Spring 2018 Date(s) of Application 2: Key Assessment #2 ECTC 2403 Planning A Science Study Spring 2019			
Key Elements of Standard 4	Not Met	Met	Exceeds
Key Element (c) KA 2	Application 1 N = 10 % = 5	Application 1 N = 10 % = 45	Application 1 N = 10 % = 50
	Application 2 N = 5 % = 0	Application 2 N = 5 % = 10	Application 2 N = 5 % = 90

Date(s) of Application 1: Key Assessment #4 ECTC 2603 Practicum- Language Lesson Fall 2018 Date(s) of Application 2: Key Assessment #4 ECTC 2603 Practicum- Language Lesson Spring 2019			
Key Elements of Standard 4	Not Met	Met	Exceeds
Key Element (c) KA 4	Application 1 N = 7 % = 0	Application 1 N = 7 % = 13	Application 1 N = 7 % = 87

	Application 2 N = 6 % = 2	Application 2 N = 6 % = 6	Application 2 N = 6 % = 92
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Date(s) of Application 1: Key Assessment #2 ECTC 2403: Planning a Science Study Spring 2018 Date(s) of Application 2: Key Assessment #2 ECTC 2403 Planning A Science Study Spring 2019			
<b>Key Elements of Standard 4</b>	<b>Not Met</b>	<b>Met</b>	<b>Exceeds</b>
Key Element (d) KA 2	Application 1 N = 10 % = 30	Application 1 N = 10 % = 40	Application 1 N = 10 % = 30
	Application 2 N = 7 % = 29	Application 2 N = 7 % = 14	Application 2 N = 7 % = 57

Date(s) of Application 1: Key Assessment 5 ECTC 2903 Reflection Question & Evidence Report Spring 2018 Date(s) of Application 2: Key Assessment 5 ECTC 2903 Reflection Question & Evidence Report Spring 2019			
<b>Key Elements of Standard 4</b>	<b>Not Met</b>	<b>Met</b>	<b>Exceeds</b>
Key Element (d) KA 5	Application 1 N = 11 % = 0	Application 1 N = 11 % = 27	Application 1 N = 11 % = 73
	Application 2 N = 12 % = 0	Application 2 N = 12 % = 75	Application 2 N = 12 % = 25

## 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.**

ECTC 2603 Practicum- Language Lesson and ECTC 2903 Future Perspectives- Summary  
Statements were used to gather data for element 4(a). In ECTC 2603 Practicum, the review of data indicated that on average of 91% of students assessed in the fall 2018 semester and 92% of students assessed in the spring 2019 semester were rated as having met or exceeded the rubric

requirements. Students implemented a planned language lesson and videotaped it for review and reflection. Students performed well using techniques such as asking open-ended questions, inviting discussion of the book read, and holding a book for children to see during a reading. The few students who struggled on this measure did so in requiring children to attend a planned group time rather than allowing children the freedom to join the group or select another activity. The review of the data in ECTC 2903 Future Perspectives Summary Statements described the student's current practices as they relate to the standard and indicated that on average in spring 2018 semester, 100% of the students exceeded or met the element and in the spring 2019, 100% of the students exceeded or met the element.

EDUC 1301 Intro to K-12 Technology- Brochure was used to gather data for element 4b: The review of data indicated that on average 100% of students assessed were rated as having met or exceeded the rubric requirements for both applications of data. Students demonstrated the use of strategies and tools to create a brochure to be used to inform parents about their classroom practices.

ECTC 2403 Math & Science- Planning a Science Study and ECTC 2603 Practicum- Language Lesson were used together to gather data for element 4c. In ECTC 2403 Math & Science, the data indicated that 95% of students assessed in spring 2018 and 100% of students assessed in spring 2019 were rated as having met or exceeded the rubric requirements. This assessment consists of planning and implementing a math/science lesson plan and measures 4(c) in the area of planning developmentally appropriate activities in an appropriate area or concept of science. Overall, students performed well on this assessment and the instructor notes the few who did not meet the standard did not complete that section of the assignment, rather than doing it incorrectly. In ECTC 2603 Practicum, students were assessed on a written language lesson plan. The data indicated that 100% of students assessed in fall 2018 and 98% of students assessed in spring 2019 were rated as having met or exceeded the rubric requirements. Student performance in 4(c) is measured in the area of selecting and planning developmentally appropriate books, fingerplays, and extension activities. Students who did not meet the 4c element were missing the relevant information in their project.

ECTC 2403 Math & Science- Planning a Science Study and ECTC 2903 Future Perspectives- Reflection Questions and Evidence were used to gather data for element 4d. In ECTC 2403 Math & Science, the data indicated that 70% of students assessed in spring 2018 and 71% of students assessed in spring 2019 were rated as having met or exceeded the rubric requirements. Students were measured in the areas of reflecting on implementation of a planned science or math activity. The students who did not meet the rubric requirements simply did not complete the reflection portion of the assignment, rather than completing it incorrectly. In ECTC 2903 Future Perspectives, the review of the data indicated that in the spring 2018 semester, 91% of the students exceeded or met element 4(d) and in the spring 2019, 91% of the students exceeded or met the element.

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.)**

Our early childhood program is continually reviewing data in all course work to ensure we are meeting the needs of our students and community. Specifically, we have reviewed data for Standard



4, which included four of our key assessments. As a faculty, we have reviewed the data and plan to implement the following modifications. In ECTC 2603 Practicum, students have 96 hours of field work. While the field supervisor visits all of our field students, we are now incorporating those students into our lab school, Little Learners Academy. This will provide more hands-on learning and direct supervision by the field site supervisor, as well as providing more consistency in the learning environment for students.

In ECTC 2903 Future Perspectives, the students have the opportunity to submit a first draft of the statement used in measuring element 4a which is reviewed before the student's submit their final version. This allows the students to receive individual feedback as they write their first statement.

The key assessment in ECTC 2403 Math & Science needs major revisions based on the feedback provided by NAEYC in our mid-cycle review. We are deciding how to best modify and change this project to ensure the rubric measures the listed standards more precisely. This course has five hours of observation. We are making a change to require a certain number of those hours to happen in our lab school so the instructor can provide more specific feedback.

Based on data, faculty discussions and the needs of our students we are making several changes to our program. We are changing our Introduction to Business to Introduction to Entrepreneurship. This course will now become an elective. ECD 2803: Special Needs will become a required course. EDUC 1301: Introduction to K-12 Technology will also become an elective. ECD 1113: Working with Diverse Families will become a required course.

Some general changes made to our campus/program is that all students in our early childhood program have been assigned to an Early Childhood faculty advisor. This is helping students have a primary contact to help them register for classes and a way to build relationships with our students. Our institution also implemented an early alert system where we can send notifications to our advising center about student concerns. Students are then notified and we all work together to provide support and increase success and retention.

Instructors analyze a variety of sources of data beyond the quantitative data provided by our key assessments. They use anecdotal notes, information surveys conducted face-to-face, and by email and course evaluations. Through reviewing all the data and communicating together as a department we are better able to identify the areas where students are weak or need more support.

Our faculty, program chair and Dean are continuing to meet with a co-hort of two year institutions in our state. We discuss our data, strengths and weaknesses of our programs and general concerns about enrollment and retention. A continual discussion is the decline and retention of students in our early childhood programs in Arkansas. Arkansas recently became a T.E.A.C.H state so we are now meeting with stakeholders to implement this scholarship program. We are excited about the

opportunities this program holds for our institution and the benefits it will have for our students and community.

We are committed to ensuring our students are meeting and exceeding in all NAEYC Standards. Our goals are to continue to meet the needs of our students while creating a thriving early childhood profession. As we work towards re-accreditation, we are excited about the opportunities for growth and change.

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

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

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

OR

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

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

Total number of field experience hours required in this program: 242

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

X Birth-age 3

X Age 3-5

X Age 5-8

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

X Birth-age 3

X Age 3-5

X Age 5-8

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

X Head Start (or state equivalent) programs

X Early school grades

X Early learning centers

X Home-based settings

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

X Head Start (or state equivalent) programs

X Early school grades

X Early learning centers

X Home-based settings

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

### **G. RESPONSE TO CONDITIONS IN ACCREDITATION DECISION**

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

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

**H. YEAR 4 PROGRAM SUBMITTING KEY ASSESSMENTS FOR REVIEW**

If the program is submitting a Year 4 Annual Report and is submitting key assessments for review, please complete this section. Programs in Year 4 are not required to use this service. If the program is not submitting a Year 4 Annual Report, do not complete this section.

Programs can submit **up to two key assessments** that measure the Standard on which they submitted data in Section F.

**On which standard did the program report its two most recent applications of data in this Annual Report?**

☐ Standard 1

☐ Standard 2

☐ Standard 3

☐ Standard 4

☐ Standard 5

☐ Standard 6

**Please indicate which key assessments that measure this standard you are including for review (select up to two).**

☐ Key Assessment 1

☐ Key Assessment 2

☐ Key Assessment 3

☐ Key Assessment 4

☐ Key Assessment 5

☐ Key Assessment 6

**Please include in this Annual Report up to two Key Assessments (instructions to candidates and rubrics) that measure this standard.**



## Annual Report Completion Checklist

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

	The two-page cover sheet, is complete including the check box for the appropriate year of the Annual Report.
	Section A contains all relevant contact information. If new contacts are listed the program has provided the graduate degrees (and subject areas) that they hold
	The program has affirmed compliance with eligibility requirements in Section B. and provided a narrative explanation in cases where it is not compliant.
	In Section C the program has completed the table providing updates to program context.
	In Section D the program has reported program outcome data on three measures and has provided a web link on the institution's website where the data is published.
	In Section E the program has indicated whether there has been a substantive change(s) to the program(s) and attached the Substantive Change Report form if needed.
	In Section E the program has indicated continued compliance with Standard 7 (Field Experiences).
	The program has completed the key assessment Title Chart and Chart of Key Assessments Aligned with Standards and Key Elements in Section F for all accredited programs.
	In Section F, the program has indicated on which standard it is submitting candidate performance data, included a data table, and answered the data analysis questions.
	If the Annual Report includes multiple programs, the program has disaggregated the data in Section F by program.
	Each data table included in Section F is clearly labeled to indicate which key assessments are included and the dates for each application of data.
	If the program is accredited with conditions, it has submitted evidence of addressing conditions in Section G.
	If the program is submitting a Year 4 Annual Report and wants to have its key assessments reviewed, it has completed Section H.

### What to Expect After Submitting an Annual Report

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



submitting in the spring cycle); in some cases, the program may be notified that it has been placed on a subsequent Commission agenda.

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

2. For each program objective, if applicable, discuss any additional data sources that may be used to gauge success (e.g. charts, graphs, surveys, rates).

*See section D in report.*

3. Describe the process of analyzing the assessment data for the last academic year.

*See section E in report.*

4. Complete the chart below or attach documentation of the assessment findings that includes the data included below.

*See section E in report.*

5. What is the action plan for assessment for the next academic year? Explain.

*See Section E Data Analysis Questions in report.*

6. What changes were implemented this year based on last year's findings?

*See Section E in report.*

7. Please write any additional information here that you think is pertinent to the assessment process for your program that assists stakeholders (i.e. administrators and standing committees) in understanding your report.

*Our annual report is based on one standard. We chose Standard 4 for this year. Our process is to report different standards each year.*

8. What budgetary resources, if any, are needed for your program based on your assessment findings?

*Based on the Program findings, we are in need of promoting and strengthening the attendance of this program. We need to participate in scholarship opportunities (T.E.A.C.H.) and provide the funds to help with student success. Recruiting and maintaining our accreditation are vital. We also plan to incorporate more Building Family and Community Relationships (Standard 2). This will require funds to involve our community. Classroom instruction is effected by older equipment in our classrooms. Students find it difficult to work and use the equipment in classrooms for assignments and classwork.*