



Early Childhood Higher Education Programs

ANNUAL REPORT

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

INSTITUTION NAME: MONTGOMERY COLLEGE

STATE: MARYLAND

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

YEAR 6 ANNUAL REPORT

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

NAME OF PERSON COMPLETING THIS REPORT: DR. SONIA PRUNEDA-HERNANDEZ

DATE: 9/30/21

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.

✓	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.
N/A	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.
✓	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.
✓	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.
✓	In Section E, the program has indicated on which standard it is submitting candidate performance data, included a data table, and answered the data analysis questions.
N/A	If the Annual Report includes multiple programs, the program has disaggregated the data in Section E by program.
✓	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.
✓	The program has completed the COVID-19 Addendum in Section F. <i>This is optional for programs that are not on conditions.</i>
N/A	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.

Table of Contents

<u>A.</u>	Updates to Contact Information.....	5
<u>B.</u>	Reaffirming Meeting Eligibility Requirements.....	6
<u>C.</u>	Updates to Program Context.....	8
<u>D.</u>	Reporting Program Outcome Data.....	10
<u>E.</u>	Reporting and Analyzing Data for a Standard.....	13
	a. Key Assessment Title Chart.....	13
	b. Chart of Key Assessments Aligned to the Standards.....	13
	c. Reporting Data for a Standard.....	15
	d. Data Analysis Questions.....	15
<u>F.</u>	COVID-19 Addendum.....	17
<u>G.</u>	Response to Conditions (<i>only for programs accredited with conditions</i>).....	22

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	Montgomery College
Mailing Address	51 Mannakee Street, SV 406M Rockville, MD 20850
Program Name(s)	
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.	Early Childhood Education Technology AAS: 315
Program's website address (please list the website address for each program if including more than one program)	https://www.montgomerycollege.edu/academics/programs/education/early-childhood-education-technology-aas-degree.html
Does the program's name above differ from what is currently listed on the NAEYC website (http://www.naeyc.org/highered/accreditation/accredited-programs)?	X No <input type="checkbox"/> Yes Program Name (if the institution has more than one accredited program) _____
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):	Name: Dr. Sonia Pruneda-Hernandez Title: Senior Director, Early Childhood Education Programs Office Phone: 240-567-4168 Cell: 240-762-0154 Email: sonia.pruneda-hernandez@montgomerycollege.edu
If this is a new primary contact, please list his/her graduate degree(s) and subject area(s)	Doctor of Education, Concentration Early Childhood Education Masters of Education, Concentration Education of Young Children
Secondary contact (for institutions with more than one accredited program, please add another row to the table if there are changes across programs):	Name: Dr. Marsha McLean Title: Online/Remote Program Coordinator Office Phone: 240-567-1595 Email: Marsha.McLean@montgomerycollege.edu
If this is a new secondary contact, please list his/her graduate degree(s) and subject area(s)	Doctor of Education Masters of Teaching

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.	✓	
The program(s) is not designated as “low-performing” by the state as outlined by Title II of the Higher Education Act. ¹	✓	
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.	✓	
The program requires field experiences.	✓	
The program(s) has graduated at least one individual.	✓	
Associate degree programs: The faculty for the associate degree program(s) includes a) at least one full-time faculty member whose primary responsibilities are in the early childhood program(s) submitted for review and b) who holds a graduate degree in early childhood education, child development, child and family studies, or a related discipline with at least 18 graduate credits in early childhood/family studies. This faculty member must serve as either the primary or secondary contact. One person may serve this role in multiple programs. Baccalaureate and master’s degree programs: The faculty for the baccalaureate and master’s degree program(s) includes a) at least one full-time faculty member whose primary responsibilities are in the early childhood program(s) submitted for review and b) who holds a terminal degree in early childhood education, child development, child and family studies, or a related	✓	

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.

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.		
--	--	--

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>18</p>
<p>Number of part-time candidates enrolled for the most recent semester³ available (do not include certificate-only students in counts)</p>	<p>237</p>
<p>The number of required early childhood credit hours in the program.</p>	<p>35</p>
<p>The number of required general education credit hours in the program.</p>	<p>26</p>
<p>The number of required non-early childhood education methodology and other education courses in the program.</p>	<p>0</p>
<p>The number of required field experience hours in the program.</p>	<p>90 field experience 60 observation hours</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 cycle but should be consistent for each year’s Annual Report.</p>	<p>Early Childhood Education (315) – 25 Early Childhood 1 Year Certificate (177) - 14</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

Number of full-time faculty who taught in the early childhood program(s) during the past academic year:	3 Full Time Faculty 1 Senior Director, Early Childhood Education Programs
Number of part-time faculty who taught in the early childhood program(s) during the past academic year:	9
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?	X No Yes If the program answered “yes”, please provide a short explanation.

D. REPORTING PROGRAM OUTCOME DATA

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

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

Outcome Measure #1: The Number of Program Completers

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

Early Childhood Education AAS (315)

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)
FY21	25	16%	84%
FY20	9	0%	100%
FY19	10	0%	100%

Early Childhood Education 1 Year Certificate (177)

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)
FY21	14	7%	93%
FY20	4	0%	100%
FY19	7	0%	100%

Outcome Measure #2: The Program Completion Rate

⁴ Part-time status is defined by the institution.

⁵ Part-time status is defined by the institution.

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 – 3 years

In the following chart, please indicate **the percentage of full-time candidates completing the program within the program's published timeframe.**⁶The program must complete the information for the 150% indicator and choose to report on either the 100%, 200% (or twice) or 300% (three times) indicator. The academic years selected must fall within eight years of the date this report is submitted.

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

Program Name: Early Childhood Education AAS (315)

2 Year Timeframe

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.)
FY16	FT – 13%; PT - 7%; Overall - 10%	FT - 20%; PT - 40%; Overall - 30%
FY15	FT- 0%; PT – 0%; Overall 0%	FT – 13%; PT - 6%; Overall - 8%
FY14	FT - 0%; PT - 8%; Overall – 6%	FT – 0%; PT – 15%; Overall – 13%

Early Childhood Education 1 Year Certificate (177)

*2 Year Timeframe

⁶ “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/>.*

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.)
FY16	FT – 0%; PT – 2%; Overall 1%	FT – 0%; PT – 2%; Overall – 1%
FY15	FT – 0%; PT – 4%; Overall – 3 %	FT – 0%; PT – 6%; Overall – 4%
FY14	FT – 0%; PT – 0%; Overall – 0%	FT – 0%; PT - \$%; Overall – 2%

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

Outcome Measure #3: Institutional Selected Data

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

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

Early Childhood Education AAS (315)

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
FY21	80%	47%	20%	56%
FY20	86%	54%	14%	55%
FY19	82%	62%	18%	50%

Early Childhood Education 1 Year Certificate (177)

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
FY21	81%	28%	19%	20%
FY20	91%	32%	9%	25%
FY19	89%	20%	11%	14%

OR

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

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

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

OR

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

Academic Year	Outcome Measure	Performance Data

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

E. REPORTING AND ANALYZING DATA FOR A STANDARD

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

Key Assessment Title Chart

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

	Name of Assessment and course number in which it is given	Check here if the assessment is a revision or replacement for an assessment submitted in the previous Annual Report (or Self-Study Report, if the program is submitting a Year 1 Annual Report.
Key Assessment 1	Child Case Study (EDUC 135)	
Key Assessment 2	Classroom Observation Report (EDUC 136)	
Key Assessment 3	Teacher and Parent Handbook (EDUC 224)	
Key Assessment 4	Practicum Portfolio (EDUC 233)	
Key Assessment 5	Practicum Evaluation (EDUC 233)	
Key Assessment 6 (if applicable)*	N/A	

* 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	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	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		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	X	X	
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.				X	X	
3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.				X	X	
Standard 4: Using Developmentally Effective Approaches	Key Assessment					
Key Elements	1	2	3	4	5	6
4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.		X		X	X	
4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.		X		X	X	X
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.		X		X	X	
4d. Reflecting on own practice to promote positive outcomes for each child.				X	X	
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		X	
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.		X	X		X	X
5c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child.		X	X		X	X
Standard 6: Becoming a Professional	Key Assessment					
Key Elements	1	2	3	4	5	6
6a. Identifying and involving oneself with the early childhood field.						

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

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.

Looking *collectively across all key assessments associated with the standard the program chose*, include two applications⁷ 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.

Standard 1

Key Assessment 1

2020 Data for EDUC 135: Child Case Study Report Data Table (N= 43)

Spring 2020 CRN 31125 (On campus) N= 17
Spring 2020 CRN 30013 (Online) N= 18

⁷One “application” refers to one time the assessment was given. (Dates should be clear, distinct, and recent.)
June 2021 Revised Template

Spring 2020 CRN 31126 (Evening) N= 8

NAEYC Standards	Exceeding Expectations			Meeting Expectations			Below Expectations			Total		
	Spr. 20	Spr. 20	Spr. 20	Spr. 20	Spr. 20	Spr. 20	Spr. 20	Spr. 20	Spr. 20	Exceeded	Met	Not Met
Standard 1.a.: Know and understand young children's characteristics and needs. ► References Case Study Report item number 1.	12	15	4	4	2	3	1	1	1	31 72%	9 21%	3 6%
Standard 1.a., con.'t ► References Case Study Report item number 2.	12	15	4	4	2	3	1	1	1	31 72%	9 21%	3 7%
Standard 1.a., con.'t ► References Case Study Report item number 3.	12	15	4	4	2	3	1	1	1	31 72%	9 21%	3 7%
Standard 1.a., con.'t ► References Case Study Report item number 4.	12	15	4	4	2	3	1	1	1	31 72%	9 21%	3 7%
NAEYC Standards	Spr. 20	Spr. 20	Spr. 20	Spr. 20	Spr. 20	Spr. 20	Spr. 20	Spr. 20	Spr. 20	Exceeded	Met	Not Met
Standard 1.a., con.'t ► References Case Study Report item number 5	12	15	3	4	2	3	1	1	2	30 70%	9 21%	4 9%
Standard 1.a., con.'t ► References Case Study Report item number 6	8	15	3	8	2	4	1	1	1	26 60%	14 33%	3 7%
► References Case Study Report item number 6	5	15	3	11	2	4	1	1	1	23 53%	17 40%	3 7%
						4	1	1	1	26 60%	14 33%	3 7%
						4	1	1	1	26 60%	14 33%	3 7%

► References Case Study Report item number 8	5	14	3	11	3	3	1	1	2	22 51%	17 40%	4 9%
► References Case Study Report item number 9	8	15	3	8	3	3	1	1	1	26 60%	14 33%	3 7%
Standard 1.a., con. 't ► References Case Study Report item number 9	5	16	3	11	2	3	1		2	24 56%	16 37%	3 7%
References Case Study Report item number 10	8	18	3	8		3	1		2	29 67%	11 26%	3 7%
Standard 1 b: Understanding multiple influences on development and learning ► References Case Study Report item number 11	7	15	3	9	2	4	1	1	1	25 58%	15 35%	3 7%
► References Case Study Report item number 11	7	16	3	9	2	4	1		1	26 60%	15 35%	2 5%
	Spr. 20	Spr. 20	Spr. 20	Spr. 20	Spr. 20	Spr. 20	Spr. 20	Spr. 20	Spr. 20	Exceeded	Met	Not Met
Standard 1 c.: Using knowledge to create supportive learning environment ► References Case Study Report item number 12	7	15	3	9	2	4	1	1	1	25 58%	15 35%	3 7%
► References Case Study Report item number 12	7	15	3	9	2	4	1	1	1	25 58%	15 35%	3 7%
► References item number 13	7	15	3	9	2	4	1	1	1	25 58%	15 35%	3 7%
► References Case Study Report item number 13	7	15	3	9	2	4	1	1	1	25 58%	15 35%	3 7%

**2019 Data for EDUC 135: Child Case Study Report
Data Table (N= 40)**

Fall 2019 **CRN 21452 (Online)** **N= 17**
Fall 2019 **CRN 21449 (On campus)** **N= 17**
Fall 2019 **CRN 23494 (On Campus, G)** **N= 6**

NAEYC Standards	Exceeding Expectations			Meeting Expectations			Below Expectations			Total		
	Fall 2019	Fall 2019	Fall 2019	Fall 2019	Fall 2019	Fall 2019	Fall 2019	Fall 2019	Fall 2019	Exceeded	Met	Not Met
Standard 1.a.: Know and understand young children’s characteristics and needs. ▶ <i>References Case Study Report item number 1.</i>	15	10	1	2	5	4	0	2	1	26 65%	11 27%	3 7.5%
Standard 1.a., con.’t ▶ <i>References Case Study Report item number 2.</i>	14	10	1	1	5	4	1	2	2	25 62.5%	10 25%	5 12.5%
Standard 1.a., con.’t ▶ <i>References Case Study Report item number 3.</i>	12	10	1	3	5	4	1	2	2	22 55%	12 30%	5 12.5%
Standard 1.a., con.’t ▶ <i>References Case Study Report item number 4.</i>	8	7	1	4	8	4	2	2	4	16 40%	16 40%	8 20%
NAEYC Standards	Fall 2019	Fall 2019	Fall 2019	Fall 2019	Fall 2019	Fall 2019	Fall 2019	Fall 2019	Fall 2019	Exceeded	Met	Not Met
Standard 1.a., con.’t ▶ <i>References Case Study Report item number 5</i>	10	9	1	5	6	4	1	2	2	20 50%	15 37.5%	5 12.5%
Standard 1.a., con.’t ▶ <i>References Case Study Report item number 6</i>	14	7	1	1	8	4	1	2	2	22 55%	13 32.5%	5 12.5%
▶ <i>References Case Study Report item number 6</i>	11	8	1	2	7	4	2	2	3	20 50%	13 32.5%	7 17.5%
Standard 1.a., con.’t ▶ <i>References Case Study Report item number 7</i>	14	9	1	1	6	4	1	2	2	24 60%	11 27.5%	5 12.5%

► <i>References Case Study Report item number 8</i>	12	9	1	1	6	4	4	2	1	22 55%	11 27.5%	7 17.5%
► <i>References Case Study Report item number 8</i>	12	9	1	2	6	4	1	2	3	22 55%	12 30%	6 15%
► <i>References Case Study Report item number 9</i>	11	7	1	1	8	4	5	2	1	19 47.5%	13 32.5%	8 20%
<i>Standard 1.a., con. 't</i> ► <i>References Case Study Report item number 9</i>	14	8	1	0	7	4	2	2	2	23 57.5%	12 30%	6 15%
<i>References Case Study Report item number 10</i>	14	8	1	1	7	4	2	2	1	23 57.5%	12 30%	5 12.5%
Standard 1 b: Understanding multiple influences on development and learning ► <i>References Case Study Report item number 11</i>	10	8	1	3	7	3	4	2	1	19 47.5%	13 32.5%	7 17.5%
► <i>References Case Study Report item number 11</i>	3	8	1	7	7	3	6	2	2	12 30%	17 42.5%	10 25%
NAEYC Standards	Fall 2019	Fall 2019	Fall 2019	Fall 2019	Fall 2019	Fall 2019	Fall 2019	Fall 2019	Fall 2019	Exceeded	Met	Not Met
Standard 1 c.: Using knowledge to create supportive learning environment ► <i>References Case Study Report item number 12</i>	13	7	1	3	8	4	1	2	1	21 52.5%	15 37.5	4 10%
► <i>References Case Study Report item number 12</i>	10	9	1	5	6	4	1	2	2	20 50%	15 37.5%	5 12.5%
► <i>References item number 13</i>	10	8	1	5	7	4	2	2	1	19 47.5%	16 40%	5 12.5%
► <i>References Case Study Report item number 13</i>	4	8	1	11	7	4	2	2	1	13 32.5%	22 55%	5 12.5%

Key Assessment 4

EDUC 233: Practicum Portfolio

Includes three parts: Weekly Reflections Journals, Child Work Samples, and Circle Time Plans

Weekly Reflection Journal Data Table (N= 8)

Fall 2019 **CRN 23523** **N = 4** (5 students enrolled, one in Group B and not required for this assignment)

Spring 2020 **CRN 31128** **N = 4** (6 students enrolled, two in Group B and not for this assignment)

	Exceeds Expectations		Meets Expectations		Doesn't Meet Expectations		Total		
	Exceeded	Met	Not Met						
NAEYC Standards	Fall 2019	Spr. 2020	Fall 2019	Spr. 2020	Fall 2019	Spr. 2020	Fall 19 Spr.20	Fall 19 Spr. 20	Fall 19 Spr.20
NAEYC standards: 1a, 1b, 1c, 2a, 2c, and 4b.	3 75%	3 75%	1 25%	1 25%			6 75%	2 25%	

Child Work Samples Data Table (N= 8)

Spring 2019 **CRN 31243** **N = 4**

Fall 2019 **CRN 23523** **N = 4**

	Exceeds Expectations		Meets Expectations		Doesn't Meet Expectations		Total		
	Exceeded	Met	Not Met						
NAEYC Standards	Spr. 2019	Fall 2019	Spr. 2019	Fall 2019	Spr. 2019	Fall 2019	Spr.19 Fall 19	Spr.19 Fall 19	Spr.19 Fall 19
1a: Knowing and understanding young children's characteristics and needs	4	4					8 100%		

Note:

Students from both groups (Group A and Group B) are required to complete this assignment. Due to the school closings during COVID-19 Pandemic, students collected only the first 4 samples at the beginning of spring 2020 and couldn't collect the last 4 samples. Therefore, we used the data tables collected from spring 2019 and fall 2019.

Circle Time Plans Data Table (N= 11)

Fall 2019 **CRN 23523** **N = 5**
Spring 2020 **CRN 31128** **N = 6**

	Exceeds Expectations		Meets Expectations		Doesn't Meet Expectations		Total		
	Fall 2019	Spr. 2020	Fall 2019	Spr. 2020	Fall 2019	Spr. 2020	Exceeded	Met	Not Met
NAEYC Standards	Fall 2019	Spr. 2020	Fall 2019	Spr. 2020	Fall 2019	Spr. 2020	Fall 19 Spr.20	Fall 19 Spr. 20	Fall 19 Spr.20
1a: Knowing and understanding young children's characteristics and needs	3	5	2	1			8 73%	3 27%	
	3	5	2	1			8	3	

Data Analysis Questions

After reviewing the data reported above, answer the following questions:

- 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)**

Key Assessment 1, Child Case Study Report, Data Tables from both applications indicate that about 55% students have exceeded NAEYC standard 1a, 1b, and 1c and about 35% students met the standard elements. The total meeting and exceeding standard 1 is 90%. Students have scored higher in observation items 1 – 4 and lower in items 5, 6, and 8. According to the comments from instructors, the following may be contributing to the successful performance in exceeding and meeting the expectations:

- The majority of students have taken EDUC 119 and worked with children in the classroom or at home. The knowledge from EDUC 119 and experience with children help students learn the content and apply knowledge to the key assignment Child Case Study Report in EDUC 135.

- The directions for this assignment are clear. The directions are explained in class multiple times when the related content is discussed. The in class explanations aligned to directions support students to make connections between directions and content knowledge.
- Students are provided samples for writing the report.

Key Assessment 1 Data Tables from both applications indicate that students scored higher in observation items 1-5 (Section 1 of the report). This could be because they were given a second opportunity to redo the work Section 1 of the report. Students scored lower in observation items 6 and 8 which could be caused by not providing a second opportunity for submission. Additional posted readings and learning opportunities will be added to enhance student understanding of the related observation items.

For Key Assessment 4, data table of Weekly Reflection Journals from both applications indicates that 75% students have exceeded NAEYC standard 1a, 1b, and 1c and about 25% students met the standard elements. The total meeting and exceeding is about 100%. The Data Table of Child Work Sample indicates that 100% students have exceeded NAEYC standard 1a. The Data Table for the Circle Time Plan indicates that 73% students have exceeded standard 1a and 27% of students met the standard. The following might be the reasons contributing the high performance:

- Students have completed almost all the EDUC courses before taking EDUC 233.
- The course uses key assessment 4 to assess students learning performance. Students have acquired content knowledge from all courses previously completed.
- Students have practiced writing journals, observation reports, and lesson plans in other courses.
- The knowledge and skills from previous EDUC courses have laid foundation for student success.
- Students have received a high level of individual scaffolding in EDUC 233. The instructor provides specific comments, second chance of submission, work sample illustration, and other support according to the need of each individual student.

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)

Multiple key assessment aggregated data indicates that about 57 % students from both key assessments and from both applications have exceeded NAEYC standard 1a, 1b, 1c, and about 35% students met the elements of standards 1. The total students meeting and exceeding standard 1 is 92%. The following teaching practices are followed and will be maintained to continue supporting the high performance in exceeding and meeting standard 1:

- Relate and align course content to the observation items
- Use examples to explain the direction of assignment
- Provide a second opportunity for students to review feedback, edit, and resubmit an assignment

However, Weekly Reflection Journals (a part of Key Assessment 4) contains more than one standard element in rubric row. To make sure that each standard element is embedded in the direction and is measured in each rubric row, key assessment 4 is being redesigned with specific directions and grading

rubrics that align with standards and following guidelines from the NAEYC Handbook regarding assessments.

- 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)**

Not Applicable

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)

Currently, the program is offering fully online or virtually remote classes. Due to the pandemic and policies, only a number of limited classes were allowed back on campus with priority to classes that required labs. The early childhood education classes do not require use of campus labs, therefore did not have priority to return face-to-face.

- 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)

Currently, as per early learning settings, students can't complete field experience on site due to the limited number of people allowed in a classroom to ensure health guidelines are being followed. Students requiring field experience are completing virtual practicums with at the Montgomery College Center for Early Education Lab School. If a student is working at an early childhood program during COVID, the student is allowed to complete their course requirements in their program with scheduled Zoom conferences, evaluations, and videos with the professor.

- 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)

Currently, no early childhood education site is allowing students to complete field experience in the actual physical space. Students can only complete field experience virtually or at their own site location if they are working in an early childhood setting with documented permission from the Director. However, students completing field experience or observations at their own work site, must do so in a classroom setting that they do not work in.

- 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.*	✓	✓	✓	✓
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.*				
Fewer than half of the candidates in this program were (or will be) able to complete all of their field experiences that would have typically been required during this time period.*				
None of the candidates in this program were (or will be) able to complete all of their field experiences that would have typically been required during this time period.				
N/A--field experiences are not typically required during this time period				

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

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.

✓	Using videos and reflections to replace field experiences
	Allowing students to implement curriculum with their own children or children they still have access to
✓	Having students record themselves implementing curriculum (with or without actual children)
✓	Having students work with their mentor/supervising teachers to plan and implement curriculum virtually
✓	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)
✓	<p>Other: Students were assigned to work virtually remote with the Montgomery College Center for Early Education Lab School.</p> <ul style="list-style-type: none"> ✓ Students had opportunities to observe live classrooms virtually (fall 2021). ✓ Students had opportunities to work with a mentor teacher to develop lesson plans and teach virtually remote (fall 2020, spring 2021, summer 2021). ✓ The Montgomery College Center for Early Education Lab School Director and Teachers supported with live interviews, tours of the center, or other requested support via virtual remote.

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)

Montgomery College has been named the most diverse college in the continental United States and Montgomery County also ranks on the high end for diversity. Students are provided opportunities to observe at the CEE Lab School or during COVID, within a program that they may work in (not in their own classrooms). The options for observations and the practicums ensures that students are working not only with diverse populations of children, but with diverse populations of teachers and center directors.

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?	X		
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?	X		

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				

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): **Not Applicable**

Name of the Key Assessment	St. 1	St. 2	St. 3	St. 4	St. 5	St. 6

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

The Montgomery College Early Childhood faculty have worked extensively during the pandemic increasing enrollment by over 50%. Graduation for the academic year 2021 for Early Childhood Education was over 60 students which include the 1 Year Certificate, AAS, and AAT. It is anticipated that the academic year 2022 will have over 50 Early Childhood graduates. The graduation rates are due in part to the extensive and intentional academic advising plan that was put in place by the Senior Program Director and Faculty.

Montgomery College faculty and staff have developed an Early Childhood Pathway from noncredit to credit that supports students to enter and exit with specific certificates while working towards the AAS or AAT degree. The Early Childhood Pathway includes students that may begin with English Second Language or noncredit math while completing the CDA classes which leads to the credit side to earn a degree. In addition, the MC ECE Program has signed an articulation agreement with Nortre Dame of Maryland University that provides a seamless transfer for AAS students ensuring that there is no loss of credit which includes the Credit for Prior Knowledge for the CDA.

To further support academic success and completion, the Early Childhood Club has transformed to the Early Childhood Education Student Success Hub with three faculty advisors, the Workforce Development and Continuing Education Program Director, the CEE Lab School Teachers, and Senior Program Director/Chair supporting students due to the large number of active students. The ECE Student Success Hub meetings focus on academic supports; financial aid and scholarship information; and ECE state requirements to name a few.

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

G. RESPONSE TO CONDITIONS IN ACCREDITATION DECISION

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

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

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