ANNUAL REPORT

INSTITUTION NAME: HORRY-GEORGETOWN TECHNICAL COLLEGE

STATE: SOUTH CAROLINA

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

☒SEPTEMBER 30, 2019__
☐MARCH 31, 20__

PLEASE INDICATE WHICH ANNUAL REPORT THE PROGRAM IS SUBMITTING

☐YEAR 1 ANNUAL REPORT
☐YEAR 2 ANNUAL REPORT
☐YEAR 3 ANNUAL REPORT
☐YEAR 4 ANNUAL REPORT
      WOULD YOU LIKE THE ASSESSMENT REVIEW COMMITTEE TO PROVIDE YOU WITH PEER FEEDBACK ON THE KEY ASSESSMENTS ASSOCIATED WITH THE STANDARD YOU SELECTED TO REPORT DATA ON IN THIS YEAR 4 ANNUAL REPORT? IF YOU CHECK "YES" SEE PAGE X FOR MORE INFORMATION.
      ☐ YES   ☐ NO
☒YEAR 5 ANNUAL REPORT

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

2018 Revised Template

Table of Contents

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 student performance data
- Provide data to inform the early childhood degree landscape
- (For some programs) Resolve any conditions identified by the Commission as part of an accreditation decision
- (For programs in Year 4) Provide an opportunity for feedback on key assessments as the program prepares for renewal

A. UPDATES TO CONTACT INFORMATION

Institution Name	Horry-Georgetown Technical College
Mailing Address	2050 Hwy 501 E Conway, SC 29526
Program Name(s)	Early Care and Education
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.	Associate in Applied Science, Early Care and Education
Program's website address (please list the website address for each program if including more than one program)	https://www.hgtc.edu/academics/academic_departments/Public_Service_Tech/Early_Care_and_Education.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)?	☒ No ☐ 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 Rebecca (Becky) Hubbard Title Department Chair Phone 843-349-7117 Email Rebecca.hubbard@hgtc.edu
If this is a new primary contact, please list his/her graduate degree(s) and subject area(s)	
Secondary contact (*for institutions with more than one accredited program, please add another row to the table if there are changes across programs*):	Name Tina Winesette Title Professor Early Care and Education Assistant Chair, Early Care and Education Phone 843-349-7822 Email tina.winesette@hgtc.edu
If this is a new secondary contact, please list his/her graduate degree(s) and subject area(s)	

B. REAFFIRMING THAT THE PROGRAM MEETS ACCREDITATION ELIGIBILITY REQUIREMENTS

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

	Yes (for all programs listed)	No (for one or more programs listed)
The institution offering the degree program(s) is located in a U.S. state, district, or territory and currently accredited by a regional institutional accrediting agency that is recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education.	YES	
The program(s) is not designated as "low-performing" by the state as outlined by Title II of the Higher Education Act.	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 offers field experiences.	YES	
The program(s) has graduated at least one individual.	YES	
(for 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. (for baccalaureate and master's degree programs) The faculty for the baccalaureate and master's degree program(s) includes a) at least one full-time faculty member whose primary responsibilities are in the early childhood program(s) submitted for review and b) who holds a terminal degree in early childhood education, child development, child and family studies, or a related discipline with at least 18 graduate credits in early childhood/family studies. This faculty member must serve as either the primary or secondary contact. One person may serve this role for multiple programs.	YES	

Please explain any "no" answer above:

C. <u>UPDATES TO PROGRAM CONTEXT</u>

Have there been any significant changes to the institution or program that affect the design or quality of the program (this could include changes to the physical facilities, unforeseen conditions such as natural disasters or health calamities, changes to faculty, changes to the college service area or candidate populations)?	☒ No ☐ Yes
Number of full-time candidates enrolled for the most recent semester[1] available	48
Number of part-time candidates enrolled for the most recent semester[2] available	61
Number of program graduates in past academic year (i.e., the most recent one-year period for which institutional information is readily available. 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):	34 (2017-18)
Number of full-time faculty who taught in the early childhood program(s) during the past academic year:	3
Number of part-time faculty who taught in the early childhood program(s) during the past academic year:	3

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

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 its 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.**

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

In the chart below, please indicate the number of program completers for the three most recent academic years. *(note: the percentages in each row should 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[3] (at the time of completion)
2017-2018	34	17.65 (6)	82.35 (28)
2016-2017	19	21.1% (4)	78.9% (15)
2015-2016	23	78.3% (18)	21.7% (5)

2) **Outcome Measure #2: The Program Completion Rate**

What is the published timeframe[4] for full-time candidates to complete the early childhood program(s) included in this Annual Report? ___2 years_____

In the following chart, please indicate **the percentage of full-time candidates completing the program within the program's published timeframe** (institutions submitting multiple programs in a single Annual Report should complete a separate chart for each program) for the three most recent academic years for which the program has data. **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 annual report is submitted. If reporting on the 200% or 300%**

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[3] Part-time status is defined by the institution.

[4] "The Commission defines the published timeframe 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/.

measure, the percentage of completers who finished within this time frame will include those counted in the 150% measure.

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. At the 150% indicator, it would report on the members of the Fall 2011 cohort (full-time at the time of enrollment) who completed the program by Spring 2014. At the 100% indicator it would report on the members of the Fall 2011 cohort who completed the program by Spring 2013. At the 200% indicator it would report on the members of the Fall 2011 cohort who completed the program by Spring 2015. At the 300% indicator it would report on the members of the Fall 2011 cohort who completed the program by Spring 2017.

Program Name: _____ AAS, Early Care and Education_____

Academic year in which a Fall cohort of **full-time** students enrolled at the institution (select three sequential years)	Percentage of those students who completed the program within 150% of the published timeframe	Percentage of those students who completed the program within ==100%==, 200% (twice) *or* 300% (three times) of the published timeframe **(Please circle or underline the indicator above on which the program will report.)**
2015	52.7	49.1
2014	48.1	40.4
2013	63.3	55.1

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

3)   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 and should complete a separate chart for each program.)

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

Academic Year	% of Part-Time Candidates Enrolled (% of Total Enrollment)	Retention Rate among Part-Time Candidates	% of Full-Time Candidates Enrolled (% of Total Enrollment)	Retention Rate among Full-Time Candidates
2017-2018	62.59	50.57	37.41	63.46
2016-2017	61.1	56.5	38.9	69.9
2015-2016	62.5	56.9	37.5	61.5

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	Number of Graduates (and % of total) who are employed in the early childhood profession within one year of graduation*	Number of Graduates (and % of total) who are 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

4) **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 web site.** The link should be accessible from the program's home page on the institution's website. The data could be housed within the program's section of the institution's website or, if an institution has a page that houses all accreditation data and/or student success data, the program outcome measures could be included there.

https://www.hgtc.edu/academics/academic_departments/Public_Service_Tech/Early_Care_and_Education.html

E. UPDATES TO PROGRAM OF STUDY

Has there been any substantive changes[5] in courses, program design**, or leadership.** **If there have been substantive changes in courses, please include the current program of study as described in the college catalog, including concentrations or other degree program options, with course lists.** *Attach a copy of the actual college catalog page or pages from the college website.*	☒ No ☐ Yes If "yes", please describe the changes.
Did these changes involve removal of any courses from the program?	☒ No ☐ Yes (If so, please note that key assessments need to be given in classes that are required of all candidates.)
Have there been substantive changes in field experiences?	☒ No ☐ Yes If "yes", attach documentation that the program still meets Standard 7. Examples of documentation include (but are not limited to) a field experience chart for the program or a tracking sheet indicating that the program ensures that all candidates have each of these experiences somewhere within the program.
Please confirm continued compliance with Standard 7 by checking the boxes as appropriate.	☒ 7a. The program provides opportunities for all candidates *to observe* in at least two of the three early childhood age groups (birth-age 3, 3-5, 5-8) ☒ 7a. The program provides opportunities for all candidates *to practice* in at least two of the three early childhood age groups (birth-age 3, 3-5, 5-8)

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[5] NAEYC understands and appreciates that programmatic changes are a routine and healthy part of the continuous improvement process. Most of these changes will not impact the accreditation of the program (as described and captured in the Self-Study Report and site visit). However, substantive changes should be reported to the Commission on the Accreditation of Early Childhood Higher Education Programs in the program's Annual Report. The Commission will review these changes to determine if they impact the accreditation status of the program. Substantive changes include, but are not limited to,

- changes in the management, oversight and administrative home of the program;
- changes in geographical setting, including moving the program to a new location, or establishing a branch campus or a new off-campus cohort program;
- adding or modifying courses that represent a significant departure in terms of either the content or method of delivery from those that were offered at the last site visit, such as online courses (here a substantive change is operationally defined as 25% or more of the credit hours of the accredited curriculum);

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	☒ 7b. The program provides opportunities for all candidates **to observe** in at least two of the four main types of early education settings (early school grades, early learning and care centers, home-based early learning and care programs, Head Start (or equivalent) programs)[6]
	☒ 7b. The program provides opportunities for all candidates **to practice** in at least two of the four main types of early education settings (early school grades, early learning and care centers, home-based early learning and care programs, Head Start (or equivalent) programs)[7]

[6] In fall 2017, NAEYC released guidance on Standard 7, updating 7b to better reflect the current landscape of early learning programs. The guidance can be accessed in the Accreditation Resource Library on Basecamp in the "Guidance Documents and Other Resources" Discussion Thread.

[7] Ibid.

Key Assessment Title Chart
Please list the names of each of the program's key assessments in the chart below.

	Name of Assessment	Check here if the assessment is a revision or replacement for an assessment submitted in the previous Annual Report (or Self-Study Report, if the program is submitting a Year 1 Annual Report.
Key Assessment 1	Child Case Study	
Key Assessment 2	Family Engagement Plan	
Key Assessment 3	Field Work Analysis	
Key Assessment 4	Content Area Plans	
Key Assessment 5	Preparing for Student Teaching	
Key Assessment 6 (if applicable)*		

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

Chart of Key Assessments Aligned with Standards and Key Elements

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

Standard 2: Building Family and Community Relationships	Key Assessment					
Key Elements	1	2	3	4	5	6
2a. Knowing about and understanding diverse family and community characteristics.		X				
2b. Supporting and engaging families and communities through respectful, reciprocal relationships.		X				
2c. Involving families and communities in young children's development and learning.		X		X		
	Key Assessment					

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families 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		
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.	X				X	
3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.	X					

Standard 4: Using Developmentally Effective Approaches	Key Assessment					
Key Elements	1	2	3	4	5	6
4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.			X			
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			

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		
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		

F. 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 don't share the same Key Assessments.
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 __X_ 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 _X_Key Assessment 2 __Key Assessment 3 _X_Key Assessment 4 __Key Assessment 5 __Key Assessment 6

Please do not attach the actual key assessments unless 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[8] 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 (as shown in the sample chart below); 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.** Below is a suggested data reporting template, but programs are encouraged to report the data in a format that best meets their program needs[9]. All data charts must clearly distinguish between how many candidates met or did not meet standards. All data charts must clearly indicate which key assessments are included and the dates of application for each key assessment.

Program name: AAS, Early Care and Education			
Date(s) of Application 1: Key Assessment 2 (KA2) Fall 2017; Key Assessment 4 (KA4) Summer 2018 Date(s) of Application 2: Key Assessment 2 (KA2) Fall 2018; Key Assessment 4 (KA4) Summer 2019			
Key Elements of Standard x	**Not Met**	**Met**	**Exceeds**
Key Element (a) KA 2	Application 1 N = 5 % = 9%	Application 1 N = 10 % = 19%	Application 1 N = 39 % = 72%
	Application 2 N = 1 % =3%	Application 2 N = 3 % = 7%	Application 2 N = 37 % = 90%

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[8] One "application" refers to one time the assessment was given. (Dates should be clear, distinct, and recent.)
[9] In fall 2017, NAEYC issued guidance on reporting and analyzing data by standard. This guidance can be found in the Accreditation Resource Library on Basecamp in the "Guidance Documents and Other Resources" discussion thread. Programs are encouraged to review the guidance when completing this section of the Annual Report.

	Application 1	Application 1	Application 1
Key Element (a) **KA 4 (n/a)**	N = % =	N = % =	N = % =
	Application 2 N = % =	Application 2 N = % =	Application 2 N = % =
Key Element (b) **KA 2**	Application 1 N = 4 % = 7%	Application 1 N = 17 % = 31%	Application 1 N = 33 % = 61%
	Application 2 N = 2 % = 5%	Application 2 N = 10 % = 24%	Application 2 N = 29 % = 71%
Key Element (b) **KA 4 (n/a)**	Application 1 N = % =	Application 1 N = % =	Application 1 N = % =
	Application 2 N = % =	Application 2 N = % =	Application 2 N = % =
Key Element (c) **KA 2**	Application 1 N = 7 % = 13%	Application 1 N = 20 % = 37%	Application 1 N = 27 % = 50%
	Application 2 N = 2 % = 5%	Application 2 N = 17 % = 41%	Application 2 N = 22 % = 54%
Key Element (c) **KA 4**	Application 1 N = 5 % = 16%	Application 1 N = 10 % = 32%	Application 1 N = 16 % = 52%
	Application 2 N = 7 % = 21%	Application 2 N = 9 % = 27%	Application 2 N = 17 % = 52%

Data Analysis Questions

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

1. **How are candidates performing in regard to the key elements of the standard on which the program reported? Briefly describe each program's data results across all key assessments designed to measure the standard chosen.** (600 word limit)

   Students continue to do very well in regard to Standard 2. Overall, students performed highest on Standard 2, Key Element a: Knowing about and understanding diverse family and community characteristics. We credit this to our faculty instruction as we stress this standard across course content and informally assess student understanding in other courses, such as ECD 252 Diversity Issues in Early Care & Education. Our results were consistently high across all three key elements with 95% of students meeting or exceeding the standard on Key Assessment 2, application 2. The only noted area of weakness was Key Element c: *Demonstrating cultural competence and effective collaboration* to involve families and communities in their children's development and learning. This

was noted in Key Assessment 4 with only 79% of students meeting or exceeding the standard in Application 2.

2. **How is the program using the data from the standard to improve teaching and learning related to the standard? (Programs may want to note changes made to curriculum, field experiences, program delivery mode, sequencing of courses/field experiences, academic support provided to candidates, professional development offered to/required of faculty, etc.)** (600 word limit)

    After reviewing our data last spring, our department decided to add additional class instruction, examples, and professional resources (articles, publications, etc.) to ECD 108 (where Key Assessment 2 is administered) to increase learning for students in creating a family engagement plan. Since implementing those changes, we have seen an increase in the percentage of students who met or exceeded the standard across all key elements. For example, with KA 2 in 2017, 19% of students met and 72% of students exceeded the standard for Key Element a for a total of 91%, while in 2018 that percentage increased to a total of 97%. In 2017, 92% of students met or exceeded the standard for Key Element b, and in 2018 that number increased to 95%. Likewise, in 2017, 87% of students met or exceeded the standard for Key Element c, and in 2018, that number increased to 95%. The data for Key Assessment 4 showed a decrease in the number of students who met or exceeded the standard for Key Element c with 84% of students meeting or exceeding in 2018 and only 79% meeting or exceeding in 2019. Key Assessment 4 was administered during the 2019 summer semester, so we will discuss that data during our Fall 2019 department meeting.

If your program is responding to conditions, please go to Part G.

If your program is submitting a Year 4 Annual Report and would like to have some of its Key Assessments reviewed, please go to Part H.

If your program is not responding to conditions and is not submitting a Year 4 Annual Report, please go to the Concluding 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 charts 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.

☐ 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.

CONCLUDING PAGE

NAME OF PERSON COMPLETING THIS REPORT: REBECCA HUBBARD

DATE: SEPTEMBER 11, 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*)

☒ 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

NAEYC's Early Childhood Higher Education Accreditation system relies upon volunteers to serve as peer reviewers. We encourage faculty (full-time and part-time) to become peer reviewers as a professional development endeavor, to better understand NAEYC accreditation, and to contribute to the profession's higher education accrediting body. If you are currently a peer reviewer (or Commissioner), thank you! To learn more about serving as a peer reviewer, visit https://www.naeyc.org/accreditation/higher-ed/peer-reviewer .

If you or a colleague would like to apply to serve as a peer reviewer, or if you have questions about this role, please provide your contact information (or the faculty member's contact information) below:

Name:
Email Address:

ANNUAL REPORT COMPLETION CHECKLIST

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

	The cover page 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 provided an explanation if so.
	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 chart, 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 chart 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.
	The concluding page is completed.

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 by February (if submitting during the fall cycle) or by July (if submitting during the spring cycle).