



Early Childhood Higher Education Programs

## ANNUAL REPORT

**INSTITUTION NAME: WEBER STATE UNIVERSITY**

**STATE: UTAH**

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

SEPTEMBER 30, 20\_\_

**MAY 4, 2020**

**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]*

**NAME OF PERSON COMPLETING THIS REPORT: WEI QIU**

**DATE: MAY 4, 2020**

**PLEASE REVIEW AND CHECK THE FOLLOWING STATEMENTS AS APPROPRIATE**

OUR PROGRAM IS RESPONDING TO CONDITIONS (*MAKE SURE TO COMPLETE PART G OF THE REPORT IF YOU CHECKED THIS BOX*)

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

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

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

I WOULD LIKE TO SCHEDULE A PHONE CONSULTATION WITH NAEYC STAFF

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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>	Weber State University
<b>Mailing Address</b>	1351 Edvalson St Dept 1301, Ogden, UT 84408-1301
<b>Program Name(s)</b>	Early Childhood and Early Childhood Education
<b>Program name(s) as listed in college catalog, including degree type (A.A., A.A.T. etc.). If listing more than one program, please separate program names by a semicolon.</b>	B.S. Early Childhood B.S. Early Childhood Education
<b>Program's website address (please list the website address for each program if including more than one program)</b>	<a href="https://www.weber.edu/chfam/bs_earlychildhood.html">https://www.weber.edu/chfam/bs_earlychildhood.html</a> <a href="https://www.weber.edu/chfam/earlychildhoodeducation.html">https://www.weber.edu/chfam/earlychildhoodeducation.html</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/acc-creditation/accredited-programs">http://www.naeyc.org/highered/acc-creditation/accredited-programs</a>)?</b>	<input checked="" type="checkbox"/> No      Yes  Program Name (if the institution has more than one accredited program) _____
<b>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):</b>	Name: Wei Qiu Title: Professor, Department Chair Phone: 801-626-7386 Email: <a href="mailto:weiqiu@weber.edu">weiqiu@weber.edu</a>
<b>If this is a new primary contact, please list his/her graduate degree(s) and subject area(s)</b>	
<b>Secondary contact (for institutions with more than one accredited program, please add another row to the table if there are changes across programs):</b>	Name: Teri Henke Title: Associate Professor, Program Chair Phone: 801-626-7228 Email: <a href="mailto:terihenke@weber.edu">terihenke@weber.edu</a>
<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	
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:**

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<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

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

<p><b>Have there been any substantive changes to the program, as defined in the Accreditation Handbook?</b></p>	<p><input checked="" type="checkbox"/> No      <input type="checkbox"/> Yes</p> <p>If the program answered “yes”, please complete the “Notice of Substantive Change Report” template found in the Online Accreditation Resource library and attach to your Annual Report.</p>
<p><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>	<p>Full-time candidates enrolled in Spring 2020          B.S. Early Childhood: 20          B.S. Early Childhood Education: 26          Total: 46</p>
<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>	<p>Part-time candidates enrolled in Spring 2020          B.S. Early Childhood: 22          B.S. Early Childhood Education: 37          Total: 59</p>
<p><b>The number of required early childhood credit hours in the program.</b></p>	<p>B.S. Early Childhood: 51 credits          B.S. Early Childhood Education: 33 credits</p>
<p><b>The number of required general education credit hours in the program.</b></p>	<p>34-40 general education credits required by the university</p>
<p><b>The number of required non-early childhood education methodology and other education courses in the program.</b></p>	<p>B.S. Early Childhood: 15 credits specialization or minor          B.S. Early Childhood Education: 77-78 credits required support courses and elementary education courses</p>
<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>	<p>2018-2019 Academic Year          B.S. Early Childhood: 3          B.S. Early Childhood Education: 7          Total: 10</p>
<p><b>Number of full-time faculty who taught in the early childhood program(s) during the past academic year:</b></p>	<p>2018-2019 Academic Year: 4</p>
<p><b>Number of part-time faculty who taught in the early childhood program(s) during the past academic year:</b></p>	<p>2018-2019 Academic Year: 4</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

<p><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>	<p><input type="checkbox"/> No      <input checked="" type="checkbox"/> Yes</p> <p>If the program answered “yes”, please provide a short explanation.</p> <p>As this report was being prepared in March and April 2020, the coronavirus global pandemic and related disease COVID-19 necessitated many adjustments for all Americans. As such all Spring 2020 courses offered at Weber State University transitioned to an online format. All university programs and offices as well as early learning programs and schools in the state experienced a soft closure that impacted field experiences of students in the B.S. Early Childhood and Early Childhood Education Programs. Students were unable to complete the last 5 of the 15 weeks of field experiences required in their courses. They were able to complete course work as instructors provided alternative formats for course assignment completion.</p> <p>This situation did not influence this annual report since the data being reported were collected prior to the pandemic. It may, however, possibly influence the annual report due in 2021.</p>
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## **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%.

#### **B.S. Early Childhood**

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)
2016-2017	10	20%	80%
2017-2018	14	71.4%	28.6%
2018-2019	3	66.6%	33.3%

#### **B.S. Early Childhood Education**

Academic Year	Number of program completers	% of program completers who were attending full-time (at the time of completion)	% of program completers who were attending part-time <sup>5</sup> (at the time of completion)
2016-2017	16	93.7%	6.3%
2017-2018	15	100%	0%
2018-2019	7	100%	100%

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

<sup>5</sup> Part-time status is defined by the institution.



## 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.) Four years.

In the following chart, please indicate **the percentage of full-time candidates completing the program within the program's published timeframe.**<sup>6</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.**

**Program Name:** B.S. Early Childhood

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>
2016-2017	69.2%	100% = 19.23% 200% = 57.7% 300% = 3.8%
2017-2018	62.1%	100% = 37.9% 200% = 31% 300% = 3.4%
2018-2019	100%	0%

**Program Name:** B.S. Early Childhood Education

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>
2016-2017	69.2%	100% = 19.23% 200% = 57.7% 300% = 3.8%

<sup>6</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/>.*

2017-2018	62.1%	100% = 37.9% 200% = 31% 300% = 3.4%
2018-2019	71.4%	29.6%

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

This year when we approached the University Office of Institutional Effective to request outcome measure data on the percentages of candidates who completed within 100%, 200%, or 300% of the published timeframe, we only obtained the summative completion rate numbers disaggregated by program. Next year we will try to obtain access to completion rate data by program as well as by the different percentages of the published timeframe.

The published 4-year time frame is based on the fact that the candidate must complete the program while continually attending classes full-time (12 credits minimum per semester excluding summer). A large percentage of our candidates are non-traditional students who are single parents, have young children, work part- or full-time, or live in low socioeconomic status (Self Study Report B.S., p. 43). They remain part-time to accommodate their financial needs and work/life schedules, making it unrealistic to meet the published time frame. A variety of financial assistance is provided including scholarships, student assistantships, and on-campus student employment program but they are not enough to ensure consistent full-time student status. For example, we collaborate with the T.E.A.C.H. Early Childhood Scholarship Program in Utah to recruit in-service practitioners to seek college degrees. The T.E.A.C.H. Scholarship, though, only pays up to 6 credits per semester for each candidate. In 2018-2019 academic year, 100% of candidates in the B.S. Early Childhood Program completed within 150% of the time frame may be related to the small number of graduates (N=3) that academic 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.)**

**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
2016-2017	A grade of B- or better in all required major courses	100% passing
2017-2018	A grade of B- or better in all required major courses	100% passing
2018-2019	A grade of B- or better in all required major courses	100% passing

- 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.

Program Review Site: [https://www.weber.edu/assessment/2017\\_18\\_Documents/CFS\\_pr1718.html](https://www.weber.edu/assessment/2017_18_Documents/CFS_pr1718.html)

Office of Institutional Effectiveness: <https://www.weber.edu/oie>

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## 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>	Advocacy Project (CHF 4990A)	Same as the 1 <sup>st</sup> year annual report
<b>Key Assessment 2</b>	Early Childhood Capstone Exam (CHF 4990A)	Same as the 1 <sup>st</sup> year annual report
<b>Key Assessment 3</b>	Weekly Lesson Plan Content Reflection (CHF 4720)	Same as the 1 <sup>st</sup> year annual report
<b>Key Assessment 4</b>	Family Involvement Plan (CHF 3640)	Same as the 1 <sup>st</sup> year annual report
<b>Key Assessment 5</b>	Child Profile (CHF 4710)	Same as the 1 <sup>st</sup> year annual report
<b>Key Assessment 6 (if applicable)*</b>	N/A	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**

<b>Standard 1: Promoting Child Development and Learning</b> <b>Key Elements</b>	<b>Key Assessment</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
1a. Knowing and understanding young's 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				
<b>Standard 2: Building Family and Community Relationships</b> <b>Key Elements</b>	<b>Key Assessment</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
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		

<b>Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</b> <b>Key Elements</b>	<b>Key Assessment</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
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	
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.					X	
3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.					X	
<b>Standard 4: Using Developmentally Effective Approaches</b> <b>Key Elements</b>	<b>Key Assessment</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
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				
4d. Reflecting on own practice to promote positive outcomes for each child.		X				
<b>Standard 5: Using Content Knowledge to Build Meaningful Curriculum</b> <b>Key Elements</b>	<b>Key Assessment</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.			X			
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.			X			
5c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child.			X			
<b>Standard 6: Becoming a Professional</b> <b>Key Elements</b>	<b>Key Assessment</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
6a. Identifying and involving oneself with the early childhood field.	X					
6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.		X				
6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.	X					
6d. Integrating knowledgeable, reflective, and critical perspectives on early education.	X				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>7</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: Weber State University B.S. Early Childhood (EC)			
Date(s) of Application 1: KA1 & KA2, Spring 2019 (N=7) Date(s) of Application 2: KA1 & KA2, Fall 2019 (N=5)			
Key Elements of Standard 1	Not Met	Met	Exceeds
Key Element (a) KA2 Early Childhood Capstone Exam	Application 1 N = 2 % = 28.6%	Application 1 N = 0 % = 0%	Application 1 N = 5 % = 71.4%
	Application 2 N = 0 % = 0%	Application 2 N = 1 % = 20%	Application 2 N = 4 % = 80%
Key Element (b) KA1 Advocacy Project	Application 1 N = 0 % = 0%	Application 1 N = 0 % = 0%	Application 1 N = 7 % = 100%
	Application 2 N = 0 % = 0%	Application 2 N = 0 % = 0%	Application 2 N = 5 % = 100%

<sup>7</sup>One “application” refers to one time the assessment was given. (Dates should be clear, distinct, and recent.)

Key Element (c) KA2 Early Childhood Capstone Exam	Application 1 N = 1 % = 14.3%	Application 1 N = 1 % = 14.3%	Application 1 N = 5 % = 71.4%
	Application 2 N = 1 % = 20%	Application 2 N = 1 % = 20%	Application 2 N = 3 % = 60%

<b>Program name: Weber State University B.S. Early Childhood Education (ECE)</b>			
Date(s) of Application 1: KA1 & KA2, Spring 2019 (N=5) Date(s) of Application 2: KA1 & KA2, Fall 2019 (N=3)			
Key Elements of Standard 1	Not Met	Met	Exceeds
Key Element (a) KA2 Early Childhood Capstone Exam	Application 1 N = 0 % = 0%	Application 1 N = 2 % = 40%	Application 1 N = 3 % = 60%
	Application 2 N = 0 % = 0%	Application 2 N = 1 % = 33.3%	Application 2 N = 2 % = 66.7%
Key Element (b) KA1 Advocacy Project	Application 1 N = 0 % = 0%	Application 1 N = 0 % = 0%	Application 1 N = 5 % = 100%
	Application 2 N = 0 % = 0%	Application 2 N = 0 % = 0%	Application 2 N = 3 % = 100%
Key Element (c) KA2 Early Childhood Capstone Exam	Application 1 N = 1 % = 20%	Application 1 N = 2 % = 40%	Application 1 N = 2 % = 40%
	Application 2 N = 0 % = 0%	Application 2 N = 2 % = 66.7%	Application 2 N = 1 % = 33.3%

## 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)**

The two key assessments (KA1 Advocacy Project and KA2 Early Childhood Capstone Exam), both assignments in the same course CHF 4990A Seminar in Child Development, are used to measure Standard 1 key elements. As shown in data collected in Spring and Fall 2019, there were minor differences in the percentages of candidates not meeting, meeting, and exceeding Key Elements 1a

and 1c between the two B.S. programs. EC Program seemed to have a bit high rate of not meeting expectations than ECE, though the difference was so minor and might be related to 1-2 low performing students. For Key Element 1b, all candidates in both B.S. programs demonstrated competencies exceeding expectations across the two semesters.

- 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)**

Despite the result that ECE candidates showed slightly better performance than EC students, it is NOT enough evidence to make a conclusion on the quality difference between our two baccalaureate programs. First, the number of candidates from the EC Program (a non-licensure program) was slightly higher than students of the ECE Program (a licensure program) in these two semesters. In Spring 2019, it was 7 EC vs. 5 ECE candidates. In Fall 2019, it was 5 EC vs. 3 ECE candidates. This pattern was actually not representative of the trend in student enrollment. Traditionally the ECE Program has attracted way more students than the EC Program. More students are drawn to the ECE program to become a double major, meaning they are eligible to meet requirements of Elementary Education Program upon graduation and apply for two Utah teaching licenses: prekindergarten-third grade, and kindergarten-6<sup>th</sup> grade. It will continue to be a challenge for advising to recruit and retain candidates for the EC Program.

Second, KA2 Early Childhood Capstone Exam is a key assessment graded by two Early Childhood faculty members in an anonymous way. The average of the two ratings will be the candidate's final score. We feel it is good practice and work particularly well with a strong rubric to increase reliability in grading. Every semester, though, there would be at least one outlier student who fails to meet expectations established in the grading rubrics. The three candidates who failed to meet expectations in KA2 aligned with Key Elements 1a and 1c in Spring and Fall 2019 were all characterized by some long-term challenges in their professional preparation, including diagnosed disabilities, ELL background, and high demand of off-campus work. An individualized remediation plan was provided for the three candidates who failed to pass the capstone exam. They all chose to request permission to retake the CHF 4990A course. As of Spring 2020, all three candidates have successfully passed the capstone exam to meet program requirements.

Finally, CHF 4990A Seminar in Child Development in which KA1 Advocacy Project and KA2 Capstone Exam are required was taught using a hybrid format in Fall 2019 and Spring 2020. After the pilot hybrid instruction for two semesters, instructor was able to see both pros and cons. The online learning from distance definitely provided students with more flexibility. However, the in-person discussion and interaction loops were missing, making it harder for students, especially those with disabilities, to benefit from the true seminar format. In Fall 2020, instructor plans to strengthen the face-to-face meeting component while maintaining the online modules.



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

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

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

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 the **B.S. Early Childhood Program**: 529

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

- Birth-age 3
- Age 3-5
- 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*)?

- Birth-age 3
- Age 3-5
- 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*)?

- Head Start (or state equivalent) programs
- Early school grades
- Early learning centers
- 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*)?

- Head Start (or state equivalent) programs
- Early school grades
- Early learning centers
- Home-based settings

Total number of field experience hours required in the **B.S. Early Childhood Education Program**: 385

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

- Birth-age 3
- Age 3-5
- 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)?*

- Birth-age 3
- Age 3-5
- 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)?*

- Head Start (or state equivalent) programs
- Early school grades
- Early learning centers
- 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)?*

- Head Start (or state equivalent) programs
- Early school grades
- Early learning centers
- 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.**

## 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).