ANNUAL REPORT

INSTITUTION NAME: HAYWOOD COMMUNITY COLLEGE

STATE: NORTH CAROLINA

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

☒SEPTEMBER 30, 2017

☐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? (THIS IS A
　　COMPLIMENTARY SERVICE AS YOUR PROGRAM BEGINS TO PREPARE FOR RENEWAL.)
　　☐ YES　　　　☐ NO

☐YEAR 5 ANNUAL REPORT

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

PLEASE REVIEW AND CHECK THE FOLLOWING STATEMENTS AS APPROPRIATE

☐ OUR PROGRAM IS RESPONDING TO CONDITIONS (*MAKE SURE TO COMPLETE THE LAST PAGE 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

NAME: VICKIE S. ANSLEY

DATE: FEBRUARY 6, 2018

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A. UPDATES TO CONTACT INFORMATION

1. **Institution:**   Haywood Community College

2. **Mailing Address:**   185 Freedlander Drive Clyde, NC 28721

    _____

3. **Does the institution's name above differ from what is currently listed on the NAEYC website (link)?**

    ☒ No   ☐ Yes

4. **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.**

    A.A.S. in Early Childhood

5. **Program's website address (please list the website address for each program if including more than one program):**   www.haywood.edu

6. **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

7. **Primary contact (faculty member representing the program) (*for institutions with more than one accredited program, please copy and paste the primary and secondary contact sections if there are changes across programs*):**

    Name Vickie Ansley

    Title   Program Manager

    Phone 828-627-4693   Fax   828-627-4656   E-mail vsansley@haywood.edu

8. **Is this a new primary contact?**

    ☒ No   ☐ Yes

9. **If "yes", please list his/her graduate degree(s) and subject area(s) below**

    _____

10. **Secondary contact (faculty member representing the program):**

    Name Eliza Dean

    Title   Faculty, EDU

    Phone 828-565-4042   Fax   828-627-4656   E-mail edean@haywood.edu

11. Is this a new secondary contact?

☒   No   ☐ Yes

12. If "yes", please list his/her graduate degree(s) and subject area(s) below

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NAEYC's Early Childhood Higher Education Accreditation system relies upon volunteers to serve as peer reviewers**. If faculty in the program (full-time or part-time) may be interested in serving as peer reviewers, please indicate so below.**

☐ Yes, please send information and an application to _____ [name(s) and email address(s)]

☒ Not sure, please contact me with information about time commitments and/or other questions [name and phone/email for contact: __Vickie Ansley vsansley@haywood.edu_____]

☐ No, all faculty in our program are already peer reviewers or Commissioners (kudos!)

☐ Not at this time, but we will consider it again next year.

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.	√	
The program(s) is not designated as "low-performing" by the state as outlined by Title II of the Higher Education Act.	√	
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 offers field experiences.	√	
The program(s) has graduated at least one individual.	√	
(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.	√	

Please explain any "no" answer above:

C. UPDATES TO PROGRAM CONTEXT

1. **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   _v_ Yes

    If the program answered "yes" to the above, please provide a short explanation.
    Faculty member, Sharon Davis, retired and has been replaced by Shanna Lynn Kincaid.

2. **Candidate enrollment in most recent semester[1] available (total full-time + part-time)   279   (Fall 2017)**

3. **Number of full-time enrollments in most recent semester[2] available   58**

4. **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):   40**

5. **Number of full-time faculty who taught in the early childhood program(s) during the past academic year: 4**

6. **Number of part-time faculty who taught in the early childhood program(s) during the past academic year: 4**

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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.[3] *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.**

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

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)
2017	44	25% (11)	75% (333)
2016	48	18% (9)	82% (39)
2015	44	23% (10)	77% (34)

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

What is the published timeframe[5] for full-time students to complete the early childhood program(s) included in this Annual Report? ___6 semesters or 2 full years___

In the following chart, please indicate **the percentage of full-time students 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.) **The program must complete the information for**

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[3] This section of the Annual Report template is new (2017) and was created for the following reasons. NAEYC is committed to helping prospective degree candidates in their search for high-quality degree programs. As an accrediting agency, NAEYC is also committed to advancing the higher education accreditation field's efforts to provide greater transparency to current and prospective degree candidates about institutions' and programs' outcomes for degree candidates. NAEYC is currently pursuing recognition by the Council for Higher Education Accreditation (CHEA), which requires that programs accredited by a CHEA-recognized accrediting body provide publically available program and candidate outcome data.

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

[5] "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/.

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.

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: ___Early Childhood 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.)
2012	20%	10%
2013	60%	20%
2014	Not available	Not available

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	Number of Part-Time Candidates Enrolled (% of Total Enrollment)	Retention Rate among Part-Time Candidates	Number of Full-Time Candidates Enrolled (% of Total Enrollment)	Retention Rate among Full-Time Candidates
2014	25 (59%) 14 reported as unknown (33%)	32% Unknown (21.4%)	3 (7%)	66.7%
2015	29 (70.7%) Unknown 6 (14.6%)	37.9% Unknown (16.7%)	6 (14.6%)	50%
2016	21 (65.6%) Unknown 4 (12.5%)	52.4% Unknown (50%)	7 (21.8%)	85.7%

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.** _____https://www.haywood.edu/instruction/health-and-human-services/early-childhood-education_____

E. UPDATES TO PROGRAM OF STUDY

1. **Please describe any substantive changes[6] in courses, field experiences, program design, or leadership.**

   There have been no substantive changes for the 2016-17 course of study.

2. **Did these changes involve removal of any courses from the program? __Yes __No** *(NA)*

   (If so, please note that key assessments need to be given in classes that are required of all candidates.)

3. **If there have been substantive changes in courses, please attach 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.*

   ☒ Not applicable (no substantive changes in courses).

   ☐ See attachments.

4. If there have been substantive changes in field experiences, please confirm that the program still meets Standard 7: Early Childhood Field Experiences by checking the appropriate boxes in the chart below and attach documentation of confirmation. Examples of documentation include (but are not limited to) pages from the course catalog indicating required classes in which all candidates have these experiences, or a tracking sheet indicating that the program ensures that all candidates have each of these experiences somewhere within the program.

   ☒ Not applicable (no substantive changes in field experiences).

	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)
	7b. The program provides opportunities for all candidates *to observe* in at least two of the three main types of early education settings (early school grades, early education and care centers and homes, Head Start programs)

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[6] 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);

	7b. The program provides opportunities for all candidates **to practice** in at least two of the three main types of early education settings (early school grades, early education and care centers and homes, Head Start programs)	

F. REPORTING AND ANALYZING DATA FOR A STANDARD

Key Assessment Title Chart

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

	Name of Assessment	Please indicate (with a check mark) if the assessment has been revised or replaced since the submission of the program's most recent Annual Report (or Self-Study Report, for programs submitting their first Annual Report in the current accreditation cycle)
Key Assessment 1	EDU 131-Who are our families?	
Key Assessment 2	EDU 145-Assessment of a Kindergarten Child	
Key Assessment 3	EDU 151-Curriculum Project	
Key Assessment 4	EDU 173-Becoming a Professional in Early Childhood Education	
Key Assessment 5	EDU 234-Understanding and Planning an Individualized Infant Environment	
Key Assessment 6 (if applicable)*	EDU 284-Developing and Executing a Lesson Plan	

* 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.

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's children's characteristics and needs, from birth through age 8.		√			√	
1b. Knowing and understanding the multiple influences on development and learning.		√	√			
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.					√	√
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.	√			√		
2b. Supporting and engaging families and communities through respectful, reciprocal relationships.	√	√				
2c. Involving families and communities in young children's development and learning.	√	√				

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.		√			√	
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.		√				√
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.					√	√
3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.	√	√				

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.					√	√
4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.			√			√
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.			√			√
4d. Reflecting on own practice to promote positive outcomes for each child.			√			√

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.		√	√			
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.			√			√
5c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child.			√			√

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 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.)

_x_ 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. For those programs only, please attach the instructions to candidates and the rubrics for the key assessments checked above.

Looking *collectively across all key assessments associated with the standard the program chose*, include two applications of candidate performance data for this standard. If a key element is measured in more than one Key Assessment, programs are not required to combine data from the two assessments if that would impede a useful analysis of the data. 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. All data charts must clearly distinguish between how many candidates met or did not meet standards.

Program name (for institutions submitting multiple programs within one Annual Report):			
Date(s) of Application 1: Key Assessment 1, December 2016; Key Assessment 2, December 2016: Key Assessment 4, December 2016 Date(s) of Application 2: Key Assessment 1, May, 2017; Key Assessment 2, May 2017; Key Assessment 4, May 2017			
Key Elements of Standard x	**Not Met**	**Met**	**Exceeds**
2a. Knowing about and understanding diverse family and community characteristics.	Application 1 N = 5 % = 14.7 Application 2 N = 0 % =0	Application 1 N = 6 % = 17.6 Application 2 N = 19 % =61	Application 1 N = 23 % = 67.7 Application 2 N = 12 % =39

2b. Supporting and engaging families and communities through respectful, reciprocal relationships.	Application 1 N = 0 % = 0	Application 1 N = 7 % = 21	Application 1 N = 26 % = 79
	Application 2 N = 2 % =6	Application 2 N = 5 % =14	Application 2 N = 28 % =80
2c. Involving families and communities in young children's development and learning.	Application 1 N = 0 % = 0	Application 1 N = 5 % = 15	Application 1 N = 28 % = 85
	Application 2 N = 2 % =6	Application 2 N = 2 % =6	Application 2 N = 31 % =88

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 candidates are performing very well on the key elements of Standard 2. For Standard 2a, 92% met or exceeded the expectations, with 53.8% exceeding expectations. For Standard 2b, 97% met or exceeded expectations, with 79% exceeding expectations. For Standard 2c, 97% met or exceeded expectations, with 86.7% exceeding expectations. These percentages are high and show a very good mastery of the subject matter. The assignments include researching different cultures and the practices of each culture, researching the NAEYC Code of Ethical Conduct and the Ideals that relate to diverse families, building a resource file for family use, developing a resource document to meet the needs of a specific child, interviewing a family, and developing a family brochure. The students who do not at least meet expectations are usually those that do not take the feedback from the instructor to revise and improve their work.

2. **How is the program using the data from the standard to improve teaching and learning related to the standard?** (600 word limit)

   As students submit work and it is reviewed by instructors, instructors reach out to students who are having a difficult time mastering or understanding the assignments. Instructors provide one-on-one consultation, if needed, to assist any student to fully understand the assignment and what is expected. Most students use this information to revise their submissions to better meet expectations, but sometimes students are not willing to take the time to review and revise. Based on data from earlier semesters and feedback from students, instructions have been reviewed to be sure that directions for each key assignment are clearly written. Instructors provide examples (not answers) to assist the students in understanding what will be expected for each assignment. Links to research and related material are provided to assist the student in being successful.

15

This standard is assessed in 3 courses; EDU 131, EDU 145 and EDU 173. EDU 131, Child Family and Community, is one of the first courses that students take. It is imperative in this course to set the standard for how this work must be completed and submitted. Students are given information about writing papers and referred to our Learning Support Services for assistance with basic grammar, spelling, and punctuation. This type of review is a part of each grade for each Key Assessment. The research paper about 6 different cultures requires a lot of research and work but is a good starting point for students to learn about the multiple influences on child development.

EDU 145, Child Development 2, is a more difficult course, covering theorists, child development theory, practice, influences on child development, and areas of development up to age 8. The information in EDU 145 builds on the knowledge gained in EDU 131. The Key Assessment in this course centers on assisting the family in the development of the child, with a family resource at the center of the assignment. The instructor provides constructive feedback to the student, giving them opportunity to improve their work before final submission.

EDU 173, Becoming a Professional in Early Childhood, focuses a great deal on the NAEYC Code of Ethical Conduct and is a great place to reinforce positive relationships with diverse families. The assignment here is about choosing Ideals that deal with diverse families, explaining the Ideal, giving examples, and discussing how the student will use the Ideal in working with families.

Our focus has been to try to ensure that every student learns the principles that are important in each standard and to produce work that clearly shows their mastery of the subject matter.

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. **Copy and paste 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 in the first or second Annual Report in order to maintain accreditation.**