



Early Childhood Higher Education Programs



Early Childhood Higher Education Programs

ANNUAL REPORT

INSTITUTION NAME: HAYWOOD COMMUNITY COLLEGE

STATE: NORTH CAROLINA

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

SEPTEMBER 30, 2020

MARCH 31, 2021

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: VICKIE S. ANSLEY

DATE: SEPTEMBER 8, 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*)

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

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

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

I WOULD LIKE TO SCHEDULE A PHONE CONSULTATION WITH NAEYC STAFF

Annual Report Completion Checklist

Please complete this table to verify that each applicable section of the Annual Report has been completed.

x	The two-page cover sheet is complete, including the check box for the appropriate year of the Annual Report.
x	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.
x	The program has affirmed compliance with eligibility requirements in Section B and provided a narrative explanation in cases where it is not compliant.
x	In Section C the program has completed the table providing updates to program context.
x	In Section C the program has indicated whether there has been a substantive change(s) to the program(s) and attached the Substantive Change Report form if needed.
x	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.
x	The program has completed the key assessment Title Chart and Chart of Key Assessments Aligned with Standards and Key Elements in Section E for all accredited programs.
x	In Section E, the program has indicated on which standard it is submitting candidate performance data, included a data table, and answered the data analysis questions.
NA	If the Annual Report includes multiple programs, the program has disaggregated the data in Section E by program.
x	Each data table included in Section E is clearly labeled to indicate which key assessments are included and the dates for each application of data.
x	The program has completed the COVID-19 Addendum in Section F.
NA	If the program is accredited with conditions, it has submitted evidence of addressing conditions in Section G.
NA	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 generally within ten weeks.
- If the report is missing information or NAEYC has clarifying questions, NAEYC staff will ask for the necessary data. If the program does not comply with the information request, it will be placed on Administrative Probation.
- If the program is responding to conditions in its Annual Report, the Commission will review the evidence submitted. In most cases, the program should plan to receive feedback on its conditions prior to the end of the year (if submitting during the fall cycle) or by mid-summer (if submitting in the spring cycle); in some cases the program may be notified that it has been placed on a subsequent Commission agenda.
- 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). This timeline may be impacted by COVID-19 and/or upcoming revisions to the standards.

Table of Contents

<u>A.</u>	Updates to Contact Information.....	5
<u>B.</u>	Reaffirming Meeting Eligibility Requirements.....	6
<u>C.</u>	Updates to Program Context.....	8
<u>D.</u>	Reporting Program Outcome Data.....	10
<u>E.</u>	Reporting and Analyzing Data for a Standard.....	13
	a. Key Assessment Title Chart.....	13
	b. Chart of Key Assessments Aligned to the Standards.....	13
	c. Reporting Data for a Standard.....	15
	d. Data Analysis Questions.....	15
<u>F.</u>	COVID-19 Addendum.....	17
<u>G.</u>	Response to Conditions (<i>only for programs accredited with conditions</i>)	22
<u>H.</u>	Year 4 Program Submitting Key Assessments for Review.....	23

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

Institution Name	Haywood Community College
Mailing Address	185 Freedlander Drive Clyde, NC 28721
Program Name(s)	AAS in Early Childhood Education
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.	Early Childhood Education
Program's website address (please list the website address for each program if including more than one program)	https://www.haywood.edu/instruction/programs-of-study/early-childhood-education
Does the program's name above differ from what is currently listed on the NAEYC website (http://www.naeyc.org/highered/accreditation/accredited-programs)?	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Program Name (if the institution has more than one accredited program) _____
Primary contact (faculty member representing the program) (for institutions with more than one accredited program, please add another row to the table if there are changes across programs):	Name Vickie S. Ansley Title Interim Dean of Health and Human Services; Early Childhood Program Manager Phone 828.627.4652 Email vsansley@haywood.edu
If this is a new primary contact, please list his/her graduate degree(s) and subject area(s)	NA
Secondary contact (for institutions with more than one accredited program, please add another row to the table if there are changes across programs):	Name Eliza Dean Title EDU Faculty Member Phone 828.565.4042 Email edean@haywood.edu
If this is a new secondary contact, please list his/her graduate degree(s) and subject area(s)	NA

B. REAFFIRMING THAT THE PROGRAM MEETS ACCREDITATION ELIGIBILITY REQUIREMENTS

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

	Yes (for all programs listed)	No (for one or more programs listed)
The institution offering the degree program(s) is located in a U.S. state, district, or territory and currently accredited by an accrediting agency that is recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education.	x	
The program(s) is not designated as “low-performing” by the state as outlined by Title II of the Higher Education Act. ¹	x	
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.	x	
The program requires field experiences.	x	
The program(s) has graduated at least one individual.	x	
Associate degree programs: The faculty for the associate degree program(s) includes a) at least one full-time faculty member whose primary responsibilities are in the early childhood program(s) submitted for review and b) who holds a graduate degree in early childhood education, child development, child and family studies, or a related discipline with at least 18 graduate credits in early childhood/family studies. This faculty member must serve as either the primary or secondary contact. One person may serve this role in multiple programs. Baccalaureate and master’s degree programs: The faculty for the baccalaureate and master’s degree program(s) includes a) at least one full-time faculty member whose primary responsibilities are in the early childhood program(s) submitted for review and b) who holds a terminal	x	

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

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.		
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Please explain any “no” answer above:

C. UPDATES TO PROGRAM CONTEXT

<p>Have there been any substantive changes to the program, as defined in the Accreditation Handbook?</p>	<p><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes</p> <p>If the program answered “yes”, please complete the “Notice of Substantive Change Report” template found in the Online Accreditation Resource library and attach to your Annual Report.</p>
<p>Number of full-time candidates enrolled for the most recent semester² available (do not include certificate-only students in counts)</p>	<p>30</p>
<p>Number of part-time candidates enrolled for the most recent semester³ available (do not include certificate-only students in counts)</p>	<p>94</p>
<p>The number of required early childhood credit hours in the program.</p>	<p>41-50</p>
<p>The number of required general education credit hours in the program.</p>	<p>13-30</p>
<p>The number of required non-early childhood education methodology and other education courses in the program.</p>	<p>0</p>
<p>The number of required field experience hours in the program.</p>	<p>190</p>
<p>Number of program graduates in past academic year i.e. the most recent one-year period for which institutional information is readily available (do not include certificate-only students in counts). The reporting period may</p>	<p>21</p>

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

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

<p>be different for programs that submit Annual Reports to NAEYC on a spring vs. fall cycle but should be consistent for each year's Annual Report.</p>	
<p>Number of full-time faculty who taught in the early childhood program(s) during the past academic year:</p>	<p>4</p>
<p>Number of part-time faculty who taught in the early childhood program(s) during the past academic year:</p>	<p>0</p>
<p>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?</p>	<p>x No <input type="checkbox"/> Yes</p> <p>If the program answered "yes", please provide a short explanation.</p>

D. REPORTING PROGRAM OUTCOME DATA

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

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

Outcome Measure #1: The Number of Program Completers

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

Academic Year	Number of program completers	% of program completers who were attending full-time (at the time of completion)	% of program completers who were attending part-time ⁴ (at the time of completion)
2019-20	21	19% (4)	81% (17)
2018-19	40	47% (19)	53% (21)
2017-18	31	29% (9)	71% (22)

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.) 2.5

In the following chart, please indicate **the percentage of full-time candidates completing the program within the program's published timeframe.**⁵The program must complete the information for the 150%

⁴ Part-time status is defined by the institution.

⁵ "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/>.

indicator and choose to report on either the 100%, 200% (or twice) or 300% (three times) indicator. The academic years selected must fall within eight years of the date this report is submitted.

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

Program Name: HCC-Early Childhood Education

Academic year in which a Fall cohort of full-time candidates enrolled in the program (select three sequential years)	Percentage of those candidates who completed the program within 150% of the published timeframe	Percentage of those candidates who completed the program within 100%, 200% (twice) or 300% (three times) of the published timeframe (Please circle, underline or bold the indicator above on which the program will report.)
2018	0%	0%
2017	14%	14%
2016	29%	29%

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

Outcome Measure #3: Institutional Selected Data

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

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

Academic Year	% of Part-Time Candidates Enrolled in the	Retention Rate among Part-Time Candidates	% of Full-Time Candidates Enrolled in the	Retention Rate among Full-Time Candidates

	Program (% of Total Enrollment)		Program (% of Total Enrollment)	
Fall 2019	45.8%	36%	37.5%	55.5%
Fall 2018	90%	42%	10%	100%
Fall 2017	63%	42%	23%	86%

OR

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

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

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

OR

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

Academic Year	Outcome Measure	Performance Data

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

<https://www.haywood.edu/instruction/health-and-human-services/early-childhood-education>

E. REPORTING AND ANALYZING DATA FOR A STANDARD

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

Key Assessment Title Chart

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

	Name of Assessment and course number in which it is given	Check here if the assessment is a revision or replacement for an assessment submitted in the previous Annual Report (or Self-Study Report, if the program is submitting a Year 1 Annual Report.
Key Assessment 1	EDU 131-Who Are Our Families	
Key Assessment 2	EDU 145-Assessment of a Pre-Kindergarten Child	
Key Assessment 3	EDU 151-Curriculum Project	
Key Assessment 4	EDU 221-Advocating for Young Children	Replacement for EDU 173
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. If a sixth assessment is included, it should meet the same requirements as the other assessments.

Chart of Key Assessments Aligned with Standards and Key Elements

Standard 1: Promoting Child Development and Learning Key Elements	Key Assessment					
	1	2	3	4	5	6
1a. Knowing and understanding young's children's characteristics and needs, from birth through age 8.		x			x	
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	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			x		
2b. Supporting and engaging families and communities through respectful, reciprocal relationships.	x	x				
2c. Involving families and communities in young children’s development and learning.	x	x				
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families	Key Assessment					
Key Elements	1	2	3	4	5	6
3a. Understanding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for young children.		x			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	x				
Standard 4: Using Developmentally Effective Approaches	Key Assessment					
Key Elements	1	2	3	4	5	6
4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.					x	x
4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.			x			x
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.			x			x
4d. Reflecting on own practice to promote positive outcomes for each child.			x			x
Standard 5: Using Content Knowledge to Build Meaningful Curriculum	Key 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

Standard 6: Becoming a Professional Key Elements	Key Assessment					
	1	2	3	4	5	6
6a. Identifying and involving oneself with the early childhood field.	x					x
6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.				x		x
6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.		x		x		
6d. Integrating knowledgeable, reflective, and critical perspectives on early education.			x		x	
6e. Engaging in informed advocacy for young children and the early childhood profession.					x	x

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.

Looking *collectively across all key assessments associated with the standard the program chose*, include two applications⁶ 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: AAS in Early Childhood Education
Date(s) of Application 1: Fall Semester 2019 Date(s) of Application 2: Spring Semester 2020

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

Key Elements of Standard 1	Not Met	Met	Exceeds
1a. Knowing and understanding young children's characteristics and needs, from birth through age 8.	Application 1-EDU 145 N = 0 % = 0	Application 1-EDU 145 N = 11 % = 84.6%	Application 1-EDU 145 N = 2 % = 15.3%
	Application 1-EDU 234 N = 1 % = 5%	Application 1-EDU 234 N = 1 % = 5%	Application 1-EDU 234 N = 19 % = 90%
1a. Knowing and understanding young children's characteristics and needs, from birth through age 8.	Application 2-EDU 145 N = 0 % = 0	Application 2-EDU 145 N = 10 % = 43.4%	Application 2-EDU 145 N = 13 % = 56.5%
	Application 2-EDU 234 N = 3 % = 12.5%	Application 2-EDU 234 N = 0 % = 0	Application 2-EDU 234 N = 21 % = 87.5%
1b. Knowing and understanding the multiple influences on development and learning	Application 1-EDU 145 N = 0 % = 0	Application 1-EDU 145 N = 12 % = 92%	Application 1-EDU 145 N = 1 % = 7.6%
	Application 1-EDU 151 N = 5 % = 16.6%	Application 1-EDU 151 N = 0 % = 0	Application 1-EDU 151 N = 25 % = 83.3%
1b. Knowing and understanding the multiple influences on development and learning	Application 2-EDU 145 N = 0 % = 0	Application 2-EDU 145 N = 9 % = 39%	Application 2-EDU 145 N = 14 % = 60.8%
	Application 2-EDU 151 N = 1 % = 8%	Application 2-EDU 151 N = 0 % = 0	Application 2-EDU 151 N = 11 % = 91.6%
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.	Application 1-EDU 234 N = 2 % = 9.5%	Application 1-EDU 234 N = 3 % = 14.2%	Application 1-EDU 234 N = 16 % = 76%
	Application 1-EDU 284 N = 0 % = 0	Application 1-EDU 284 N = 1 % = 11%	Application 1-EDU 284 N = 8 % = 88.8%

1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.	Application 2-EDU 234 N=3 %=12.5%	Application 2-EDU 234 N=3 %=12.5%	Application 2-EDU 234 N=18 %=75%
	Application 2-EDU 284 N=0 %=0	Application 2-EDU 284 N=5 %=35.7%	Application 2-EDU 284 N=9 %=64.2%

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. (500 word limit)**

Almost all applications show that the standards are met at a rate of 85% or higher. For the standard that is measured in EDU 284, it is expected that all candidates will meet or exceed the expectations because this is the Capstone course for the program. When looking at individual results, it usually holds that if a student does not perform well on one standard or assignment, they are likely to not perform well on others, too.

Key Assessment assignments are usually project type assignments. Students are notified at the beginning of class that there will be key assessment assignments. They are also notified about field experience expectations. Clear directions are given for each assignment, as well as, a clear grading rubric which helps the student understand the expectations for each grade.

- 2. How is the program using the data from the standard to improve teaching and learning related to the standard? (Programs may want to note changes made to curriculum, field experiences, program delivery mode, sequencing of courses/field experiences, academic support provided to candidates, professional development offered to/required of faculty, etc.) (500 word limit)**

Because of a change within the accepted curriculum in North Carolina, we had to eliminate a course, EDU 173, that had 5 key assessment assignments. It was replaced with EDU 221. Three of the assignments were incorporated into EDU 221 and two assignments were incorporated into EDU 284. (Please see Notice of Substantive Change Report.)

We use a process of implement, review, and evaluate individually as well as discuss results as a group to evaluate assignments in the courses. We will brainstorm needed changes or revisions or suggest proposed changes for discussion to the group. To make acceptable changes during the COVID pandemic, we have worked together to find acceptable alternative assignments.

Faculty attend professional development as it is available. We attend our state's ACCESS meeting and professional development opportunities. These are great avenues for discussing courses with others across the state and to get ideas for delivery options, resources, and routes to improve the quality of courses.

- 3. If your data does not show that at least 80% of your candidates are meeting the standard, please describe your program's analysis of the potential causes of this performance. What plans have you put in place to address this concern? (500 word limit)**

ALL KEY ELEMENTS OF THE STANDARD HAVE BEEN MET AT A RATE OF 80% OR GREATER.

F: UNDERSTANDING THE IMPACT OF COVID-19 ON ECE PROGRAMS

Since March 2020, COVID-19 has significantly impacted ECE degree programs, particularly their ability to offer field experiences and key assessments. The Commission on the Accreditation of Early Childhood Higher Education Programs asks that programs submitting an Annual Report or Self-Study Report complete the following addendum to provide information on how field experiences, key assessments and other aspects of your program have been impacted by the pandemic.

- 1) For Fall 2020, please describe how your program has been impacted by your institution's and states/county policies. For example, is your program fully online this semester? Are you offering limited face-to-face classes? Are there restrictions on the number of candidates who can be in a face-to-face class? (200 words or less)

Our program is always online, however students are required to complete on-site field experiences with children. Beginning on March 17, 2020, we were told that students could no longer complete on-site field experiences as part of our program. For most Key Assessments, those assignments were completed. In a couple of instances, we had to provide alternative assignments, mostly in the form of video observations with evaluations, reviews and reflections. For our Capstone course, that was not the case. For the students who had not completed the required 160 hours, their experience was suspended for the semester. They were given a grade of incomplete with an expected plan of completion. 3 of the 4 students impacted were able to complete their hours in an approved program during summer semester after child care programs reopened. The fourth student decided to drop out of school. For Fall Semester, we have approved students to complete field experiences in programs that they are already employed in. If that has not worked, the faculty have designed alternate assignments to meet the requirements of the assignment, if possible. Our delivery method remains to be an online platform.

2) For Fall 2020, please describe the closures and/or social distancing/COVID guidance that are in place for the early learning settings in which your candidates typically conduct their field experiences. (200 words or less)

Some child care programs remain closed, and our students are impacted because they are waiting for their programs to reopen so that they can go back to their original jobs. Some students have been forced to find jobs in other fields and that is making it hard and/or impossible for them to complete field experiences. They cannot complete field experiences in programs that they are not employed in because state regulations limit who can enter the child care programs that are open. Some students are in programs, such as Head Start, that are teaching children remotely. These students will not be present in actual classrooms with children. It will be a virtual, remote experience. Because of the state limits on who can enter programs that are open, faculty members cannot visit programs to supervise students in their programs. We are planning to complete this by Zoom, video conferencing, etc.

3) For Fall 2020, please indicate if there are particular age groups and/or types of early learning settings with which your candidates typically conduct field experiences that you know (or anticipate) candidates will not have access due to COVID-19. (200 words or less)

Public and private schools-kindergarten classrooms and possibly NC PreK classrooms.

4) Please select the choice that best estimates the level of access your candidates had to field experiences during the Spring and Summer 2020 and that you anticipate they will have during Fall 2020. (For Annual Reports and Self-Study Reports addressing more than one program, please complete a separate table for each program. Programs that operate on a quarter, trimester, or other non-semester-based system may adjust the time periods accordingly.)

	Spring 2020	Summer 2020	Fall 2020
All the candidates in this program were (or will be) able to complete all their field experiences that would have typically been required during this time period. *			
At least half (but not all) of the candidates in this program were (or will be) able to complete all their field	X		X

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

*If candidates were (or anticipate being) able to complete required field experiences but with modifications to what is typically required, please explain: **Some field experiences will be accomplished using videos and remote learning avenues. The children will be learning remotely.**

- 5) Please check the appropriate boxes to describe the ways you have been supplementing opportunities for candidates to observe and practice in early learning settings.

x	Using videos and reflections to replace field experiences
x	Allowing students to implement curriculum with their own children or children they still have access to
x	Having students record themselves implementing curriculum (with or without actual children)
x	Having students work with their mentor/supervising teachers to plan and implement curriculum virtually
	Having students work with their mentor/supervising teacher to meet in small groups with children/families virtually
x	Giving students an "in progress" and extending the semester to allow additional time to complete field experiences (SPRING 2020 only)

	Using simulation software (e.g., TeachLive)
	Other _____

6) Please describe how you are supporting candidates' work with diverse populations of young children during this time of limited access to field sites. (200 words or less)

Faculty members are available by Zoom, phone or email to assist students in field placement sites if they have questions or requests for assistance. Alternate instruction videos that are being used incorporate diverse populations.

7a) Please check the appropriate response to the following questions.

	Yes	No	N/A
For candidates who graduated in Spring 2020 and Summer 2020, were they able to observe and practice in field experiences across at least two age groups and in at least two types of early learning settings during their time in the program?	x		
For candidates who are planning to graduate in Fall 2020 or beyond, will your candidates have had opportunities to observe and practice in field experiences across at least two age groups and in at least two types of early learning settings during their time in the program?	x		

7b) If you selected "no" to one or both questions, please describe the particular challenge(s). (200 words or less)

8) Please check the appropriate boxes in the table below regarding your program's ability to offer key assessments during the following time periods. (For Annual Reports and Self-Study Reports addressing more than one program, please complete a separate table for each program. Programs that operate on a quarter, trimester, or other non-semester-based system may adjust the time periods accordingly.)

	Spring 2020	Summer 2020	Fall 2020
Our program was (or will be) able to offer all key assessments that are typically offered during this time period	x		x
Our program was (or will be) able to offer some but not all of the key assessments that are typically offered during this time period			
Our program was (or will) not able to offer any of the key assessments that are typically offered during this time period			
N/A--key assessments would not have been typically required during this time period		x	

9) If your program was not able to offer all key assessments, please list the key assessment(s) that were not offered and check which standard(s) it/they measure(s)

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

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

The largest impact has been on the students. Most of our students are already employed in the early childhood field. Many got laid off for some time. Some are still laid off. Some are not sure if they will get to go back to their original jobs. Many have changed jobs, both to different child care programs and to different arenas of employment. Many of the students who are in the early childhood field do not make very good wages. The pandemic has even more negatively impacted their ability to make a living wage. We have had students who were enrolled in degree programs who dropped out of our program because they are changing careers. We have many students who did not enroll in courses this semester because they are very overwhelmed with their school aged children learning remotely at home and are generally overwhelmed with the uncertainties of the pandemic. Our overall enrollment is down because of the uncertainties. We have some child care center directors calling because they are desperate to get new employees enrolled in NC's Introduction to Early Childhood Education (credential course). Their original employees found jobs in other places while the program was closed.

**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 ON PAGE 3 TO VERIFY THAT YOU HAVE
COMPLETED SECTIONS A THROUGH F.**

G. RESPONSE TO CONDITIONS IN ACCREDITATION DECISION

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

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

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

H. YEAR 4 PROGRAM SUBMITTING KEY ASSESSMENTS FOR REVIEW

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

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

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

- Standard 1
- Standard 2
- Standard 3
- Standard 4
- Standard 5
- Standard 6

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

- Key Assessment 1
- Key Assessment 2
- Key Assessment 3
- Key Assessment 4
- Key Assessment 5
- Key Assessment 6

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

Notice of Substantive Change Report (for Accredited Programs)

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 in an accredited program should be reported to the Commission on the Accreditation of Early Childhood Higher Education **within 30 days of the change or in the program's Annual Report, whichever occurs first**. The Commission will review these changes to determine if they impact the accreditation status of the program. Substantive changes that must be reported on this form include:

- changes that affect compliance with Accreditation Eligibility Requirements;
- 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; or
- 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).

<p>Has the program's name changed?</p> <p><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</p>	<p>If "yes," please list the new name of the program here:</p>
<p>Has the primary or secondary contact for the program changed?</p> <p><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</p>	<p>If "yes," please complete the attached Contact Information Update Form.</p>
<p>Have any changes occurred with regard to the institution's regional accreditation status or the program's designation as low-performing by the state? (Teacher licensure programs are required by the U.S. Department of Education to define criteria and procedures for identifying low-performing programs within the state. This requirement does not apply to early childhood programs that do not lead to teacher licensure.)</p> <p><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</p>	<p>If "yes", please describe the changes and attach supporting documentation.</p>

<p>Have any required courses been removed from the program or had their status changed to elective courses?</p>	<p>If “yes,” please describe the changes below and 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.</p> <p><i>Yes. The Uniform Articulation Agreement in NC defined most of the courses that had to be taught for the transfer degrees. HCC was using EDU 173 as one of the courses with a key assessment for NAEYC accreditation. EDU 173 is not a transferrable course. It was eliminated as a course in our plan of study. Three of the key assignments were moved to EDU 221. Two of the key assignments were moved to EDU 284. This was completed Fall 2019.</i></p>
<p>Have any changes occurred with regard to field experiences?</p>	<p>If “yes,” please include the attached field experience chart and indicate the changes clearly.</p> <p><i>The required field experience for EDU 145 was set up for a kindergarten classroom. Before the pandemic, we had a hard time getting cooperation from school systems across the state. With the pandemic and schools providing remote learning, we decided to change the key assessment to be carried out in a PreK classroom (serving 4-year-old children). This assignment will continue to be carried out in this manner after the pandemic is over.</i></p>
<p>Have there been any changes in the management, oversight and administrative home of the program?</p> <p><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</p>	<p>If “yes,” please describe the changes and provide documentation such as a letter from a college administrator (dean level or above), screen shots from the institution’s website, or relevant pages from the college catalog.</p>
<p>Have there been any changes in geographical setting, including moving the program to a new location, or establishing a branch campus or a new off-campus cohort program?</p> <p><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</p>	<p>If “yes,” please describe the changes and provide documentation such as a letter from a college administrator (dean level or above), screen shots from the institutions’ website, or relevant pages from the college catalog. If the changes affected the institution’s regional accreditation (such as through the establishment of a new branch campus), please ensure that the relevant box is checked on p. 1 on this form and relevant documentation provided.</p>

<p>Has the program added or modified courses, representing 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.)</p> <p><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</p>	<p>If “yes”, please describe the changes below and include the current program of study as described in the college catalog, including concentrations or other degree program options, with course lists. <i>Attach a copy of the actual college catalog page or pages from the college website.</i></p>
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