



Early Childhood Higher Education Programs

## ANNUAL REPORT

**INSTITUTION NAME: CASPER COLLEGE**

**STATE: WYOMING**

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

SEPTEMBER 30, 2019

MARCH 31, 20\_\_

**PLEASE INDICATE WHICH ANNUAL REPORT THE PROGRAM IS SUBMITTING**

YEAR 1 ANNUAL REPORT

YEAR 2 ANNUAL REPORT

YEAR 3 ANNUAL REPORT

YEAR 4 ANNUAL REPORT

WOULD YOU LIKE THE ASSESSMENT REVIEW COMMITTEE TO PROVIDE YOU WITH PEER FEEDBACK ON THE KEY ASSESSMENTS ASSOCIATED WITH THE STANDARD YOU SELECTED TO REPORT DATA ON IN THIS YEAR 4 ANNUAL REPORT? IF YOU CHECK "YES" SEE PAGE X FOR MORE INFORMATION.

YES       NO

YEAR 5 ANNUAL REPORT

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

**NAME OF PERSON COMPLETING THIS REPORT: DR. KERRI MAHLUM**

**DATE: SEPTEMBER 30, 2019**

## **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 <sup>1</sup> (at the time of completion)
2016-2017	11	18%	82%
2017-2018	4	50%	50%
2018-2019	2	0%	100%

### **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 academic years

In the following chart, please indicate **the percentage of full-time candidates completing the program within the program's published timeframe.**<sup>2</sup>The program must complete the information for the 150%

<sup>1</sup> Part-time status is defined by the institution.

<sup>2</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/>.*

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

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

**Program Name:** Early Childhood Education

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>
2013-2014	18.75%	18.75%
2014-2015	0%	0%
2015-2016	20%	20%

**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 data reflects students whom declared Early Childhood Education as a major in the fall semester and their eventual status. Since students whom declared this major in the spring semester are not included, completion rates appear lower than they actually are.

### **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 Program (% of Total Enrollment)	Retention Rate among Part-Time Candidates	% of Full-Time Candidates Enrolled in the Program (% of Total Enrollment)	Retention Rate among Full-Time Candidates
2016-2017	50%	71%	50%	2016-2017
2017-2018	67%	45%	33%	2017-2018
2018-2019	48%	68%	53%	2018-2019

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

- 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.caspercollege.edu/institutional-research>

Note: The Casper College website is undergoing complete revision. No changes may be made until spring 2020. A request has been made to create a direct link to the data on Outcome Measures #1, #2, and #3 of this section.

## 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.

	Name of Assessment	Check here if the assessment is a revision or replacement for an assessment submitted in the previous Annual Report (or Self-Study Report, if the program is submitting a Year 1 Annual Report.
Key Assessment 1	Media Analysis EDEC 1020	x
Key Assessment 2	Concept Project EDEC 1030	x
Key Assessment 3	Developmental Comparison FCSC 2122	x
Key Assessment 4	Child Case Study EDEC 1100	x
Key Assessment 5	Resource Unit EDEC 1300	x
Key Assessment 6 (if applicable)*	Family Conference Report EDEC 2210	x

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

### **Chart of Key Assessments Aligned with Standards and Key Elements**

Standard 1: Promoting Child Development and Learning Key Elements	Key Assessment					
	1	2	3	4	5	6
1a. Knowing and understanding young's children's characteristics and needs, from birth through age 8.	x	x	x	x		
1b. Knowing and understanding the multiple influences on development and learning.	x	x	x	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				
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	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		
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	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	

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
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					
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>3</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: Associates of Art, Early Childhood Education (A.A.)				
Date(s) of Application 1: Fall 2017 Key Assessment 3; FCSC 2122- Developmental Comparison 12/17 Date(s) of Application 2: Fall 2018 Key Assessment 3; FCSC 2122- Developmental Comparison 12/18				
Date(s) of Application 1: Spring 2018 Key Assessment 4; EDEC 1100- Case Study 5/18 Date(s) of Application 2: Spring 2019 Key Assessment 4; EDEC 1100- Case Study 5/19				
Key Elements of Standard x	Not Met	Met	Exceeds	Class N
Key Element (3a)	Application 1 N = 0 % = 0	Application 1 N = 9 % = 75	Application 1 N = 3 % = 25	12

<sup>3</sup>One “application” refers to one time the assessment was given. (Dates should be clear, distinct, and recent.)

KA 3	Application 2 N = 0 % = 0	Application 2 N = 6 % = 75	Application 2 N = 2 % = 25	8
Key Element (3a) KA 4	Application 1 N = 1 % = 11	Application 1 N = 6 % = 67	Application 1 N = 2 % = 22	9
	Application 2 N = 1 % = 0.5	Application 2 N = 12 % = 60	Application 2 N = 7 % = 35	20
Key Element (3b) KA 3	Application 1 N = 0 % = 0	Application 1 N = 9 % = 75	Application 1 N = 3 % = 25	12
	Application 2 N = 0 % = 0	Application 2 N = 7 % = 87.5	Application 2 N = 1 % = 12.5	8
Key Element (3b) KA 4	Application 1 N = 1 % = 11	Application 1 N = 6 % = 67	Application 1 N = 2 % = 22	9
	Application 2 N = 1 % = 0.5	Application 2 N = 8 % = 40	Application 2 N = 11 % = 55	20
Key Element (3c) KA 3	Application 1 N = 0 % = 0	Application 1 N = 9 % = 75	Application 1 N = 3 % = 25	12
	Application 2 N = 0 % = 0	Application 2 N = 6 % = 75	Application 2 N = 2 % = 25	8
Key Element (3c) KA 4	Application 1 N = 1 % = 11	Application 1 N = 5 % = 56	Application 1 N = 3 % = 33	9
	Application 2 N = 0 % = 0	Application 2 N = 3 % = 15	Application 2 N = 17 % = 85	20
Key Element (3d) KA 3	Application 1 N = 0 % = 0	Application 1 N = 9 % = 75	Application 1 N = 3 % = 25	12
	Application 2 N = 0 % = 0	Application 2 N = 5 % = 62.5	Application 2 N = 3 % = 37.5	8
Key Element (3d) KA 4	Application 1 N = 1 % = 11	Application 1 N = 4 % = 44	Application 1 N = 4 % = 44	9
	Application 2 N = 0 % = 0	Application 2 N = 4 % = 20	Application 2 N = 16 % = 80	20

## 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)**

Measurement of Standard 3, via Key Assessments 3, and 4 appears to demonstrate that students are proficient in their understanding and application of the concepts of Observing, Documenting and Assessing. These concepts are shared predominantly between two courses in the A.A. program, and formally assessed via Key Assessments in three courses. For this data report, student rubrics were examined and compared to the newly revised rubrics; which are explicit in their alignment to the NAEYC key elements. It can be seen that students appear to be able to demonstrate their knowledge of Observing, Documenting and Assessing at the freshman level of their schooling (EDEC 1100) and then again at the sophomore level (FCSC 2122). It is gratifying to observe that students are learning these concepts early in their program and successfully building upon it as they progress through the program.

- 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)**

From this data, we see three areas in which teaching and learning may continue to be improved. The first is staffing. It would be ideal to hire more faculty to compliment the work being done by the existing two full time members. At this point, students are hearing the "voices" of two professors, and would benefit from diversity of instruction about observation, assessment, and documentation.

Additionally, the program would benefit from diversity of lab sites to allow student to practice observation, assessment and documentation in a variety of early childhood settings. As of spring 2019, we have added Head Start as a partner practicum site in addition to our campus child care setting. We are hoping to build upon this success and increase approved lab/practicum options.

Finally, the program has begun implementation of technology as a means of supplementing student's ability to observe, document and assess. In spring 2019 the program began making use

of ipads for the Case Study project. The department would like to improve upon this initial implementation.

**Note:** It should be further noted that the data recorded in Section E; “Reporting Data for a Standard” for this annual update includes scores from Key Assessments #3 and #4 only. Due to major revisions of assignment descriptors and rubrics completed during the Fall 2019 semester these were the most aligned assignments at the time of application.

