



Early Childhood Higher Education Programs

ANNUAL REPORT

***(FOR PROGRAMS USING THE 2010 NAEYC STANDARDS FOR
INITIAL EARLY CHILDHOOD PROFESSIONAL PREPARATION)***

INSTITUTION NAME: CASPER COLLEGE

STATE: WYOMING

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

- SEPTEMBER 30, 2021
- MARCH 31, 2022

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
- 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: 9/27/2021

PLEASE REVIEW AND CHECK THE FOLLOWING STATEMENTS AS APPROPRIATE

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

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

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

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

I WOULD LIKE TO SCHEDULE A PHONE CONSULTATION WITH NAEYC STAFF

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.
N/A	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. <i>This is optional for programs that are not on conditions.</i>
N/A	If the program is accredited with conditions, it has submitted evidence of addressing conditions in Section G.

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.

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The purposes of the Annual Report are to:

- Affirm the program’s continued compliance with Accreditation Eligibility Requirements
- Document substantive changes to a program
- Provide updates on the program’s context
- Provide Program Outcome Data
- Support the program’s continuous improvement efforts in collecting and analyzing candidate performance data
- Provide data to inform the early childhood degree landscape
- (For some programs) Respond to any conditions identified by the Commission as part of an accreditation decision

A. UPDATES TO CONTACT INFORMATION

Institution Name	Casper College
Mailing Address	125 College Drive Casper, WY 82601
Program Name(s)	Associates of Arts in Early Childhood Education
Program name(s) as listed in <u>college catalog</u>, including degree type (A.A., A.A.T. etc.). If listing more than one program, please separate program names by a semicolon.	A.A. Early Childhood Education
Program's website address (please list the website address for each program if including more than one program)	https://www.caspercollege.edu/program/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) (<i>for institutions with more than one accredited program, please add another row to the table if there are changes across programs</i>):	Name: Dr. Kerri Mahlum Title: Faculty, Education Department Phone: 1-800-442-2963 ext 2430 Email: kmahlum@caspercollege.edu
If this is a new primary contact, please list his/her graduate degree(s) and subject area(s)	
Secondary contact (<i>for institutions with more than one accredited program, please add another row to the table if there are changes across programs</i>):	Name: Dr. Cammy Rowley Title: Faculty, Education Department Phone: 207-268-3321 Email: crowley@caspercollege.edu
If this is a new secondary contact, please list his/her graduate degree(s) and subject area(s)	

B. REAFFIRMING THAT THE PROGRAM MEETS ACCREDITATION ELIGIBILITY REQUIREMENTS

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

	Yes (for all programs listed)	No (for one or more programs listed)
The institution offering the degree program(s) is located in a U.S. state, district, or territory and currently accredited by an accrediting agency that is recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education.	Yes	
The program(s) is not designated as “low-performing” by the state as outlined by Title II of the Higher Education Act. ¹	Yes	
The program(s) is a specialized degree in early childhood or child development with at least 18 credit hours of early childhood coursework. This may include courses from other departments, such as Child Psychology, Sociology of the Family, or Children’s Literature if these courses are aligned with NAEYC accreditation standards and faculty are willing to participate in site visit interviews.	Yes	
The program requires field experiences.	Yes	
The program(s) has graduated at least one individual.	Yes	
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 degree in early childhood education, child development, child and family studies, or a related discipline with at least 18 graduate credits in early childhood/family studies. This faculty member must serve as either the primary or secondary contact. One person may serve this role for multiple programs.	Yes	

Please explain any “no” answer above:

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.

C. UPDATES TO PROGRAM CONTEXT

<p>Have there been any substantive changes to the program, as defined in the Accreditation Handbook?</p>	<p>✓ No □ 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>Spring 2020 Full Time enrolled: 24 students</p>
<p>Number of part-time candidates enrolled for the most recent semester³ available (do not include certificate-only students in counts)</p>	<p>Spring 2020 Part Time enrolled: 30 students</p>
<p>The number of required early childhood credit hours in the program.</p>	<p>32</p>
<p>The number of required general education credit hours in the program.</p>	<p>32</p>
<p>The number of required non-early childhood education methodology and other education courses in the program.</p>	<p>10</p>
<p>The number of required field experience hours in the program.</p>	<p>290 clock hours</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 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>Spring 2021 Graduates: 7 graduates</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

Number of full-time faculty who taught in the early childhood program(s) during the past academic year:	2
Number of part-time faculty who taught in the early childhood program(s) during the past academic year:	1
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?	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes If the program answered “yes”, please provide a short explanation. Program has been impacted by Covid-19. Will be addressed later in report.

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.

<https://www.caspercollege.edu/institutional-research/>

<https://www.caspercollege.edu/program/early-childhood-education/>

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)
2020-2021	7	29%	71%
2019-2020	6	17%	83%
2018-2019	2	50%	50%

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 years ____

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% indicator and

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/>.

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: _____

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.)
2018-2019	0%	0%
2017-2018	11%	11%
2016-2017	0%	0%

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 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
2020-2021	57.7%	56.7%	42.3%	90.9%
2019-2020	47.2%	82.4%	52.8%	89.5%
2018-2019	69.2%	50.0%	30.8%	62.5%

(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.caspercollege.edu/institutional-research/>

<https://www.caspercollege.edu/program/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	Media Analysis EDEC 1020	
Key Assessment 2	Concept Project EDEC 1030	
Key Assessment 3	Developmental Comparison FCSC 2122	
Key Assessment 4	Child Case Study EDEC 1100	
Key Assessment 5	Resource Unit EDEC 1300	
Key Assessment 6 (if applicable)*	Family Conference Report EDEC 2210	

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

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families Key Elements	Key Assessment					
	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		
3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.						x
Standard 4: Using Developmentally Effective Approaches Key Elements	Key Assessment					
	1	2	3	4	5	6
4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.		x				
4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.	x					
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.					x	
4d. Reflecting on own practice to promote positive outcomes for each child.				x	x	
Standard 5: Using Content Knowledge to Build Meaningful Curriculum Key Elements	Key Assessment					
	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	
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

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.

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 should be reported in a table that reflects 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 (tables should include both the “n” and the “percentage” of candidates in each category). 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 2020 Key Assessment 1: EDEC 1020- Media Analysis; 12/7/2020					
Date(s) of Application 2: Spring 2021 Key Assessment 1: EDEC 1020- Media Analysis; 5/3/2021					
Date(s) of Application 1: Fall 2019 Key Assessment 2: EDEC 1030/35- Concept Project; 12/2/2019					
Date(s) of Application 2: Fall 2020 Key Assessment 2: EDEC 1030/35- Concept Project; 12/2/2020					
Date(s) of Application 1: Spring 2020 Key Assessment 6: EDEC 2210- Family Conference Reflection; Plan was in place for initial implementation of this Key Assessment Spring 2020. Due to Covid-19, the first implementation occurred Sp. 2021					
Date(s) of Application 2: Spring 2021 Key Assessment 6: EDEC 2210 -Family Conference Reflection; 4/30/2021					
Key Elements of Standard 1	N/A (students who did not complete Key assessment)	Not Met	Met	Exceeds	Class N
Key Element (1a) KA 1	Application 1 N= 7 %=41	Application 1 N=1 %=6	Application 1 N=9 %=53	Application 1 N=0 %=0	17

⁶One “application” refers to one time the assessment was given. (Dates should be clear, distinct, and recent.)
June 2021 Revised Template

	Application 2 N=2 %=13	Application 2 N=1 %=6	Application 2 N=3 %=20	Application 2 N=9 %=60	15
Key Element (1b) KA 1	Application 1 N=7 %=41	Application 1 N=1 %=5	Application 1 N=4 %=24	Application 1 N=5 %=30	17
	Application 2 N=2 %=13	Application 2 N=0 %=0	Application 2 N=6 %=40	Application 2 N=7 %=47	15

Key Elements of Standard 1	N/A (students who did not complete Key assessment)	Not Met	Met	Exceeds	Class N
Key Element (1a) KA 2	Application 1 N=1 %=7	Application 1 N=1 %=7	Application 1 N=3 %=23	Application 1 N=8 %=62	13
	Application 2 N=2 %=12	Application 2 N=0 %=0	Application 2 N=4 %=24	Application 2 N=11 %=64	17
Key Element (1b) KA 2	Application 1 N=1 %=7	Application 1 N=1 %=7	Application 1 N=3 %=23	Application 1 N=8 %=62	13
	Application 2 N=2 %=12	Application 2 N=0 %=0	Application 2 N=4 %=24	Application 2 N=11 %=64	17

Key Elements of Standard 1	N/A (students who did not complete Key assessment)	Not Met	Met	Exceeds	Class N
Key Element (1c) KA 6	Application 1 N= n/a %=n/a	Application 1 N= n/a %= n/a	Application 1 N= n/a %= n/a	Application 1 N= n/a %= n/a	n/a (Key Assessment did not occur;)
	Application 2 N=0 %=0	Application 2 N=0 %=0	Application 2 N=2 %=22	Application 2 N=7 %=78	9

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)**

The overall data assessing students' proficiency in Standard 1 demonstrates a positive trend. Key Assessment 1 measures key elements 1a and 1b. When comparing the two applications of the Media Analysis, Fall 2020 and Spring 2021, we see an increase in the number of students who are meeting and/or exceeding standard criteria. The increase of 33% from application 1 to application 2 significant.

Likewise, the data from Key Assessment 2, Concept Project, indicates a positive trend in scoring. Although a smaller increase of 3% is indicated by the two applications of the Key Assessment, the increase is worthy of note.

Finally, the data from Key Assessment 6, although partial, is of interest. The Family Conference reflection indicates that 100% of students were able to demonstrate proficiency in key element 1c.

- 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)**

As is likely with all Early Childhood degrees, the Covid-19 pandemic has had considerable impact upon our program. We feel fortunate, however, that we have maintained fairly typical enrollments and have helped these students learn and engage in projects including our Key Assessments.

We have had the ability to use the revised Key Assessment for the past few years. The instructors have increased familiarity with the revised assignments and rubrics. It is likely that this familiarity has transferred to the quality of instruction needed to assist students in mastering associated standards.

One exception is the Family Conference Reflection (Key Assessment 6). Through guidance from NAEYC, this project was added as a Key Assessment to provide a data point for areas in which standards were not being assessed. Key Assessment 6 we revised and ready for implementation in Spring 2020. Unfortunately, this semester was cut short due to Covid-19. As a result, we are working with only one data set from Spring 2021. However, the strong scores on this assessment make us highly interested to compile the next set of data.

- 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)**

Our data demonstrates we have consistently more than 80% of students meeting or exceeding competency in Standard 1 via appropriate Key Assessments.

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

Programs that are on conditions must complete this section of the template. For programs that are not on conditions, this section is optional.

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 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 2021, please describe how your program has been impacted by institutional/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)

The Early Childhood Education program at Casper College is offering all early childhood classes Fall 2021.

The following instructional formats are available to students:

- Synchronous face-to-face classes on campus (social distancing)
- Synchronous classes via Zoom and/or Google Meet
- Asynchronous classes via Moodle
- Vaccinations encouraged

- 2) For Fall 2021, 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)

Field Experiences for Fall 2021
EDEC 1035 Infant Toddler Care Lab
EDEC 1305 Curriculum Planning and Development Lab

EDEC 1035

Infant and Toddler Care is not occurring in a face-to-face infant/toddler setting due to Covid-19 restrictions. Students are competing required observation assignments by viewing and analyzing video selections.

EDEC 1305

Students are participating in required field experience through a combination of options.

Campus based students are taking part in practicum hours at the campus based early childhood center. There is an intended plan to attend for 30 clock hours. There are flexible plans in place if needed based upon Covid-19 restrictions; such as closed preschool classrooms.

Distance EDEC 1305 students have the option of completing their practicum hours in approved places of employment. These students are following the same expectations and time requirements of students on campus.

- 3) For Fall 2021, 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)

Infant/toddler placements are not available to Casper College Early Childhood Education Students. This is a fall semester course. It is anticipated students will be able to attend the Casper College Early Childhood Learning Center for EDEC 1035- Infant and Toddler Care lab in Fall 2022.

Placements for field experiences during the spring semester typically take place at the Natrona County Head Start. At this time, students are not able to attend at Head Start. We are optimistic that they will be able to do so in the Spring 2022 semester.

- 4) Please select the choice that best estimates the level of access your candidates had to field experiences during the pandemic and that you anticipate they will have during Fall 2021. (For Annual 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	Fall 2020	Spring 2021	Fall 2021
All 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.*	No	No	Yes	No
At least half (but not all) 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.*	No	No	Yes	Yes
Fewer than half 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.*	No	No	No	No
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.	Yes	No	No	No
N/A--field experiences are not typically required during this time period				

*If candidates were (or anticipate being) able to complete required field experiences but with modifications to what is typically required, please explain:

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
	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
X	Having students work with their mentor/supervising teacher to meet in small groups with children/families virtually
	Giving students an "in progress" and extending the semester to allow additional time to complete field experiences
	Using simulation software (e.g., TeachLive)
	Other _____

Students taking part in field experiences on the Casper College campus or approved sites of employment are working with the existing populations.

Students engaging in video observations are being provided vignettes of children from an array of diverse abilities, ethnicities, and program types.

Additionally, students are able to work with diversity in socioeconomics and children with special needs via lab settings including Head Start, Natrona County Child Development Center, and the Casper College Early Childhood Learning Center.

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)

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

	Yes	No	N/A
For candidates who graduated in Spring 2021 and Summer 2021, 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 2021 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		

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	Fall 2020	Spring 2021	Fall 2021
Our program was (or will be) able to offer all key assessments that are typically offered during this time period	No	No	No	No
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	Yes	Yes	Yes	Yes
Our program was (or will) not able to offer any of the key assessments that are typically offered during this time period	No	No	No	No
N/A--key assessments would not have been typically required during this time period				

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
Key Assessment #4- Child Case Study, Spring 2020	X	X	X	X		
Key Assessment #6- Family Conference Report, Spring 2020	X		X			X
Key Assessment #3- Developmental Comparison, Sp2020, F2020, Sp 2021	X		X			

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

IF YOUR PROGRAM IS NOT RESPONDING TO CONDITIONS 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.**