



Early Childhood Higher Education Programs

## **ANNUAL REPORT**

**INSTITUTION NAME:** Asnuntuck Community College

**STATE:** Connecticut

**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:** Carol LaLiberte, M.Ed

**DATE:** March 5, 2022

**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.
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.
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.

# Table of Contents

<b><u>A.</u></b>	<b>Updates to Contact Information.....</b>	<b>5</b>
<b><u>B.</u></b>	<b>Reaffirming Meeting Eligibility Requirements.....</b>	<b>6</b>
<b><u>C.</u></b>	<b>Updates to Program Context.....</b>	<b>8</b>
<b><u>D.</u></b>	<b>Reporting Program Outcome Data.....</b>	<b>10</b>
<b><u>E.</u></b>	<b>Reporting and Analyzing Data for a Standard.....</b>	<b>13</b>
	a. Key Assessment Title Chart.....	13
	b. Chart of Key Assessments Aligned to the Standards.....	13, 14, 15
	c. Reporting Data for a Standard.....	15, 16
	d. Data Analysis Questions.....	17, 18
<b><u>F.</u></b>	<b>COVID-19 Addendum.....</b>	<b>19, 20, 21, 22, 23, 24</b>
<b><u>G.</u></b>	<b>Response to Conditions (<i>only for programs accredited with conditions</i>).....</b>	<b>N/A</b>
	<b>Notice of Substantive Change Report.....</b>	<b>26, 27, 28</b>
	<b>Field Experiences Chart.....</b>	<b>28, 29, 30</b>
	<b>Link to Spring 2022 Course Descriptions.....</b>	<b>31</b>

The purposes of the Annual Report are to:

- Affirm the program’s continued compliance with Accreditation Eligibility Requirements
- Document substantive changes to a program
- Provide updates on the program’s context
- Provide Program Outcome Data
- Support the program’s continuous improvement efforts in collecting and analyzing candidate performance data
- Provide data to inform the early childhood degree landscape
- (For some programs) Respond to any conditions identified by the Commission as part of an accreditation decision
- (For programs in Year 4) Provide an opportunity for feedback on key assessments as the program prepares for renewal

## **A. UPDATES TO CONTACT INFORMATION**

<b>Institution Name</b>	Asnuntuck Community College
<b>Mailing Address</b>	170 Elm Street, Enfield, CT 06082
<b>Program Name(s)</b>	Early Childhood Education
<b>Program name(s) as listed in college catalog, including degree type (A.A., A.A.T. etc.). If listing more than one program, please separate program names by a semicolon.</b>	A.S. Early Childhood Education
<b>Program's website address (please list the website address for each program if including more than one program)</b>	<a href="http://asnuntuck.edu/program_page/early-childhood-education-a-s/">http://asnuntuck.edu/program_page/early-childhood-education-a-s/</a>
<b>Does the program's name above differ from what is currently listed on the NAEYC website (<a href="http://www.naeyc.org/highered/accreditation/accredited-programs">http://www.naeyc.org/highered/accreditation/accredited-programs</a>)?</b>	<p>X No      <input type="checkbox"/> Yes</p> <p>Program Name (if the institution has more than one accredited program) _____</p>
<b>Primary contact (faculty member representing the program) (for institutions with more than one accredited program, please add another row to the table if there are changes across programs):</b>	<p>Name: Carol LaLiberte</p> <p>Title: Early Childhood Education Coordinator</p> <p>Phone: (860)253-3187</p> <p>Email: claliberte@asnuntuck.edu</p>
<b>If this is a new primary contact, please list his/her graduate degree(s) and subject area(s)</b>	N/A
<b>Secondary contact (for institutions with more than one accredited program, please add another row to the table if there are changes across programs):</b>	<p>N/A</p> <p>Name</p> <p>Title</p> <p>Phone</p> <p>Email</p>
<b>If this is a new secondary contact, please list his/her graduate degree(s) and subject area(s)</b>	N/A

## **B. REAFFIRMING THAT THE PROGRAM MEETS ACCREDITATION ELIGIBILITY REQUIREMENTS**

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

	<b>Yes (for all programs listed)</b>	<b>No (for one or more programs listed)</b>
The institution offering the degree program(s) is located in a U.S. state, district, or territory and currently accredited by 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. <sup>1</sup>	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 <b>and</b> 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.	X	

---

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

<p>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 <b>and</b> 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.</p>	<p>N/A</p>	
--	------------	--

**Please explain any "no" answer above:**

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

<b>Have there been any substantive changes to the program, as defined in the Accreditation Handbook?</b>	X <input type="checkbox"/> No                      Yes  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.
<b>Number of full-time candidates enrolled for the most recent semester<sup>2</sup> available (do not include certificate-only students in counts)</b>	Fall 2021-18
<b>Number of part-time candidates enrolled for the most recent semester<sup>3</sup> available (do not include certificate-only students in counts)</b>	Fall 2021-26
<b>The number of required early childhood credit hours in the program.</b>	24
<b>The number of required general education credit hours in the program.</b>	39
<b>The number of required non-early childhood education methodology and other education courses in the program.</b>	0
<b>The number of required field experience hours in the program.</b>	100 hours pre-practicum (includes required hours in electives) 220 hours practicum
<b>Number of program graduates in past academic year i.e., the most recent one-year period for which institutional information is readily available (do not include</b>	2020-2021-3

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

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



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.	
Number of full-time faculty who taught in the early childhood program(s) during the past academic year:	1
Number of part-time faculty who taught in the early childhood program(s) during the past academic year:	5
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 type="checkbox"/> No <input checked="" type="checkbox"/> Yes  If the program answered "yes", please provide a short explanation.  Because of the pandemic, our courses went fully online mid-March 2020 and resumed on campus in fall 2022 in a hybrid format for some offerings.

## **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>4</sup> (at the time of completion)
2020-2021	4	25%	75%
2019-2020	2	50%	50%
2018-2019	3	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 yrs.

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

---

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

<sup>5</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: \_\_A.S. Early Childhood Education\_\_

Academic year in which a Fall cohort of <b>full-time</b> candidates enrolled in the program (select three sequential years)	Percentage of those candidates who completed the program within 150% of the published timeframe	Percentage of those candidates who completed the program within 100%, <b>200% (twice)</b> or 300% (three times) of the published timeframe ( <b>Please circle, underline or bold the indicator above on which the program will report.</b> )
Fall 2018 Cohort	25% (1 out of 4)	0%
Fall 2017 Cohort	25% (1 out of 4)	25% (1 out of 4)
Fall 2016 Cohort	17% (1 out of 6)	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	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)	

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*
2019	3	3 (43%)	0
2018	7	4 (57%)	3 (43%)
2017	6	3 (50%)	3 (50%)

\*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
2021	3	
2020	2	
2019	3	
2018	7	

- 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.

[http://asnuntuck.edu/program\\_page/early-childhood-education-a-s/](http://asnuntuck.edu/program_page/early-childhood-education-a-s/)

## **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.*

	<b>Name of Assessment and course number in which it is given</b>	<b>Check here if the assessment is a revision or replacement for an assessment submitted in the previous Annual Report (or Self-Study Report, if the program is submitting a Year 1 Annual Report.</b>
<b>Key Assessment 1</b>	Observation report (ECE 101)	
<b>Key Assessment 2</b>	Child Study Portfolio and Presentation (ECE 210)	
<b>Key Assessment 3</b>	Literacy Observation (ECE 231)	
<b>Key Assessment 4</b>	Research Paper on Exceptionality (ECE 215)	
<b>Key Assessment 5</b>	Student Teaching Portfolio (ECE 295)	
<b>Key Assessment 6 (if applicable)*</b>	Integrative Creative Arts Curriculum (ECE 103)	

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

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

<b>Standard 1: Promoting Child Development and Learning</b> <b>Key Elements</b>	<b>Key Assessment</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
1a. Knowing and understanding young children's characteristics and needs, from birth through age 8.	X		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	

<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				
3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.		X				
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.		X				
3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.		X				
<b>Standard 4: Using Developmentally Effective Approaches</b> <b>Key Elements</b>	<b>Key Assessment</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.	X					
4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.	X					
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.						X
4d. Reflecting on own practice to promote positive outcomes for each child.					X	
<b>Standard 5: Using Content Knowledge to Build Meaningful Curriculum</b> <b>Key Elements</b>	<b>Key Assessment</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.			X			
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.				X		

5c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child.					X	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	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 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 applications<sup>6</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 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.”

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

Programs are encouraged to review the guidance when completing this section of the Annual Report.

Program name: A.S. Early Childhood Education			
Key Elements of Standard 4	Not Met	Met	Exceeds
Key Element 4a Fall 2020	Application 1 N = 15 % = 6	Application 1 N = 15 % = 27	Application 1 N = 15 % = 67
Key Element 4a Spring 2021	Application 2 N= 9 %= 22	Application 2 N= 9 %= 45	Application 2 N= 9 %= 33
Key Element 4b Fall 2020	Application 1 N=15 %=20	Application 1 N=15 %=20	Application 1 N=15 %=60
Key Element 4b Spring 2021	Application 2 N=9 %=22	Application 2 N=9 %=45	Application 2 N=9 %=33
Key assessment 1: Observation report			
Key Element 4C Fall 2021	Application 1 N = 17 % = 47 *Students in this category did not submit the final project (8 students)	Application 1 N = 17 % = 24	Application 1 N = 17 % = 29
Key Element 4C Spring 2021	Application 2 N=8 %=38 *2 of the 3 students in this category did not	Application 2 N=8 %=12	Application 2 N=8 %=50



Key assessment 6: Integrated Arts Curriculum	submit this final project and one did not address any of the required components.		
Key Element 4D Spring 2020	Application 1 N=2 %=0	Application 1 N=2 %=0	Application 1 N=2 %=100
Key Element 4D Spring 2021	Application 2 N=5 %=0	Application 2 N=5 %=0	Application 2 N=5 %=100
Key Assessment 5: Portfolio			

## 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)**

Standard 4 requires us to collect data across 4 key elements addressed in 3 distinct courses in our early childhood education program. The Observation Report is a requirement of ECE 101: Introduction to Early Childhood Education and addressed key elements 4a and 4b. The Integrative Creative Arts Curriculum addresses key element 4c in ECE 103: Creative Experiences/Children and our capstone course, ECE 295: Student Teaching Practicum addresses key element 4d with the comprehensive portfolio completed. While our numbers are small, reviewers of this data can still glean the clear fact that by the time students are at the end of their AS degree program, they have learned a lot. Both ECE 101 and ECE 103 are courses that do not have prerequisites. They are often the first courses students take in our program and in fact, even some of our General Studies students opt to take these courses as electives. All of these facts combined lead to a success rate that does not compare with that

of Student Teaching Practicum. Beyond the depth of knowledge and understanding that students who remain in the ECE program acquire, there is also a glimpse into the student themselves and the enthusiasm and dedication with which they complete their student teaching, yielding 100% success rates. Students in the practicum class are highly motivated and know that they will become teachers of young children in a matter of months if they so choose. Our transfer and employment rate for students in our AS degree program in ECE is nearly 100%.

What stood out to us was the surprising number of students who did not either meet or exceed expectations in key element 4b. Upon closer examination, all but one of these students did not submit the required creative arts integrated curriculum, the final project for this course. Both sections for fall and spring were not the norm for what we expect in these course outcomes. We will be watching this key element specifically to understand better the causes of these lower than anticipated numbers. Our hunch is that the pandemic and the myriad of related issues our students were facing caused several to not submit required work or to drop out entirely.

**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)**

All data collected is reviewed by the instructor who taught the course and the Program Coordinator. Meetings are held with the ECE faculty throughout the semester to review how things are going and to provide opportunities for adjunct faculty to learn from one another. Most of our adjuncts have taught courses at various levels in our college and this allows them the insight that is discussed in the paragraph above. New students often come into ECE with a very different set of understandings about what the field entails and fewer competencies than upper level students. Our curriculum builds in the number of hours in the field but also in intensity so that students are progressing from observers in our 100 level courses to practitioners in our 200 level courses. The differences between these two levels is consistently evident in our data collection.

**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)**

For key element 4a, a review of the 2 rounds of data collected show that 94% of students achieved the level of meets expectations and exceeds expectations in fall 2020 and 78% in spring 2021, falling just shy of the 80% benchmark. We plan to watch the data on this to determine if this is an enigma or a trend over time.

For key element 4b, our percentages of students who met expectations and exceeded expectations were 78% in spring 2021 and were at 80% for fall 2020. While this is the majority of candidates, it is still lower than we would have expected.

The biggest surprise was the data for spring 2021 for key element 4c with students meeting or exceeding expectations at 62% and for fall 2021 at just 53%. We don't know what to attribute

these low rates of success to but will be focusing on this as a faculty to better understand what the causes may be. This number is somewhat misleading in that 2 students never submitted their final project at all, and one did so but did not address the requirements. Mentioned above is the fact that this is often an entry level course as it has no prerequisites and students may have limited knowledge and understanding of the field and the content presented. If ECE is not their major, there may also be less investment in learning how to integrate creative arts into curriculum. Again, we will continue to monitor these key elements as we move forward.

## 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 2021, 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 ECE program was fully online during Fall 2020, Spring 2021, and Fall 2021. During this time period, students were also not allowed in any ECE programs or sites to reduce transmission rates of COVID-19. No one, other than essential staff, not even parents, were allowed inside sites where our students are typically in the field as observers or practitioners. Many programs closed, others managed some sort of hybrid learning schedule, and several were fully remote. While this was disappointing to all, it was also the best way to ensure that ECE students, program staff, children and families could be safe and well. Our students were given many supports to continue their online learning from free laptops to access to access to virtual tutoring to our food pantry for drive by pick up needed items. Eastern Connecticut State University supported all of the community college instructors by adding new videos focused on all aspects of early childhood education, to their already robust free library which were used in all of our classes. Online work included watching videos, creating lessons and teaching them to classmates virtually and case examples where students were asked to be in the role of a teacher and respond according to best practices. In most instances, adjunct faculty reported that there was little to no learning loss and that the majority of students were thriving with all learning objectives being achieved, unless they or their family members had COVID. Faculty worked closely with students who did experience this to ensure they had the supports they needed to complete the work required by the course whenever possible.

- 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)

See my explanation above.

- 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)

Students are carefully being placed into Student Teaching Practicum sites for the first time in spring 2022. Students who are required to do observation hours are also doing so at sites that allow them in. Our courses began using a hybrid approach in some instances in spring 2022. We now have access to all of our required age groups and learning settings beginning spring 2022.

- 4) Please select the choice that best estimates the level of access your candidates had to field experiences during the Spring and Summer 2021 and that you anticipate they will have during Fall 2021. (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 2021	Summer 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.*	100% (closure did not occur until mid-March 2020). Alternative assignments were put into place to mirror the learning that would have occurred in the field.	100% (literacy observations were done through observing online library story hours)	100% All observations were done through videos, discussions, and simulations
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.*			
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.*			
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			

\*If candidates were (or anticipate being) able to complete required field experiences but with modifications to what is typically required, please explain: Faculty reviewed course objectives and outcomes and created parallel opportunities for students to observe, reflect, and practice skills learned in all of our ECE courses. We did not have to change anything on our syllabi as all learning requirements were still met.

- 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)
	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

	Giving students an “in progress” and extending the semester to allow additional time to complete field experiences
	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)

Our college is part of a statewide network of 12 community colleges. We have been working with the University of Connecticut, as part of a 5 year grant they received, on revising all of our course syllabi to make our approaches inclusive of diverse children and families, including but not limited to English Language Learners and children with exceptionalities. As part of our standardizing these syllabi and practices, we have shared a wealth of resources to support everyone teaching these courses. This work has been ongoing and will continue.

Our antibias, inclusive approaches embedded within each course intentionally since summer 2020 will continue. The Program Coordinator has provided resources to the ECE providers in our community regularly and now has a seat on the Leadership Team for our ECE collaborative, focusing on equity issues in ECE. A community conversation focusing on this topic is being planned by stakeholders for fall 2022 and our students will be integrally involved. In spring 2022, the Program Coordinator is offering a training on Culturally Inclusive Practices for students and providers in our area.

- 7a) 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		

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.)

REDO content but not dates	Spring 2021	Summer 2021	Fall 2021
Our program was (or will be) able to offer all key assessments that are typically offered during this time period	X	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			
---	--	--	--

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) REVISE for fall 2021

**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-N/A**

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.

## **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>X 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>X 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</p>	<p>If "yes", please describe the changes and attach supporting documentation.</p>

<p>programs that do not lead to teacher licensure.)</p> <p>X No      <input type="checkbox"/> Yes</p>	
<p>Have any required courses been removed from the program or had their status changed to elective courses? No</p>	<p>If “yes,” please describe the changes below and <b>include the current program of study as described in the college catalog, including concentrations or other degree program options, with course lists.</b> <i>Attach a copy of the actual college catalog page or pages from the college website.</i></p>
<p>Have any changes occurred with regard to field experiences? Yes</p>	<p>If “yes,” please include the attached field experience chart and indicate the changes clearly. Field Experience Chart attached.</p>
<p>Have there been any changes in the management, oversight and administrative home of the program?</p> <p>X 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>X 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 type="checkbox"/> No            <input checked="" type="checkbox"/> Yes</p>	<p>If “yes”, please describe the changes below and <b>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.</b></p> <p>The only changes that were made are that all ECE courses have been online beginning mid-March 2020 due to the pandemic. This is not reflected in our catalog as it was a sudden change that occurred in the middle of the semester. The link showing the updated information about online classes in ECE offered in our Spring 2022 Bulletin is below. Students began oncampus classes in spring 2022 as well as in-person observations and teaching in the field. Many of our courses are either online or hybrid format based on survey results collected of ECE student course preferences.</p>
--	--

### Field Experiences Chart

In order to meet Standard 7, a program must provide opportunities for **all** candidates to **observe and practice** with at least two age groups (birth-age 3, 3-5 years old, and 5-8 years old) in at least two settings (Head Start program, early school grades, early learning centers, or home-based settings). ***Institutions that are submitting multiple programs in a single Self-Study Report must complete the information below separately for each program.***

Total number of field experience hours required in this program:   320  

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

- X      Birth-age 3
- X      Age 3-5
- X      Age 5-8

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

- X      Birth-age 3
- X      Age 3-5
- X      Age 5-8

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

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

**In which settings do all of your candidates have an opportunity to practice (Must select at least two to meet Standard 7)?**

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

**Complete the following chart to describe the field experiences (add rows as necessary).**

	Indicate the course name and number in which the field experience is located	Indicate the age group of the young children for the field experience in this column (Standard 7a)	Number of Field Experience Hours	Location/ Setting  (Head Start program, Early learning or care center or home, early school grades) (Standard 7b)	Indicate if the field experience is an observation opportunity, a practice opportunity, or both.	Is this field experience required of all candidates in the program? (Y/N; if N, please estimate what percentage of candidates participate in this field experience)	If this field experience is part of a key assessment, please indicate which one
<b>Field Experience #1: Observations</b>	<b>3 Observations ECE 101</b>	<b>Infants/Toddlers Preschool School age (k-2<sup>nd</sup> grade)</b>	<b>12</b>	<b>Head Start Early Learning or Care Center Early School Grades</b>	<b>Observation</b>	<b>Y</b>	<b>Key assessment 1</b>
<b>Field Experience #2: Observations and Assessments</b>	<b>Observations and Assessments ECE 210</b>	<b>Infants/Toddlers Preschool School age (k-2<sup>nd</sup> grade)</b>	<b>66</b>	<b>Head Start Early Learning or Care Center Early School Grades</b>	<b>Both observation and practice</b>	<b>Y</b>	<b>Key assessment 2</b>
<b>Field Experience #3:</b>	<b>Literacy Observation ECE 231</b>	<b>Infants/Toddlers Preschool</b>	<b>4</b>	<b>Head Start Early</b>	<b>Observation</b>	<b>Y</b>	<b>Key assessment 3</b>

<b>Literacy Observation</b>		<b>School age (k-2<sup>nd</sup> grade)</b>		<b>Learning or Care Center Early School Grades</b> *may also opt to observe a story time at a public library			
<b>Field Experience #4: Observation in an Inclusive Environment</b>	<b>Observation in an Inclusive Environment ECE 215</b>	<b>Infants/Toddlers Preschool School age (k-2<sup>nd</sup> grade)</b>	<b>12</b>	<b>Head Start Early Learning or Care Center Early School Grades</b>	<b>Observation</b>	<b>Y</b>	<b>Key assessment 4</b>
<b>Field Experience #5: Observing, planning, and teaching</b>	<b>Student Teaching ECE 295</b>	<b>Infants/Toddlers Preschool School age (k-2<sup>nd</sup> grade)</b>	<b>220</b>	<b>Head Start Early Learning or Care Center Early School Grades</b>	<b>Both Observation and Practice</b>	<b>Y</b>	<b>Key assessment 5</b>
<b>Field Experience #6: Virtual or in-person observation of creative arts in a site or museum setting</b>	<b>Observation of Creative Arts ECE 103</b>	<b>Infants/Toddlers Preschool School age (k-2<sup>nd</sup> grade)</b> Also local museums such as Eric Carle	<b>6</b>	<b>Head Start Early Learning or Care Center Early School Grades</b>	<b>Observation</b>	<b>Y</b>	<b>N/A</b>

Link to Spring 2022 course descriptions, indicating online offerings: [spring2022-booklet.pdf \(asnuntuck.edu\)](https://asnuntuck.edu/spring2022-booklet.pdf)

