What are the Benefits of Earning NAEYC Early Childhood Associate Degree Accreditation (ECADA)?

Survey says.....
Discussion Items

• Brief Overview of the Accreditation System
  – Accreditation Process
  – Accreditation Standards

• Review of Key Findings from a May 2013 Survey

• Questions, Comments, and Suggestions
Who’s Here?

• What is your name?

• Where do you work?

• Do you have any familiarity with the NAEYC Early Childhood Associate Degree Accreditation (ECADA) system?
Who is NAEYC?

• 88 year old organization founded in 1926
• Largest professional organization of early childhood professionals
• Nation’s leading voice for high-quality early childhood education for children 0-8
• Provide resources for the field including publications, conferences, position statements, policy advocacy, quality standards, and assessments
• Partners with National Council for Accreditation of Teacher Education to recognize teacher licensure (for public schools) preparation programs
History of ECADA

- Development of ECADA began in 1999
- Examined the multiple degree pathways and the important role of associate degree programs
- Development was shaped and supported by a diverse group of stakeholders including Associate Degree Early Childhood Teacher Educators (ACCESS)
- Open to the public in 2006
The Purpose

To promote excellence in early childhood teacher education and provide a valid and objective external evaluation of these programs as a service to the public, to prospective students and to the profession.
What should tomorrow’s early childhood educators know and be able to do?

– NAEYC Standards for Initial Early Childhood Professional Preparation Programs

Are graduates competent in these standards? Where is the evidence?
NAEYC Standards for Initial Early Childhood Professional Preparation Programs

- **Standard 1**: Promoting child development and learning
- **Standard 2**: Building family and community relationships
- **Standard 3**: Observing, documenting, and assessing to support young children and families
- **Standard 4**: Using developmentally effective approaches
- **Standard 5**: Using content knowledge to build meaningful curriculum
- **Standard 6**: Becoming a professional

- Diversity, inclusion, technology are interwoven across standards
- For professionals working with young children 0-8; multiple settings and roles
Earning Accreditation Means Connecting the Dots

1. **Eligibility**
   - Does your program have the basic infrastructure in place to be deemed eligible for accreditation?
   - Are you ready to begin planning for the self-study process?

2. **Context**
   - How would you describe your program?
   - What makes your program unique?
   - What are your program’s goals, and conceptual framework?
   - Who are your students and faculty?
   - What are your program’s strengths and growth areas?
   - Is your program responsive to your local context?

3. **Standards as a Framework**
   - How are the standards used to shape your program of studies?

4. **Intentional Learning Experiences**
   - What learning experiences provide opportunities for students to know, understand, and apply each standard?

5. **Performance-based Assessments**
   - Which cluster of assessments collectively measure and show evidence of what all students know, understand, and can do in relationship to the NAEYC standards?
   - Do their performance tasks reflect the depth and breadth of the key element of the standard?

6. **Data from Assessments**
   - What does the data say about your students’ performance in relationship to each standard?
   - How is the data used to make program improvements?
Evidence of Accreditation

*Learning opportunities* for students are aligned with the performance standards

*Key Assessments* of student work are collectively aligned with the performance standards

*Student assessment data* are used to evaluate the program and to improve teaching and learning in relation to the standards

The program *knows and is responsive* to its own community context
The Commission Makes the Accreditation Decision

- **Accredited** - The standards are substantially met.

- **Accredited with Conditions** - The standards are substantially met, but conditions must be met in first two Annual Reports.

- **Not Accredited** - The standards are not met, concerns cannot be addressed in reports within 18 months.
Response for Type A Faculty
Response for Type B Faculty
Overview of the Benefits of Accreditation Survey

- Administered in May 2013
- First attempt at gathering quantitative data; preliminary step
- Sent to the primary contact/faculty at each accredited program (146 total; 67% responded)
- Examined the self-reported perceptions of outcomes
- Goal was to identify the strengths and growth opportunities
- Participants rated their agreement/disagreement with statements about the benefits of accreditation on a 6 point Likert-type scale (Strongly Agree-Agree-Neutral-Disagree-Strongly Disagree-Neutral)
Overview of the Benefits of Accreditation Survey

The Survey Focused on these Areas:

• Student engagement
• Student outcomes
• Faculty understanding of larger institutional operations
• Perceived value to internal and external stakeholders
• Articulation
### Key Findings from Benefit Survey

#### Student Engagement:

<table>
<thead>
<tr>
<th>Strongest Impact Cited</th>
<th>Moderate Impact Cited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students have more opportunities to demonstrate their understanding of NAEYC standards (93%)</td>
<td>Graduates have benefited from greater employment opportunities (36.4%)</td>
</tr>
<tr>
<td>Student engagement in active and collaborative learning increased (75.7%)</td>
<td>Improved student to faculty ratios (24.5%)</td>
</tr>
</tbody>
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Key Findings from Benefit Survey

Student Outcomes:

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<th>Moderate Impact Cited</th>
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<tr>
<td><em>Faculty Feedback</em></td>
<td>Higher degree graduation rates <em>(36.4%)</em></td>
</tr>
<tr>
<td>Data not being tracked or not readily available</td>
<td>Improved student retention from semester to semester <em>(36.4%)</em></td>
</tr>
</tbody>
</table>
### Key Findings from Benefit Survey

#### Understanding of Larger Institutional Operations:

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<tr>
<td>Data collection processes within the larger framework of the institution <strong>(78.8%)</strong></td>
<td>The college wide or system budget process <strong>(37.4%)</strong></td>
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</table>
### Perceived Value from Stakeholders

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<th>Moderate Impact Cited</th>
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<tr>
<td><em>Increased awareness of the early childhood program and its value from:</em></td>
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<tr>
<td>• College administrators <em>(85.7%)</em></td>
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<tr>
<td>• Students <em>(77.4%)</em></td>
<td></td>
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<tr>
<td>• Faculty outside the early childhood programs <em>(74.5%)</em></td>
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<tr>
<td>• College management <em>(71.9%)</em></td>
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<tr>
<td>• College staff <em>(64.3%)</em></td>
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<tr>
<td>• Campus child development laboratory or child care service personnel <em>(46.9%)</em></td>
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## Key Findings from Benefit Survey

### Articulation:

<table>
<thead>
<tr>
<th>Impact Cited*</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Has helped</em></td>
<td>facilitate articulation to public four-year institutions without loss of credit <em>(47.4%)</em></td>
</tr>
<tr>
<td><em>Has helped</em></td>
<td>facilitate articulation to private four-year institutions without loss of credit <em>(44.4%)</em></td>
</tr>
<tr>
<td><em>Has helped</em></td>
<td>facilitate articulation to other community colleges <em>(42.5%)</em></td>
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</tbody>
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*Includes responses from newly accredited programs*
Key Findings from Benefit Survey

Other:

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<tr>
<th>Strongest Impact Cited</th>
<th>Moderate Impact Cited</th>
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<tbody>
<tr>
<td>The ECADA self-study process and accreditation have supported the college’s regional accreditation (83.5%)</td>
<td>The program receives inquiries about its accreditation more than five times a month* (12.2%)</td>
</tr>
<tr>
<td>As a result of the accreditation process faculty possess a greater understanding of strategies to engage part-time faculty with the early childhood program (79.8)</td>
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<td>The accreditation process has helped create additional partnerships with community stakeholders (67%)</td>
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* supply of accredited program will drive consumer education efforts
Questions?

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