



## Early Childhood Associate Degree Accreditation

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National Association for the Education of Young Children

### Accreditation Decision Report: Cover Page

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*This report presents the decision of the NAEYC Commission on Early Childhood Associate Degree Accreditation.*

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**Institution Name:** Wake Technical Community College      **State:** NC  
**Dates of Site Visit:** October 14-17, 2012  
**Date of Decision:** February 2013  
**Degree Program(s):** A.A.S. Early Childhood Education

**Decision:** Accredited  
**Conditions:** None

#### **Findings:**

The NAEYC Commission on Early Childhood Associate Degree Accreditation finds that all accreditation standards are substantially met. This program offers exceptional learning opportunities in the classroom and community that are aligned with NAEYC standards. Field experiences are of high quality; in addition, faculty are highly qualified, diverse, and responsive to students. Good program resources and student support services are evident. The program was found to have a positive impact on students, local early childhood programs, and the community.

**Annual Reporting Date:** March 31

**First Report Due:** 2014

## **Accreditation Decision Report: The Accreditation Standards**

*Nationally accredited programs must substantially meet the Accreditation Standards through evidence provided in the Self-Study Report and Peer Review Team site visit. The accreditation decision is based on evidence that the program meets the Accreditation Standards through four indicators: documented learning opportunities, key assessments, data on candidate performance on key assessments, and use of that data to improve the program in relation to the accreditation standards. (NAEYC Early Childhood Associate Degree Accreditation Handbook, p. 37, 60).*

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### **Program Strengths in relation to Accreditation Standards and Supportive Skills**

Across the standards and supportive skills, the program offers solid learning opportunities that are aligned with the NAEYC standards and supportive skills.

Also, across most standards, the program has designed key assessments that are aligned with NAEYC standards and describe the program's expectations for students' growth and competence in relation to NAEYC standards.

### **Areas for Program Improvement in relation to Accreditation Standards and Supportive Skills**

Across the standards and the supportive skills, data are not yet available to improve teaching or learning related to the NAEYC standards, although a plan is in place. The program is encouraged to revise key assessments to clearly identify student performance expectations for Standard 3, and to continue efforts to improve data collection, analysis, and use for program improvement on a regular basis.

## **Accreditation Decision Report: The Accreditation Criteria**

*Learning opportunities and assessments are developed and implemented in unique programs that are responsive to particular students, faculty and communities. This unique program context is described through the twelve Accreditation Criteria. The rest of this report offers feedback on your program's areas of strength and areas for improvement related to Accreditation Criteria. (NAEYC Early Childhood Associate Degree Accreditation Handbook, p. 27, 59).*

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### **Program Strengths in relation to Accreditation Criteria**

The program of study offers exceptional learning opportunities in the classroom and community that are aligned with NAEYC standards. The program of studies demonstrates a clear sequence. Field experiences are of high quality. Faculty are dedicated and responsive to students. The quality and diversity of faculty are program strengths. The faculty's diverse credentials and passion for the field of early childhood education was an overarching theme heard repeatedly from students, administration, and community stakeholders.

Good program resources and student support services are evident in the Self-Study Report and Peer Review Report. The program has a positive impact on students, the local early childhood programs, and the community.

The program has created a living, visual conceptual framework. The Commission concurs with the reviewers that the college and ECE program "reflect a culture of respect, responsibility, accountability, and collaboration" (p. 26). The program has good reputation for ease of access and responsive two-way communication.

### **Areas for Program Improvement in relation to Accreditation Criteria**

An area for consideration is the need to use data to inform program improvement. Moving forward, the program should focus on formulating and implementing robust plans for data collection and use. The program is aware of this need and has an improvement plan related to data collection and use.

### **Annual Report Expectations**

It is expected that the program will continue to build upon its many strengths and engage in ongoing reflection and improvement. Suggested areas for consideration are offered in this report, especially in regard to data collection and use.