



Early Childhood Associate Degree Accreditation

National Association for the Education of Young Children

Accreditation Decision Report

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

Institution Name: Truckee Meadows Community College State: NV
Dates of Site Visit: March 6-9, 2016
Degree Program(s): A.A. Early Childhood Education
A.A.S. Early Childhood Education, Preschool Emphasis
A.A.S. Early Childhood Education, Infant/Toddler Emphasis
A.A.S. Early Childhood Education, Administration of Early Care and
Education Programs
Date of Decision: June 2016
Decision: Accreditation

Rationale for Findings:

The NAEYC Commission on Early Childhood Associate Degree Accreditation finds that learning opportunities are aligned with key elements of the standards. Collectively, key assessments are aligned with the cognitive demands and skill requirements of the key elements of the standards, and they describe program expectations for students' growth and competence in relation to the standards across the four programs presented for review, including a new program receiving initial accreditation. For the three renewal programs, the program presented two applications of data related to the standards. The program has analyzed and is using student performance data related to the standards and has reflected on implications for teaching and learning, making program modifications to strengthen the programs based on the data.

Annual Reporting Date: September 30

First Report Due: 2017

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).

Program Strengths in relation to Accreditation Standards and Supportive Skills

The program offers well designed and varied learning opportunities aligned with the NAEYC standards and elements throughout the coursework. Key assessments include detailed student instructions and rubrics that are aligned with the NAEYC standards and elements. The program thoroughly analyzes and interprets data by standard, element, and supportive skills, and faculty presented multiple examples of appropriate use of data to inform program improvements to enhance student learning. The program is a model of using the data and other information to continuously revise and improve the students' experiences and learning opportunities.

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

The program is encouraged to continue to refine the key assessments and continue to use data to strengthen this already-strong program.

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).

Program Strengths in relation to Accreditation Criteria

The peer review team found and reported many strengths of this program, including:

- A wide variety of learning opportunities, in courses and field experiences, are available throughout the program to support learning and mastery of the NAEYC standards;
- The programs of study are sequential and offer many opportunities for student success;
- The four degree tracks and stackable certificates meet the needs of students and the community;
- The program provides clear and detailed student instructions and key assessments that are aligned with NAEYC's 2010 standards;
- The faculty are highly qualified, and they provide high-quality teaching and learning opportunities;

- The program is supported by the institution;
- The campus lab school is a good resource and provides a high-quality setting for the students to complete field experiences and practicum; and
- The program has used the data to design program modifications to strengthen student learning and attainment of NAEYC standards.

It was evident through the Self-Study Report that the program is continuously and thoroughly reviewing data, from the key assessments and other sources, and using this information to inform and improve the program. The program has recently modified key assessments to offer a more comprehensive view of the students' achievements.

The NAEYC Commission on Early Childhood Associate Degree Accreditation commends the program for its many strengths related to the Accreditation Criteria revealed through this renewal process beyond those areas that are noted here.

Areas for Program Improvement in relation to Accreditation Criteria

The peer review team indicated that the following could further strengthen this program:

- Additional resources to assist with site visits for the new off-campus practicum options;
- Continued improvements to student advising, including identifying supports for the program coordinator to reduce her current advising load of 125 students and expanding college advising to occur during non-standard hours to meet student schedules;
- Consistent sources of funds to support out-of-state travel to professional conferences to complement the on-campus professional development available to faculty; and
- Encouragement for the program to pursue plans to enhance marketing of the degrees to attract more students.

The program indicated plans to address the areas of improvement identified by the peer review team. In fact, many of the areas identified by the peer review team had already been identified by the program in the Self-Study Report as challenges to address in their future work.

Annual Report Expectations

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