August 17, 2009

Cheryl Buecker  
Early Childhood Development  
Edison Community College  
1973 Edison Drive  
Piqua, OH 45356  

Dear Ms. Buecker:

We are pleased to inform you that the A.A.S. Early Childhood Education degree at Edison Community College has earned Accreditation from the NAEYC Commission on Early Childhood Associate Degree Accreditation.

The accreditation decision is based on the Commission review of your program Self-Study Report, the Peer Review Team site visit report, and the program’s written response. The Commission evaluates the patterns of evidence indicating ability to support positive student outcomes in relation to the accreditation standards and offers constructive feedback on program strengths and areas for consideration. Special attention is given to the use of student assessments and performance data to increase program effectiveness, capacity and innovation.

Accreditation is maintained through submission of a brief Annual Report and payment of an Annual Fee. Your reporting date is on the cover page of the enclosed Decision Report. Accreditation expires seven years after the Commission decision. Two years before expiration, programs submit a new Self-Study Report and host a new site visit. We encourage your faculty to continue to use the online community website to maintain compliance with the accreditation standards, prepare Annual Reports, and sustain a culture of evidence-based continuous quality improvement. The current schedule of accreditation fees and the Annual Report template is available on the website.

Please contact Ms. Saba Ahmed, Accreditation Manager, by email (sahmed@naeyc.org) if you have any questions. We are very pleased to include Edison Community College as one of the first sixty-one institutions in the nation to earn NAEYC Early Childhood Associate Degree Accreditation.

Sincerely,

Alison Lutton  
Senior Director  
Higher Education Accreditation & Program Support  

cc: Dr. Kenneth A. Yowell

Rebecca Brinks  
Commission Chair  

Promoting quality through accreditation
Accreditation Decision Report: Cover Page

This report presents the decision of the NAEYC Commission on Early Childhood Associate Degree Accreditation. The Commission reviewed your Self-Study Report, the Peer Review Team report, and your Written Response to the team report. The decision is based on evidence of compliance with the accreditation standards as documented in your Self-Study Report and in the Peer Review Team Report.

Institution Name: Edison Community College  State: Ohio
Dates of Site Visit: March 1-4, 2009
Date of Decision: July 26, 2009
Degree Program(s): AAS Early Childhood Education
Decision: Accredited
Conditions: None

Findings:
The NAEYC Commission on Early Childhood Associate Degree Accreditation finds this program to be in substantial compliance with all five accreditation standards. Learning opportunities for all 5 standards are well-suited to the program context. All key assessments are adequately aligned with NAEYC Standards and Supportive Skills 1, 2, 3, and 4. The program has a written data plan in place and the capacity to collect meaningful aggregate data to improve teaching and learning.

Annual Reporting Date: September 30
First Report Due: 2010
Accreditation Decision Report: The Accreditation Standards

Program Outcomes

Nationally accredited programs must substantially meet the Accreditation Standards through evidence provided in the Self-Study Report and Peer Review Team site visit.

Evidence presented in the program Self-Study Report and the Peer Review Team Site Visit Report indicates that all standards are substantially met.

Program Strengths in Relation to Accreditation Standards and Supportive Skills

The peer review team found all key assessments to be strong and comprehensive. Learning opportunities are well designed to support the program's context and the needs of the community. The learning opportunities in the program are varied in nature and scope. Students are given observation and lab opportunities in each course.

Areas for Consideration in Relation to Accreditation Standards and Supportive Skills

Revision and refinement of rubrics will give students clearer performance expectations and provide evidence of how the components of the key assessments align with the standards and supportive skills. It is recommended that key assessments more explicitly include alignment with supportive skill 5. Continue to develop and implement data collection systems to ensure that aggregate data will be used to improve teaching and learning in relation to the accreditation standards and supportive skills.
Accreditation Decision Report: The Accreditation Criteria

Program Context

The Accreditation standards are meant to provide a shared vision for early childhood professional preparation that is developed and implemented in unique programs that are responsive to particular students, faculty and communities. This unique program context is described through the framework of the twelve accreditation criteria. The rest of this report offers feedback on your program's areas of strength and areas for improvement in each criteria cluster:

- Program Identity, Role and Design
- Students
- Faculty
- Supportive Infrastructure and Organization of Program

Program Strengths in relation to Accreditation Criteria

The Program consistently emphasized their relationship with the surrounding Head Start programs, which drives the focus of the program. The conceptual framework reflects that the program has a clear sense of its mission and identity in meeting the community's needs. Community responsiveness, the quality of teaching, the quality of faculty and advisement of students were areas of excellence. Students, alumni and community members all commented on the programs high level of commitment to meeting students needs.

Areas for Consideration in Relation to Accreditation Criteria

The community stakeholders encouraged the program to consider more emphasis on Infant-Toddler content within courses and possibly an Infant Toddler program of studies. The administration and program indicated a desire for stronger articulation with four year baccalaureate degree programs as well as a desire to "widen the net" to provide instruction to more students through distance learning. Any of these would be worthy goals and indicate a high level of reflective, intentional, and strategic planning.

Annual Report Expectations

Annual Reports should describe ongoing program improvement plans and implementation, informed in part by data on student performance in relation to NAEYC standards.