



Early Childhood Associate Degree Accreditation

National Association for the Education of Young Children

Accreditation Decision Report: Cover Page

This report presents the decision of the NAEYC Commission on Early Childhood Associate Degree Accreditation. The Commission reviewed the Self-Study Report, the Peer Review Team Report, and the program's Written Response to the team report. The decision is based on a review of key student assessments, assessment data, and other evidence indicating the degree to which national accreditation standards are met.

Institution Name: Black Hawk College

State: Illinois

Dates of Site Visit: March 21-24 2010

Date of Decision: June 26, 2010

Degree Program: AAS in Child Development

Decision: Accredited

Conditions:

None.

Conditions must be addressed in the first Annual Report and must be met in the second Annual Report in order to continue accreditation.

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 and key assessments are adequately aligned with NAEYC Standards and Supportive Skills. Meaningful data collection plans for assessing student performance and using aggregate data to improve program teaching and learning are in place.

Annual Reporting Date: September 30

First report due: 2011

Accreditation Decision Report: The Accreditation Standards

Program Outcomes

Nationally accredited programs must substantially meet the Accreditation Standards through evidence that key student assessments are aligned with national standards and that student performance data is being used to improve teaching and learning in relation to national standards. This section of the Decision Report summarizes evidence presented in the program Self-Study Report and the Peer Review Team Site Visit Report related to the five NAEYC Accreditation Standards and the five Supportive Skills.

Program Strengths in relation to Accreditation Standards and Supportive Skills

The Commission notes that student performance data is available for a number of courses. The self-study indicates that this data will be used to improve the program. Students are engaged in many opportunities for professional development. They attend conferences and they engage in a student organization that has a long standing presence in the college and the community. The degree offers many learning opportunities. Students are exposed to varied field placement sites and experience different kinds of programs, teaching styles, curriculum models, and career opportunities within the program. The self-study also indicated that the program will be using a new system to collect and analyze data to improve the program.

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

The program should develop a plan for systematically using the data for program improvement. The program should ensure that both the child development outcomes are met and that faculty are teaching courses appropriate to their expertise. The program could also provide clear guidance to ensure that the five key assessments are completed by students that are transferring CDA credits.

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 relation to Program Identity, Role and Design; Student recruitment, advising and support; Faculty qualifications, composition and professional development; and Supportive Infrastructure and Organization of the Program.

Program Strengths in relation to Accreditation Criteria

The Commission concurred with the Peer Review Team's observation that the faculty had obvious ties to their local and state community. There was also evidence of strong support services and an atmosphere of encouragement for the students from the college. The faculty indicated that they felt sufficient support from the administration to effectively do their work. The program should be commended for the changes made to expose students to diversity and special needs based on the findings from the self-study. The program has also taken efforts to make their accreditation work more visible and to include external stakeholders.

Areas for Program Improvement in relation to Accreditation Criteria

The Commission encourages the program to consider requiring specific general education courses as prerequisites for child development courses that will require those skills. The program should consider giving more weight to the key assessments in the calculation of the students total point accumulation. The program might also want to give more strength to the role of the advisory board in program planning and design, and in continuing work to enhance articulation of the AAS degree.

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. Suggested areas for consideration are offered in this report.



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July 15, 2010

NAEYC Associate Degree Program Accreditation 2009 Commission

Rebecca Brinks, *Commission Chair*
Grand Rapids Community College

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El Paso Community College

Camille Catlett
FPG Child Development Institute

Rebecca Gorton
Northampton Community College

Elisa Huss-Hage
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Christina Lopez Morgan
DeAnza College

Toni Ungaretti
Johns Hopkins University

Staff
Alison Lutton, Director

Christine Bachelder
Professor, Child Development
Black Hawk College
6600 34th Avenue, 1-473
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Dear Ms. Bachelder:

We are pleased to inform you that the **A.A.S. Child Development** degree program at **Black Hawk College** has earned **Accreditation** from the NAEYC Commission on Early Childhood Associate Degree Accreditation.

The accreditation decision is based on the Commission review of the program Self-Study Report, the Peer Review Team Report, and Written Response. The Commission evaluates the patterns of evidence indicating ability to support positive student outcomes in relation to the accreditation standards and offers 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 an Annual Report and 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 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 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 (sahmed@naeyc.org) if you have any questions. We are very pleased to welcome Black Hawk College to the growing community of institutions sponsoring programs that have earned NAEYC Early Childhood Associate Degree Accreditation.

Sincerely,

Alison Lutton
Senior Director
Higher Education Accreditation & Program Support

Rebecca Brinks
Commission Chair

cc: Dr. Richard Underbakke

*Promoting quality
through accreditation*



Certificate of Accreditation

Black Hawk Community College, IL

A.A.S. Child Development

is hereby awarded initial NAEYC Early Childhood Associate Degree Accreditation

*for demonstrating substantial compliance with national professional standards for early childhood education
for the period June 2010 through July 2017*

Rebecca Brinks

Rebecca Brinks, Commission Chair

Alison Lutton

Alison Lutton, Director

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