NAEYC 360° Accreditation Survey Results
• The NAEYC Higher Education Accreditation 360 Survey was emailed to approximately 600 primary and secondary contacts at institutions that are either currently accredited, formerly accredited, or currently in the self-study phase.

• The survey was open from June 15, 2020 to July 23, 2020. There were 177 responses (30% response rate):

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Currently Accredited</td>
<td>137</td>
<td>77.4%</td>
</tr>
<tr>
<td>Self-study Phase</td>
<td>24</td>
<td>13.6%</td>
</tr>
<tr>
<td>Withdrawn</td>
<td>12</td>
<td>6.8%</td>
</tr>
<tr>
<td>Lost or denied accreditation</td>
<td>4</td>
<td>2.3%</td>
</tr>
</tbody>
</table>
Demographics of survey respondents

- 177 responses from 175 institutions
- 91% Associate degree
- 9.6% Baccalaureate degree
- 2.8% Master’s degree
- Program faculty 75.1%
- Program coordinator 72.3%
- Accredited no conditions 50.3%
- Accredited with conditions 31.6%
- Accredited with probation 0.6%
- Not Accredited 5.1%
- N/A – Our program is in self-study or is awaiting its first accreditation decision 12.4%
Summary of Responses to Questions about the Standards and the Accreditation Decision
• Overall, respondents agree with the expectations of the 2010 Professional Preparation Standards, the overall accreditation decision reached by the Commission, and that evidence submitted is appropriately considered in NAEYC’s accreditation decision.

• 27% of respondents do not feel the Standards provide clear expectations of what programs must do in order to meet the standards.

• Respondents disagree that the following types of evidence are appropriately considered in NAEYC’s accreditation decision:
  • Program outcome data such as graduation rates, retention rates, graduates’ employment rate, etc. (22%)
  • The program’s ability to collect, analyze and use candidate performance data in relation to Standards 1-6. (19%)
Please rate the extent to which you agree/disagree with the following statements related to the expectations for accredited programs themselves or graduates of accredited programs.

The expectations for programs in the 2010 NAEYC Professional Preparation Standards are appropriate and meaningful.

- Disagree: 3.1%
- Strongly Disagree: 9.2%
- Agree: 65.6%
- Strongly Agree: 22.1%

The 2010 NAEYC Professional Preparation Standards provide clear expectations for what programs must do in order to meet the standards.

- Disagree: 3.7%
- Strongly Disagree: 23.3%
- Agree: 55.8%
- Strongly Agree: 17.2%

The expectations for graduates of accredited programs in the 2010 NAEYC Professional Preparation Standards are appropriate and meaningful.

- Disagree: 1.8%
- Strongly Disagree: 9.1%
- Agree: 54.9%
- Strongly Agree: 34.1%

The 2010 NAEYC Professional Preparation Standards provide clear expectations for what graduates of accredited programs should know and be able to do.

- Disagree: 2.4%
- Strongly Disagree: 9.1%
- Agree: 52.4%
- Strongly Agree: 36.0%
For programs that have received an accreditation decision from the Commission, please indicate your level of agreement with the following statements.

- Our program received detailed feedback from the Commission.
  - 3.7% Disagree
  - 11.7% Strongly Disagree
  - 54.6% Agree
  - 26.1% Strongly Agree

- Our program received appropriate feedback from the Commission.
  - 3.7% Disagree
  - 8.0% Strongly Disagree
  - 52.1% Agree
  - 31.6% Strongly Agree

- Our program received detailed feedback from the peer review team.
  - 4.3% Disagree
  - 12.2% Strongly Disagree
  - 51.6% Agree
  - 26.2% Strongly Agree

- Our program received appropriate feedback from the peer review team.
  - 4.3% Disagree
  - 11.0% Strongly Disagree
  - 44.6% Agree
  - 33.1% Strongly Agree

- Our program agreed with the overall decision reached by the Commission.
  - 4.3% Disagree
  - 7.3% Strongly Disagree
  - 43.4% Agree
  - 41.0% Strongly Agree
Please rate the extent to which you agree/disagree that the following types of evidence are appropriately considered in NAEYC’s accreditation decisions.

<table>
<thead>
<tr>
<th>Evidence Type</th>
<th>Strongly Disagree/Disagree</th>
<th>Strongly Agree/Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program outcome data such as graduation rates, retention rates, graduates' employment rates, etc.</td>
<td>21.7%</td>
<td>78.4%</td>
</tr>
<tr>
<td>The program’s ability to collect, analyze and use candidate performance data in relation to Standards 1-6.</td>
<td>18.5%</td>
<td>81.6%</td>
</tr>
<tr>
<td>Candidates' performance on Standards 1-6</td>
<td>10.5%</td>
<td>89.5%</td>
</tr>
<tr>
<td>The quality of the program’s learning opportunities in relation to Standards 1-6</td>
<td>9.8%</td>
<td>90.1%</td>
</tr>
<tr>
<td>The quality of the program’s Key Assessments</td>
<td>11.6%</td>
<td>88.3%</td>
</tr>
<tr>
<td>The quality of the program’s field experiences</td>
<td>11.8%</td>
<td>88.2%</td>
</tr>
<tr>
<td>The design of the program of study</td>
<td>6.1%</td>
<td>93.9%</td>
</tr>
<tr>
<td>The program’s mission and conceptual framework</td>
<td>8.6%</td>
<td>91.4%</td>
</tr>
<tr>
<td>Advising and other supports provided to students</td>
<td>8.0%</td>
<td>92.0%</td>
</tr>
<tr>
<td>Qualifications and composition of faculty</td>
<td>4.9%</td>
<td>95.0%</td>
</tr>
</tbody>
</table>
Summary of Responses to Questions about the Impact and Value of Accreditation
Overall, respondents agree that the NAEYC accreditation process is rigorous (98%) and that going through the accreditation process has benefitted their accredited early childhood degree program (85%). Only 54% agree that the NAEYC accreditation process is not unduly burdensome.
Please rate the extent to which you agree/disagree with the following:

- The NAEYC accreditation process is not unduly burdensome.
  - 36.8% Agree
  - 13.5% Strongly Agree

- The NAEYC accreditation process is rigorous.
  - 12.2% Disagree
  - 85.3% Strongly Disagree

- Going through the NAEYC accreditation process has benefited the young children our graduates serve.
  - 34.6% Disagree
  - 42.3% Strongly Disagree

- Going through the NAEYC accreditation process has benefited our graduates.
  - 35.3% Disagree
  - 40.4% Strongly Disagree

- Going through the NAEYC accreditation process has benefited our accredited early childhood degree program.
  - 32.7% Disagree
  - 51.9% Strongly Disagree
Many respondents agree that going through the accreditation process has, for example, strengthened their ability to analyze student performance data, collect student performance data, implement a continuous improvement framework, and strengthen the continuity of students’ experiences in the program.
Please rate the extent to which you agree/disagree with the following: As a result of the accreditation process, early childhood faculty have strengthened their ability to…”
Key takeaways – Impact and Value of Accreditation continued

• The top items currently or previously accredited programs have been able to document since achieving accreditation are:
  • Stronger program cohesion (80%),
  • Better student performance on key assessments (60%),
  • Improved transfer/articulation arrangements (41%) and
  • Improved education outcomes for young children (39%).

• 85% agree that since achieving accreditation there has been an increased awareness of the early childhood education program by leadership within the school, college or Department of Education.
Summary of Responses to Questions About Professional Development Resources and Training
• Overall, respondents agree that NAEYC staff provide program support, accurate and clear answers to their questions, and written materials that clearly explain the accreditation process in a way they can understand.

• 86% agree that the online community (hosted on Basecamp contains helpful information; however, 32% do not agree that the online community is easy to navigate.
Please rate the extent to which you agree/disagree with the following statements.*

- The Self-Study and Site Visit Handbook provides helpful guidance for completing the Self-Study Report Template.  
  - 50.0% Agree
  - 27.8% Strongly Agree

- The Self-Study and Site Visit Handbook provides helpful guidance for navigating the self-study phase.  
  - 49.4% Agree
  - 27.2% Strongly Agree

- The Accreditation Handbook provides sufficient and clear guidance about the policies that govern the system.  
  - 58.2% Agree
  - 24.1% Strongly Agree

- The Accreditation Handbook provides sufficient and clear guidance about the accreditation process.  
  - 57.3% Agree
  - 25.5% Strongly Agree

- The online community (Basecamp) contains helpful information.  
  - 60.8% Agree
  - 24.7% Strongly Agree

- The online community (Basecamp) is easy to navigate.  
  - 50.0% Agree
  - 9.5% Strongly Agree

*N/A indicates this resource has not been used
• Highest ranked and highest participation accreditation professional development offerings:
  1. NAEYC webinars on preparing to submit a Self-Study Report
  2. NAEYC webinars on preparing to submit an Annual Report
  3. Full day preconference accreditation workshops
  4. Accreditation concurrent sessions at Annual Conference and PLI, and
  5. Learning from peers (outside of NAEYC and non-NAEYC supported trainings)

• The top 2 additional resources respondents would find very helpful are:
  • More content on aligning Key Assessments to the standards (61%) and
  • More content on designing quality rubrics (71%).
### How helpful would the following additional resources be?

<table>
<thead>
<tr>
<th>Resource</th>
<th>Not Helpful</th>
<th>Somewhat Helpful</th>
<th>Helpful</th>
<th>Very Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-person workshops offered at NAEYC headquarters or across the country</td>
<td>24.5%</td>
<td>33.5%</td>
<td>41.4%</td>
<td>0%</td>
</tr>
<tr>
<td>More virtual trainings, such as webinars or other online learning</td>
<td>38.1%</td>
<td>44.5%</td>
<td>7.4%</td>
<td>0%</td>
</tr>
<tr>
<td>More in-person sessions at Annual Conference and Professional Learning Institute</td>
<td>41.8%</td>
<td>31.4%</td>
<td>27.8%</td>
<td>0%</td>
</tr>
<tr>
<td>More content on candidate performance data collection and analysis</td>
<td>42.7%</td>
<td>38.9%</td>
<td>18.4%</td>
<td>0%</td>
</tr>
<tr>
<td>More content on presenting learning opportunities in the Self-Study Report</td>
<td>41.6%</td>
<td>28.6%</td>
<td>29.8%</td>
<td>0%</td>
</tr>
<tr>
<td>More content on the 2010 NAEYC Professional Preparation Standards</td>
<td>40.4%</td>
<td>26.9%</td>
<td>32.7%</td>
<td>0%</td>
</tr>
<tr>
<td>More content on responding to the criteria section in the Self-Study Report</td>
<td>43.3%</td>
<td>35.7%</td>
<td>21%</td>
<td>0%</td>
</tr>
<tr>
<td>More content on strategies for organizing the self-study phase</td>
<td>41.4%</td>
<td>37.6%</td>
<td>21%</td>
<td>0%</td>
</tr>
<tr>
<td>More content on designing quality rubrics</td>
<td>23.6%</td>
<td>70.7%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>More content on aligning Key Assessments to the standards</td>
<td>33.1%</td>
<td>61.1%</td>
<td>5.8%</td>
<td>0%</td>
</tr>
</tbody>
</table>