INSTITUTIONAL EFFECTIVENESS REVIEW

~ EARLY CHILDHOOD EDUCATION / 2007-2008 ~

The purpose of the review is to:

Assess the currency, scope, strengths, weaknesses and needs of the Early Childhood Education Program.

The process will involve the following steps:

The Early Childhood Education faculty met with the Dean to discuss the program review process.

The Program Review document was completed based on the data compiled by the Director of Institutional Research and Early Childhood Program faculty.

The Early Childhood Education faculty met again with the Dean to discuss the findings presented in the Program Review document.

Additional follow-up meetings were scheduled as needed to assess the status of Learning Goals and Action Plans.

Time frames/timeline for the review will be:

The initial meeting with the Dean took place during the Fall 2007 semester.

The Program Review document was turned into the Dean by end of January 2008.

The follow-up meeting with the Dean took place in February 2008.

Additional follow-up meetings were scheduled as needed.

Program/Service: Early Childhood Education
Date of Review: January 2008
Review Participants: Christy Cornelius and Laniece Wagner

Overview

Purpose of the program and how it relates to college mission, values, vision:

The vision and purpose of the Jefferson College Early Childhood Education Program is to provide students with the supportive learning environment that promotes intellectual, social, and personal growth. The faculty work as facilitators to encourage critical thinking, problem solving, and exploration in the field of early childhood education. Students are given the opportunity for hands-on experience in all aspects of early childhood education, regardless of level of experience. The program provides students with a strong general education background in addition to the early education courses, enabling them to enter the profession or successfully transfer to four-year institutions.

Part of the mission of Jefferson College is to train students to meet the employment needs of the community. The demand for quality Early Childhood Programs remain strong within Jefferson County. The Early Childhood certificate and associates degree programs prepare individuals to fill positions of child care provider, early childhood teacher, and early education program director.

Institutional Effectiveness Review

Present Status

Learning/Service and Action from January 2003 Institutional Effectiveness Review:

Students will:

Learning/Service Goal	Assessment Measurement/Action	Person(s) to Implement	Timeframe	Resource Implications	Use of results
Goal 1	Expand to provide infant care to meet curricular and community demands	Christy Cornelius, Laniece Wagner, Administrative Director of Child Development Center			Not accomplished

Innovative Changes (in last 5 years):

1. Developed web sections of several ECE courses: ECE102, ECE103, ECE108, and ECE212
2. Made some changes in ECE curriculum based on the AAT degree: (a) dropped EDU105 Exploring the Field of Education, and added Child Development; and, (b) EDU133 Technology for Teachers is now three credit hours
3. Offered more sections of ECE courses at the new JCA.
4. Attended career fairs at area high schools to aid in recruitment.
5. Expanded ATS enrollment to include high school juniors.

Faculty (Degree to which faculty/staff are qualified, effective, and supported.)

Faculty Qualifications and Professional Development:

Name	Title	Highest Degree	Institution	Graduate Hours
Christy Cornelius	Professor	Masters	Webster University	38
Laniece Wagner	Assistant Professor	Masters	UMSL	42

Christy Cornelius received her Bachelor of Science Degree in Child Development and her Certification in Preschool/Kindergarten Education from Iowa State University in Ames, Iowa. She received her M.A.T. in Early Childhood Education from Webster University in St. Louis. She has completed additional coursework at Central Missouri

State University and Southeast Missouri State University. Ms. Cornelius has additional certification in Vocational Education. She earned the Emerson Electric Excellence in Teaching Award in 1999.

Laniece Wagner earned an Associates of Arts degree from East Central College, a Bachelors of Science in Education from Southwest Missouri State University, and a Masters of Education from the University of Missouri - St. Louis. She did additional course work through Southeast Missouri State University. Ms. Wagner holds teaching certificates in Early Childhood, Elementary, Post Secondary and Vocational Education. Before teaching in the Early Childhood and Elementary Education programs at Jefferson College, she taught Kindergarten in a public school for 10 years.

Faculty Data:

Faculty Indicators for Early Childhood Education Instructional Program Review, 2003-2007 School Terms 200301 Through 200703 (Summer 2002 through Spring 2007)

Number of Terms Taught (Max = 15)	Number of Course Sections Taught	Total Students	Attrition Number ("W" Grades)	Attrition Percent	Graded Credit Hours (A to F grades)	Average Students	Average GPA	Annualized 5-Year Program FTE
48	186	2,006	67	3.3%	5,671	10.8	3.15	37.8

Source: BANNER report WSHRGDST printed 29 October 2007.
Notes: Attrition is the number of "W" grades conferred.
Annualized Program FTE is the number of graded credit hours divided by 150 (30 hrs/yr for 5 years).
Graded Credit Hours are "A to F" only, not "W, I, H, P/F, or Other"

Christy Cornelius teaches day and evening sections of ECE 201, 202, and 205 (lab and practicum) all three semesters during each academic year. Some sections will have low or no enrollment.

Students (The degree to which student needs are met.)

Enrollment in ECE decreased from 1371 annual credit hours in 2003 to 898 in 2007, a decrease of 34.5%. In FY08, enrollment increased to 1237, resulting in a decrease from 2003 of 9.7%; note a 37.7% increase between FY07 (898 credit hours) and FY08 (1237 credit hours)

Student Satisfaction and Feedback:

As a rule, students are very satisfied by the education provided by the early childhood education department. Each semester, tenured faculty conduct student evaluations in one section, and all non-tenured and adjunct faculty members conduct student evaluations in all sections. For review purposes, student evaluations were conducted in all sections during Fall 2007. Student feedback reflects favorable comments overall. Students felt instructors had a good command of subject matter and they gained valuable skills in early childhood education. They appreciated the use of instructional variety throughout the program: the hands-on approach, portfolio development, and practical work with children infused in the curriculum

An average attrition rate of 3.3% evidences student persistence and satisfaction in the ECE courses.

Documentation is on file in the Arts and Science Division Office, AS 110.

Student Success:

Two processes have been put in place to increase student success. First, all full-time faculty provide documentation of course-level assessment at their annual performance reviews. This documentation, focusing on the continuous assessment and subsequent revisions to instruction, are compiled into a single document to be used by faculty as a resource for ideas to increase student success. In addition to the Assessment Logs, faculty have two other options to document that they check for student understanding and then use the results to continually make changes to a course. Faculty members may write a narrative to document use of assessment to improve instruction or they may complete a Record of Assessment.

A second process in place to increase student success is an orientation for all adjunct instructors. During orientation, adjunct instructors receive training.

In addition, instructors have made efforts to include more constructivist teaching methods in the classroom. Research indicates students are more successful when they are actively involved in the learning process. These interactive methods include the use of cooperative learning activities, reflective analysis, discussions and technology. Assessment measures include portfolio, projects applying concepts, on-site observation and evaluation.

Curriculum (The degree to which curriculum is thorough, current, and supported.)

Curriculum (Scope, Currency, Changes):

Official course syllabi have been reviewed and revised for currency and scope: these are on file in AS 110 and on the web.

ECE102   Introduction to Early Childhood Education
ECE103   Child Health, Nutrition, and Safety
ECE107   School Age Child Care
ECE108   Infant/Toddler Care
ECE120   Integrating Children with Special Needs
ECE122   Behavior Management
ECE201   Early Childhood Education Laboratory
ECE202   Early Childhood Education Practicum I
ECE205   Early Childhood Education Practicum II
ECE210   Curriculum Strategies in Preschool Classrooms
ECE212   Family, School, and Community Relations
ECE214   Early Childhood Education Administration

Curriculum Issues (Support, Technology, Equipment)

Our college has made a commitment to encourage and support the use of technology campus-wide. During fall of 2003, the campus went online with the STARS system. Early Childhood faculty is using this technology as a way to communicate, and students are gaining valuable technological skills. The Early Childhood Program has incorporated three web-based courses into the curriculum and a fourth is in the process of being developed. All classrooms are equipped with SMART technology. Faculty have also included technology in their instruction.

Students are placed in birth through grade three classrooms for lab and practicum experiences throughout the Jefferson College district. However, the need for an infant/toddler lab site on campus still exists as there are a limited number of quality infant and toddler programs in our community where students can get hands on experiences.

Support for marketing the Early Childhood Education AAS Program is essential as enrollment has declined yet the demand for quality child care providers continues to increase in the community.

Lastly, ECE faculty need to remain cognizant of current trends toward school district sponsored child care which may necessitate further articulation agreements with four year institutions.

Community (The degree to which the program contributes to the community and responds to community needs)

The Early Childhood Education program at Jefferson College provides the only college-credit coursework for first and second year students within the community. As the only institution offering ECE courses, we strive to meet the demands of the community while also building rapport with the early childhood professionals through the following means:

1. Both Laniece Wagner and Christy Cornelius attend meetings of the Jefferson County Early Childhood Professionals Group. Christy helped to organize and start this group fifteen years ago. It has grown from 5 members to over 120.
2. ECE students prepare a booth every year for the Jefferson County Week of the Young Child "Family Fun Fair".
3. The ECE/Child Care Advisory Committee comprised of child care providers, parent educators, former students and Head Start staff meets annually with suggestions for program changes. Suggestions are reviewed and incorporated when possible, such as adding on-line courses and adding more evening sections.
4. Christy Cornelius serves on the Jefferson County Parents as Teachers Advisory Board for the five school district consortium.
5. Laniece Wagner serves on an Early Childhood Task Force for the Lonedell R-XIV School District.
6. ECE faculty members continually network with early childhood professionals in the community by recommending current students and former graduates for employment in the field.
7. ECE faculty continually work with community members in the early childhood field as they arrange lab and practicum experiences for Jefferson students.

Cost

A summary of the ECE budget for 2003-2007 is on file in the Office of the Arts & Sciences Dean. The cost per FTE for ECE courses is $2,468.53.

Summary (SWOT)

Strengths	Weaknesses
1. The development of online courses 2. Variety of courses (12) based upon demands in the field 3. ATS program retention 4. Articulation agreement with MO Baptist University 5. Enrollment growth in the current academic year (37.7%) 6. Increase in the number of AAT students majoring in ECE	1. Declining enrollment from 1999 – 2007 2. Have not been able to develop an on-site infant-toddler lab site.
Opportunities	**Threats**
1. Continued articulation agreement with MO Baptist University 2. DESE grants and initiatives to public school districts to include classes for 3-5 year olds.	1. Low pay and minimal benefits for graduates. 2. State licensing qualifications for child care workers require no formal training or education

Future (Proposed Learning and Service Goals and Action Plan)

Proposed Learning/Service Goal	*Proposed Assessment Measurement/ Action*	*Person(s) to Implement*	*Timeframe*	*Resource Implications*
Goal 1 Develop future online and/or hybrid courses	Development of courses	Christy Cornelius	2008 - 2013	Course development funds
Goal 2 Market and recruit AAS and ATS students for the ECE program	Enrollment increases, more sections of courses offered	All ECE faculty, ATS and Admissions Recruiters	2008 - 2013	Instructional Supplies & Marketing Budgets
Goal 3 Partner with Continuing Education	Offer more child care and early childhood continuing education	Director of Continuing Education and ECE faculty	2008 - 2010	Instructional Budget
Goal 4 Develop a plan to address enrollment decline in response to the President's directive	Plan submitted to the President under separate cover May 5, 2008	Faculty, Division Chair, and Deans	To be implemented 2008-2013	
Goal 5 Establish an articulation agreement with UMSL, if UMSL's program warrants this.	Complete articulation agreement	Faculty, Dean of A&S Educ., Transfer Specialist, Registrar		None
Goal 6 Increase course offerings at JCA	Additions to the course schedule	Faculty and Division Chair	2008-2013	Instructional Budget
Goal 7 Offer courses at JCNW	Additions to the course schedule	Faculty and Division Chair	2008-2013	Instructional Budget
Consider the following long-term goal:				
Goal 8 Develop an on-campus Infant and Toddler lab site	Development of the lab site	Dean of A&S Education, Child Development Center Director, Dean of Student Services, ECE Faculty, Business Manager	2008 - 2013	Budget, grants, initiatives, child care tuition

DISCIPLINE STATUS

_____X_____	Satisfactory
_____	Requires Immediate Attention
_____	Unsatisfactory

_____   _____
Dean   Date