

INSTITUTIONAL ASSESSMENT REPORT

TEACHER EDUCATION / 2011-2012

Department's Relationship to the College Mission and Strategic Plan (completed Spring semester or on accreditation cycle)

In a paragraph or two, discuss how the department's work carries out the Mission and Strategic Plan.

***Note:** Words/phrases in bold in the following paragraphs directly reflect wording in the College Mission, Vision, and Strategic Plan.*

The Jefferson College Teacher Education Program carries out the College mission and vision in a number of ways. First, feedback from program alumni indicate that their time in the program was a **quality college experience**. They also cite that **superior teaching** in the education classes helped them **prepare to succeed** in their four-year programs. In addition, faculty in the Teacher Education classes provide a **supportive learning environment** as they serve as more than just instructors to students; faculty act as mentors to students in their professional development. The education classes are also **student-centered**, positive learning communities that promote **intellectual, social, and personal growth** as they address each of these areas by stressing not only academics but collaboration and the development of professional characteristics (e.g., organization, lifelong learning) and **values** reflective of successful educators as well. Furthermore, the program also offers students a range of **on-campus experiences** in classes and through the Teacher Education Club/SMNEA organization as well as quality field experiences to help them grow as professionals.

The Teacher Education Program is a **progressive** program that continuously evolves in order to provide quality opportunities that meet the needs of future teachers. From the time the Associate of Arts in Teaching (AAT) degree was established in fall 2007, many students have **transferred** seamlessly to four-year programs to **further their education**. In addition, program **innovation** and improvement is an ongoing goal. To this end, the Teacher Education faculty constantly **assess** and reflect in order to improve the program for the benefit and **success** of its students at Jefferson College, in their four-year programs, and in their own classrooms in the future.

The Jefferson College Teacher Education Program supports several of the strategic aims and objectives of the College's plan, primarily **Student Learning** (Aim I). For example, the primary goal of the program is to help students prepare for **post-completion success** (Objective 9) in the next level of education in their four-year institutions as well as beyond. As such, program instructors strive to provide a **high quality, consistent, and rigorous education** to students (Objective 1). In addition, program courses are offered at multiple times and locations as well as online in order to **meet the learning and scheduling needs of our students** (Objective 2). Instructors also help address the issue of **student readiness for college** (Objective 5) by offering individualized assistance to students in their classes.

The program promotes other strategic aims as well, including **Student Support** (Aim II), **Community Collaboration** (Aim III), **Support for Employees** (Aim IV), and **Assessment** (Aim VII). In terms of **Student Support**, program instructors advise and mentor their students in their classes as well as throughout the students' time in the program. For example, in each of the classes, instructors spend some time discussing registration and the classes students need to take while utilizing the AAT Academic Planner, an advising tool designed by program faculty specifically for AAT students. The program also supports **Community Collaboration** through the relationships developed with PK-12 schools as a result of field experiences and through the organization of the AAT Program Advisory Committee, which

includes many local school administrators. These partnerships help the program remain **responsive to community needs through outreach, community partnerships, and accessibility** (Objective 18) as well as **respond to new labor market needs** (Objective 20). Another strategic aim embraced by the program is **Support for Employees**. Through constant collaboration and **open communication** (Objective 27) among instructors as well as meetings of Teacher Education faculty (including adjunct instructors), the program supports the **retention of quality faculty and staff** (Objective 25). Finally, the constant cycle of teaching, reflection/assessment, and improvement of courses and experiences for students (Objective 39) supports the strategic aim of **Assessment**.

Summary of Departmental Activities, Assessment, and Use of Results

(completed Spring semester or on accreditation cycle)

(may include process flowchart)

Provide a brief overview of major accomplishments since the last review and how assessment results have been used to improve services/learning outcomes.

Since a goal of the Teacher Education Program is to improve continuously in order to enhance the student experience and promote student success, many changes have occurred since the last program review that occurred during the 2005-2006 academic year. The following information highlights some of those changes and their results/impact on the program and its students.

1. Inception of the Associate of Arts in Teaching (AAT)

The most significant change in Teacher Education at Jefferson College in the past five years has been the establishment of the AAT degree in fall 2007. This degree, developed from a partnership among community colleges and four-year institutions in the state, is designed to facilitate a seamless transfer for Teacher Education students from community colleges to Missouri four-year programs. With the development of the AAT, the Teacher Education courses that were being offered were evaluated, rewritten and realigned with the new state program.

The six current courses offered and their origins related to the AAT are as follows:

- (1) Exploring the Field of Education (EDU105) is a one-hour course that existed prior to the AAT. However, since it is not part of the statewide AAT, it serves the purpose of introducing students to the teaching profession. After students have successfully completed this course, ENG101, and an FBI background check, they may officially declare themselves as AAT majors.
- (2) Technology for Teachers (EDU205) is a three-hour course that evolved from Computers for Teachers (EDU133), which was a two-hour course that existed prior to the inception of the AAT.
- (3) Foundations of Education (EDU210) is a three-hour course that existed prior to the AAT and is now part of the AAT.
- (4) Educational Psychology (EDU225) is a three-hour course that evolved from Introduction to Teaching, Learning, and Assessment (EDU220), which was a four-hour course that existed prior to the AAT.
- (5) Teaching Profession with Field Experience (EDU230) is a three-hour course that was created with the inception of the AAT. However, it serves as the capstone AAT course, similar in some degree to a one-hour class that existed prior to the AAT, Portfolio Assessment/Education Capstone (EDU280), but was discontinued. (More information on EDU230 is below.)
- (6) Education of the Exceptional Learner (EDU235) is a three-hour course that was created as part of the development of the AAT. However, the course is an elective rather than a required AAT course.

Impact: Since the AAT provides a seamless transfer, students who graduate with the AAT have rarely reported encountering difficulty when transferring to four-year programs.

2. **Development of Teaching Profession with Field Experience (EDU230) as the Program Capstone Course**

EDU230 was created when the AAT was adopted. Program faculty designed the course to serve as the capstone course for the AAT program at Jefferson College. As such, students are able to put into practice the knowledge and skills needed to help them take their next step toward becoming teachers. The central experience in EDU230 is Junior Achievement practicum, which is a lengthy real-world teaching experience that includes emphasis on lesson planning, effective teaching, and reflection of teaching for improvement. Students also complete a multicultural field experience to help them be able to work with diverse populations in the future. Continuous assessment of the course by the instructor as well as student feedback have been used to improve it.

Impact: Students have reported in reflections that the experience has significantly influenced their professional development and helped them gain the confidence, knowledge, and skills about teaching they need to succeed in the future.

3. **Expansion of Online/Hybrid Teacher Education Courses**

At the time of the last program review, only Foundations of Education (EDU210) was available online. Since that time, the department has offered online sections of Technology for Teachers (EDU205), Educational Psychology (EDU225), and Education of the Exceptional Learner (EDU235) every semester. EDU205 has been implemented as a hybrid course during some semesters as well.

Impact: Enrollment has been strong in the online courses, and continues to be an avenue for meeting the students' needs.

4. **Increasing Availability of Courses at Sites Other Than the Main Campus**

Once a third full-time instructor was added to the program in fall 2008, the program was able to expand the courses offered at the Arnold, Northwest, and online campuses. Insufficient enrollment in EDU courses at the Northwest location has necessitated the canceling of many EDU courses offered at JCNW. However, students may now take every class in the program at either the Hillsboro campus or the Arnold campus and most classes online.

Impact: Students now have the option to complete the entire degree at either the Hillsboro campus or the Arnold campus.

5. **Shift of AAT Degree Seeking Declaration**

During the first few years of the AAT, students officially declared themselves to be AAT majors upon entrance into college, prior to taking any EDU courses. However, a number of students who take Exploring the Field of Education (EDU105) are simply contemplating a career as a teacher instead of planning to earn the AAT degree. Combining these students along with students who declared themselves AAT but never took any EDU courses had falsely inflated numbers of declared AAT majors. The program decided to change the declaration of the AAT to the end of the semester when they take EDU105, a pre-AAT introductory course.

Impact: This change gives a more accurate picture of the completion rate for students seeking the AAT at Jefferson College, which is especially useful when reporting program completion numbers to the Missouri Department of Elementary and Secondary Education (DESE). An unintended consequence of this change has been the appearance of a greater decline in enrollment in the AAT, as reported in Enrollment Comparison Reports, than has actually occurred.

6. **Focus on Enhancing Writing Skills of Program Graduates**

Instructor assessment of the writing quality of Teacher Education students identified that many of them do not consistently demonstrate the level necessary for education professionals. As a result, a set of guidelines was developed to help students enhance their written communication skills. Instructors require students to follow the guidelines on their assignments.

Impact: Students exit the program with writing skills more reflective of professional educators than they had at the outset. Their skills can then help them both in their four-year programs and in their careers.

7. **Solicitation of Feedback from Graduates of the Teacher Education Program**

Multiple steps have been taken to gather feedback from graduates regarding the effectiveness of the program in terms of helping students prepare for their four-year Teacher Education programs. One method, a survey conducted in 2009, resulted in a response rate of only less than 10%. A more effective method of collecting feedback has been to ask alumni who requested letters of recommendation to respond to the following two questions.

1. How well did the Jefferson College Teacher Education Program and the Teaching Profession with Field Experience course help you prepare to be successful in your current four-year program? Which specific aspects were most helpful?
2. Was anything missing from the Jefferson College Teacher Education Program that would have helped you prepare to be successful in your current four-year program? If so, please describe.

Impact: The data collected by the program has been overwhelmingly positive. Some respondents even indicated that they felt better prepared for the coursework and material at their four-year program when compared to students native to that institution. Additional information about their comments are in the following section.

Internal and External Data Collection and Analysis

(completed by Fall semester or on accreditation cycle)

Gather and analyze relevant internal and external data (link to data).

Many sources of data regarding the Teacher Education program, as described below, were collected and analyzed. One result of that process was the development of the SWOT analysis discussed later in this report.

Effectiveness of the Program

Data: One of the program assessment measures described in the previous section details the solicitation of feedback from AAT program graduates. These individuals overwhelmingly indicated that the Jefferson College Teacher Education Program prepared them quite effectively for their four-year programs. Below are some of the comments these individuals provided.

- The Jefferson College Teacher Education Program did a great job of preparing me for my four year teacher education program. Jefferson's program in its entirety covered all aspects of the teaching profession from the very basics of deciding if in fact teaching is the career for me, all the way through the Field Experience class that provided me with in class teaching experience. Not only were the classes exemplary in their goals for the future teacher, the teaching staff at Jefferson were outstanding. Dr. Boning, Mrs. Reaves, and too many more to name were all dedicated staff that gave

me a huge head start on my four year program. Without the dedication and knowledge of these teachers, I would not have graduated Magna Cum Laude from Jefferson, nor would I be as successful in my four year program as I am today.

The most helpful aspect of the program was the high standards set by teachers and administration in regards to quality of student work and continual improvement of work quality. As a non-traditional student, I entered the Teacher Education Program five years after graduating high school and completing only one prior semester of junior college. My English and writing were not in the best of shape but the Jefferson Program teaching staff instructed me through the process of improvement. As I progress through my four year program, I am in constant reminder of how well the Jefferson Program prepared me to write and communicate professionally.

- I felt as if I was ahead of the game going into UMSL this year. Everything that we have discussed so far this semester is simply a review from Jefferson College.
- The program and course encouraged me to expand my organizational skills. To me personally, this is a top quality to have. This skill will help me be successful through the four-year program. The projects where I needed to pay attention to detail I found helpful. Typically I would overlook what I thought were small, minor pieces of information. I now take notice of everything.
I feel confident moving forward in the required educational courses. Much of this confidence comes from the preparation I received from the Jefferson College Program.
- I feel that I was very prepared for the program at SEMO. I was more prepared more than many of the students in my class that started at SEMO. My Block II teacher was very impressed with the basis of knowledge that the two of us from Jeffco had compared to the rest of the class.
- I feel that the teacher education program at Jeffco successfully prepared me for my four-year program at UMSL. Actually, in some ways I feel I was over prepared, there were many students in my four-year program that did not have the experience or adequate prior knowledge about teaching that I possessed.
- I believe each aspect of the Jefferson College Teacher Education Program worked well as a whole. I found several specific aspects helpful. First and most helpful was the field work, especially the JA teaching experience in Teaching Profession with Field Experience. Working with a group of students over an extended period with JA allows the pre-service teacher to acquire knowledge that cannot come from a textbook or typical college classroom. Furthermore, all of the hours spent in a cooperating classroom setting allow the pre-service teacher to gain knowledge from several different teaching styles and settings. Finally, the time spent at the Confluence Academy (multicultural field experience) allowed my personal growth for diversity in a classroom setting. This growth again, is not an aspect that can be found in the typical college classroom. Second, the work expected and level of teaching received allowed me to build skills required at the four-year college level. I am confident I received a well-balanced education through the Jefferson College Teacher Education Program. Finally, the overall materials, educators, and program allowed my personal growth from student to pre-service teacher.

In addition, unsolicited comments from the two programs to which our AAT graduates most often transfer indicate effectiveness of our program.

- A representative from the University of Missouri – St. Louis commented that the Jefferson College AAT prepares students well to transfer to their programs; of all the AAT programs with whom she has worked, she considers Jefferson to be the most effective.
- Informal feedback from Missouri Baptist University (MBU) indicates that most of their transfer students come from Jefferson and many transfer students perform better on the Praxis exam than native MBU students.

Discussion: Feedback from both program graduates and receiving four-year programs indicate that the Jefferson College AAT program is effective in preparing students for their baccalaureate programs in a number of ways. As mentioned by respondents, the program faculty are a strength for the program and are instrumental in facilitating the professional development of future teachers.

Program Enrollment Trends

Data: The table below shows the number of students taking Education classes during the years under review.

Academic Year	Seats	Credit Hours
2006-2007	895	1,884
2007-2008	793	1,586
2008-2009	1,162	2,534
2009-2010	1,377	3,205
2010-2011	1,182	2,836

Analysis: Since the inception of the AAT in fall 2007, the Teacher Education Program has generally seen increases in the number of students taking education classes. The data show that the average seat count in program courses per academic year has increased from fewer than 900 in the first two years under review to well over 1,100 during the last three years under review. The most recent academic year under review (2010-2011) does represent an exception to the trend of increases that have occurred. However, EDU credit hours for 2010-2011 were higher than credit hours for 2008-2009, the year a third full-time faculty member was added.

Discussion: Several possible causes contribute to the 2010-2011 decrease in Education credit hours, including the following.

- Current Job Market

- ~ *Data:* Several news stories have been published (as found via a Google search) that describe districts that are experiencing decreases in the number of positions, including the St. Louis City School District cutting 500 jobs, the Francis-Howell School District eliminating 95 positions, and the Mehlville School District cutting 20 teachers and six administrators.
- ~ *Analysis:* The current state of the economy may have prompted students to pursue majors other than teaching due to reports of local schools having limited job openings.
- ~ *Response:* The Teacher Education program instructors will discuss with students jobs other than classroom teaching for students pursuing education degrees, including corporate management, departments of children's services, juvenile court staff, probation officers, corporate job trainers, hospitals, museum staff, ministry, political office/government agency, and journalism. (Related data source: <http://www.utc.edu/Academic/SchoolOfEducation/goodfor.php>) As a result, students in the Teacher Education classes will have more options to consider for their careers and will be more likely to continue taking EDU courses. In addition, the instructors will continue to emphasize that effective teacher candidates will always be in demand by schools.

Education faculty members also plan to meet with advisors and ask them to provide information to incoming students about other avenues that are open to them with a teaching degree. In addition, the program will host a career day to help encourage students to consider a teaching degree. The program plans to send a mass email to undeclared Jefferson students to let them know of these possibilities as well. These efforts are intended to encourage incoming students to enroll in EDU courses, positively impacting EDU enrollment.

- **Changes in Plans to Attend College**

 - ~ *Data:* The previous reason discussed (Current Job Market) most likely contributes to this reason as well. When asked in spring 2011 by education instructors why students were not continuing in the Teacher Education program, some students indicated that they had been displaced due to job loss, and once they found work they planned to discontinue school. Others said that they needed to “catch up” on their personal budgets before returning to school, and one student (who may be representative of others in the same position) indicated that he would not continue due to the end of the aid he received as a result of the Chrysler plant closing.
 - ~ *Analysis:* A number of students who indicated that they were changing their plans from pursuing teaching may have contributed to the current lower numbers.
 - ~ *Response:* While the situations described by these individuals may not be directly resolved by the actions of education faculty, the faculty can continue to support and mentor all students to help them navigate their academic careers.

- **Current Trends in Teacher Education Enrollment in Community Colleges**

 - ~ *Data:* A recent inquiry to personnel in Teacher Education programs at other Missouri community colleges shows that several of them are experiencing a decline in enrollment similar to what Jefferson is currently experiencing. For example, East Central College is down by 38%, and Ozarks Technical Community College numbers show a 30% decline. While Mineral Area College did not indicate a percentage, they said they “are dropping a section of almost every class for spring 2012.” Three Rivers College was the only respondent who reported steady numbers.
 - ~ *Analysis:* Teacher Education programs at community colleges, in general, are experiencing a decline in the number of students, which may be attributable to the economy as well.
 - ~ *Response:* Again, instructors will continue to emphasize that effective teacher candidates will always be in demand by schools and that students need to prepare themselves as much as possible to become a teaching candidate who is in demand by schools. It’s important that Jefferson’s Teacher Education program does not overreact to the current poor economy as the state of the economy is cyclical.

- **Possible Lack of Qualified Students to Take EDU205 and/or EDU210**

 - ~ *Data:* Data provided by Joe Lange shows a general decline in the overall term GPA for all students since the 2008-2009 school year, from an approximate 3.00 in the first two terms to an approximate 2.50 in the most recent three terms. Substantial differences exist in the term GPAs of those who continued in the EDU courses and those individuals who did not. The differences are approximately one full grade level. Furthermore, a considerable difference exists in the percentage of students whose GPA is equal to, or greater than, 2.50 who continue on in 200-level EDU courses and those who do not. A higher percentage of students whose GPA is 2.50 or higher enroll in the 200-level courses within the next two semesters. The data also show differences in course placement test scores of students who took subsequent Teacher Education courses and those individuals who did not.
 - ~ *Data Source:* EDU Report for Program Review 2011 (J. Lange) included as an addendum to this report

- ~ *Analysis:* The decrease in subsequent enrollment in EDU205 and/or EDU210 courses may be related to the decrease in student academic ability (course placement test scores) or academic performance (mean term GPAs). This finding may simply be an anomaly that contributed to the current dip in enrollment. The comparison of students' GPAs at the 2.50 GPA level is significant because the minimum GPA required to earn the AAT is 2.50.
 - ~ *Response:* The program will continue to track the GPAs of students who remain in the Teacher Education program with those individuals who do not to determine whether this finding is an unusual occurrence or part of a trend.
- Decline Reported in Census Enrollment Reports
 - ~ *Data:* The Census Enrollment Reports provide the total number of credit hours generated by students by degree declared. Comparisons in these reports show a significant decrease in total credit hours generated by students who have declared the AAT as the degree they are seeking; however, a number of possible reasons exist for this reported decline.
 - ~ *Analysis:* In addition to the current recession, the delaying of declaration as an AAT student (described in the Summary of Departmental Activities section of this report) may have reduced the reported number of credit hours generated by AAT students. Students interested in teaching who began at Jefferson College prior to fall 2010 declared the AAT as their major prior to taking any education course. Many of these students, however, either took EDU105 in 2009-2010 and never took another education class, or they never took *any* education course at all. Nonetheless, due to their initial declaration of AAT, these students were counted in the number of credit hours generated for AAT until the point they officially changed their majors from the AAT. With the recent change in when students declare the ATT as the degree they are seeking, these credit hours are no longer attributed to the AAT. A more meaningful measure of the status of the Teacher Education program is the comparison of EDU credit hours generated. This information is presented in the Cost per FTE section of this report.
 - ~ *Response:* The program will continue to monitor how the change in timeframe for declaration affects the number of hours reported. In the near future, the numbers should provide a clearer picture, since the students who were initially designated as AAT upon entry into college will no longer be enrolled here or will have changed their majors to the correct one.
 - Possible Competition from Online Programs
 - ~ *Data:* The University of Phoenix offers an online degree in education and is accredited by the Missouri Department of Elementary and Secondary Education (DESE) and the Higher Learning Commission (HLC). The university advertises heavily in the St. Louis market. In addition, Western Governors University currently offers a complete online program also accredited by the HLC; however, this university program has not been approved for certification through DESE. Depending on the certification, students that complete the Western Governors University program could petition DESE and attain certification by simply taking courses that are required by the state of Missouri, or DESE may accept the degree without any further course requirements.
 - ~ *Data Sources:* <http://www.phoenix.edu/students/how-it-works/how-learning-formats.html>; http://dese.mo.gov/divteachqual/tached/directory/documents/college_directory6-20-2011.pdf; <http://www.wgu.edu/>
 - ~ *Analysis:* Students desiring a completely online degree in teaching may choose not to enroll in Jefferson Teacher Education courses.

- ~ *Response:* A 2+2 fully online option for a bachelor's degree in Teacher Education was explored with Missouri Baptist University. However, Missouri Baptist has indicated no interest currently. Agreements with other institutions such as the University of Missouri-St. Louis, Webster University and Southeast Missouri State University will be explored.

- **Faculty Indicators**
 - ~ *Data*

**Faculty Indicators for Education (EDU) Instructional Assessment, School Years 2006-2011
School Terms 200701 through 201103 (Summer 2006 through Spring 2011)**

Number of Course Sections Taught	Total Students	Attrition Number ("W" Grades)	Attrition Percent	Student Credit Hours (A to F Grades)	Average Students	Average GPA	Annualized 5-Year Program FTE
312	5,408	722	13.4%	9,737	17.3	3.146	64.9

Notes: Attrition % represents the number of "W" grades conferred as a percentage of ALL students.
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".

- ~ *Analysis:* For the five year period under review, most students enrolled in Jefferson's education courses were taught by full-time faculty.
- ~ *Response:* Maintaining the current number of Teacher Education full-time faculty will ensure that Jefferson education students continue to receive quality mentoring and excellent preparation for coursework at four-year institutions as well as teaching in their own classrooms in the future. Maintaining the quality achieved through this student interaction with full-time faculty is critical, considering Teacher Education is the only program in the Arts & Science division. The current number of full-time Teacher Education faculty facilitate this quality personal and professional development of our Teacher Education students. (See the Internal and External Data section of this report for information on Education students' level of preparedness for coursework at four-year institutions.)

Projections for the Future

While today's economy may be to blame for fewer available teaching positions for college graduates this year, several sources of data indicate that the downward trend will not continue indefinitely.

- **A Steady to Improving Job Market for Teachers**
 - ~ *Data:* According to the Bureau of Labor Statistics' *Occupational Outlook Handbook, 2010-11 Edition*, the K-12 "employment is projected to grow 'about as fast as the average' (about 13%) for all occupations between 2008-2018." In addition, the Bureau expects the number of special education teachers to increase by 17 percent from 2008 to 2018, or faster than the average for all occupations. Furthermore, although the job market for teachers here in Missouri may seem saturated, the local Fox C-6 School District hired over 40 new employees for the 2011-2012 school year. Teacher Education students may also find opportunities in other areas of the state and country, as well as in other countries, especially Asia.
 - ~ *Data Sources:* <http://www.bls.gov/oco/ocos318.htm>; <http://www.bls.gov/oco/ocos070.htm>; <http://www.jobs.ac.uk/career-tools-and-advice/working-overseas/1324/supply-and-demand-for-english-teachers-worldwide>

- ~ *Analysis:* Teaching positions will definitely continue to be available into the future. Program instructors should emphasize that openings will exist.
- Possible Increase in Numbers of Available Positions Due to Retirements
 - ~ *Data:* The Public School Retirement System (PSRS) is planning to end an option for early retirement (the under 25-and-Out) on July 1, 2013. Prior or on that deadline, a number of teachers may exercise that option, resulting in more available positions after that date.
 - ~ *Data Source:* http://www.psrsmo.org/psrs/25-and-Out_Calculation.html
 - ~ *Analysis:* More available teaching positions may result in more students enrolling in Jefferson's Teacher Education program.
- Possible Increase in Demand for Certified Teachers for Pre-Kindergarten
 - ~ *Data:* Dr. Chris Nicastro, Missouri's Commissioner of Education, has identified one of her goals as "All Missouri children will enter kindergarten prepared to be successful in school." In accordance with this goal, DESE is currently in process of changing early childhood education in Missouri. Although the exact plans have not yet been specified, one may be a movement toward universal/mandatory pre-kindergarten in the state. This change would most likely mean an increase in the need for certified teachers of those students.
 - ~ *Data Source:* <http://dese.mo.gov/top10by20/documents/10x20-plan.pdf>
 - ~ *Analysis:* An increase in demand for certified teachers of pre-school may result in more students enrolling in our Teacher Education program.

Annual Cost per FTE and Trend Analyses
(completed by Fall semester)

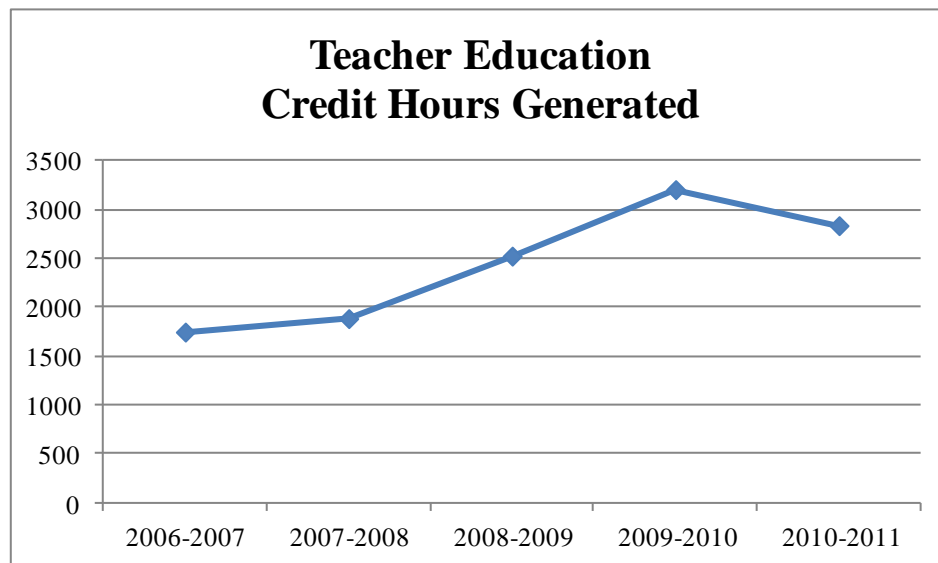
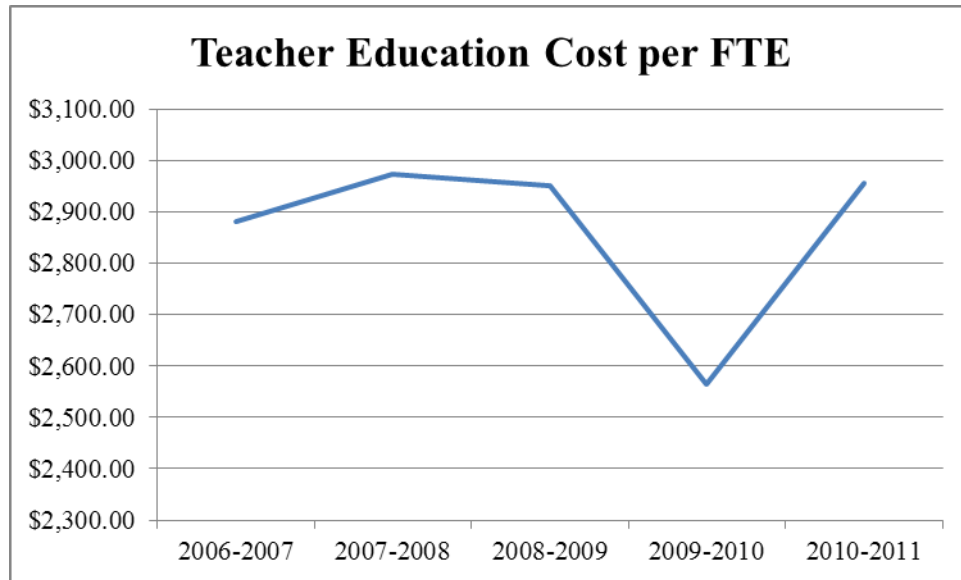
Provide cost per FTE and analyze for the period being evaluated.

Program Costs

Data: The following tables and charts show cost per FTE and Teacher Education credit hours generated for the period under review.

Teacher Education Cost Per FTE

Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Credit Hours	1746	1884	2524	3205	2836
FTE	58.2	62.8	84.1	106.83	94.53
Program Cost	\$167,602.50	\$186,633.34	\$248,209.88	\$274,034.05	\$279,381.47
Cost per FTE	\$2,879.76	\$2,971.87	\$2,951.37	\$2,565.14	\$2,955.48



Analysis: With the adoption of the AAT in 2007, education credit hours climbed and the College determined that the program needed three full-time faculty members to provide quality teaching and mentoring to future PK-12 teachers. The addition of a third full-time faculty member essentially did not impact cost per FTE. Then, the unusually high credit hours generated during the 2009-2010 academic year, as compared to other years, necessitated an increased use of adjunct instructors, which resulted in a significantly decreased cost per FTE for the 2009-2010 academic year. With the exception of the 2009-2010 academic year, the annual cost per FTE of the program has been relatively consistent.

The 11.4% increase in program cost from 2006-2007 to 2007-2008 and the associated increased cost per FTE can in part be attributed to the cost for student background checks, for which the 2007-2008 academic year was the first year charges were incurred in summer, fall and spring. However, the significant charge for these background checks (\$17,420 in 2010-2011) artificially inflates the costs of the program every year because the fees students pay are not included in the determination of program cost. Since the college charges a fee of \$61 per student, yet pays only \$51 for each background check, the result is actually a net gain for the College of \$10 for each background check conducted.

For the period under review, credit hours generated for EDU courses have increased each year, with the exception of a 11.5% decrease from 2009-2010 to 2010-2011. Even with this decrease, credit hours generated for the 2010-2011 academic year were higher than the year it was determined the program needed three full-time faculty members (2007-2008). The overall trend of increased credit hours generated for the period under review and the relatively consistent cost per FTE, along with the expected continuation of three full-time faculty members, suggests annual cost per FTE is expected to remain stable for the years ahead.

A look at the semester just beyond the years under review (fall 2011) shows a decrease in credit hours generated from fall 2010 (1,267) to fall 2011 (993). This decrease may, at least partially, be a result of to a number of factors discussed elsewhere in this report. Therefore, more time is necessary to determine whether the current downturn will rectify itself through an improved economy and from the multitude of actions that the program faculty plan to take over the next few years that will further enhance the program for the benefit of students and their professional development toward becoming effective teachers.

SWOT Analysis

(completed by Fall semester)

Using the data collected and analyzed, complete a SWOT analysis. Reference and link data for each.

Internal Strengths

- The Jefferson College Teacher Education Program, the only program in Arts and Sciences, is a strong program designed to facilitate the development of effective teachers throughout their experience at the college and beyond.
- The average seat count in program courses per academic year has increased from fewer than 900 in the first two years under review to well over 1,100 during the last three years under review.
- The AAT provides students with a seamless transfer to four-year teacher education programs in Missouri.
- Students who complete the AAT report being very prepared for their four-year programs.
- Course instructors model diverse effective student-centered teaching practices (e.g., constructivism) in their classrooms.
- Having three full-time instructors allows the program to provide comprehensive support and a variety of experiences that benefit students as they develop into effective professional educators.
- Course instructors serve as mentors in the professional development of students and provide thorough advising through program classes as well as individually.
- Collaboration among instructors, including support for adjuncts, strengthens the program for all students.
- A variety of field experiences throughout the program prepares students for teaching.
- All full-time and adjunct instructors have had many years of experience in P-12 schools.
- The background check system that is in place has helped to inform some students early in their education that the state will not allow them to become certified teachers. This process gives these students an opportunity to pursue other career paths before spending a great deal of time and money in education classes.
- The majority of courses are available for students to take online.
- The program's Teacher Education Club (Student-MNEA) provides opportunities for professional development of students.

- The program has a strong connection with and leadership in the state teacher education organization (MACTE) and the Missouri Department of Elementary and Secondary Education (DESE).

Internal Weaknesses

- **Weakness:** The program currently has no multi-section course assessment.

Action Plan: The program will create and institute a multi-section course assessment in spring 2012 in Educational Psychology (EDU225).

- **Weakness:** The percentage of Exploring the Field of Education (EDU105) students (typically first-semester freshmen), who take subsequent education classes is lower than expected, which may be due to low cumulative GPAs.

Action Plan: Instructors will provide additional support and guidance to EDU105 students to help them become more successful in college.

Action Plan: In order to promote integration of freshmen, education instructors can teach at least one section of COL101 on a parallel schedule with one section of EDU105.

- **Weakness:** Exploring the Field of Education (EDU105) and Teaching Profession with Field Experience (EDU230) only have sections that are fully offered on campus.

Action Plan: The program will create hybrid or fully online sections of EDU 105 and EDU230.

- **Weakness:** No EDU honors courses are currently available for high-achieving students.

Action Plan: The program will inquire about the possibility of creating honors sections of EDU courses.

- **Weakness:** Although the Teacher Education Club provides many professional development opportunities for students, few students take advantage of these opportunities and choose not to participate in/attend them.

Action Plan: The program will develop strategies to increase the number of students who participate in club activities and further emphasize the benefits of participation on professional development.

- **Weakness:** The program has limited data on the number of students who obtain teaching positions after graduating from their four-year institutions.

Action Plan: The program will contact districts and four-year programs to ask about the possibility of obtaining this information from those entities.

- **Weakness:** The program does not have stated program-level outcomes.

Action Plan: The program will develop program-level outcomes.

- **Weakness:** There is limited enrollment in EDU courses at JCNW.

Action Plan: Program faculty will more actively promote the EDU program at JCNW.

External Opportunities

- **Opportunity:** The Public School Retirement System (PSRS) is planning to end an option for early retirement (the under 25-and-Out) on July 1, 2013. Prior or on that deadline, a number of teachers may exercise that option, resulting in more available teaching positions for our graduates after that date.

Possible Impact on Program: More available teaching positions may result in more students enrolling in the Teacher Education program.

- **Opportunity:** Dr. Chris Nicastro, Missouri's Commissioner of Education, has identified one of her four primary goals as "All Missouri children will enter kindergarten prepared to be successful in school." In accordance with this goal, DESE is currently in process of changing early childhood education in Missouri. Although the exact plans have not yet been specified, one may be a movement toward universal/mandatory pre-kindergarten in the state. This change would most likely mean an increase in the need for certified teachers of those students.

Possible Impact on Program: An increase in demand for certified teachers of pre-school may result in more students enrolling in our Teacher Education program.

- **Opportunity:** Another one of Dr. Chris Nicastro's primary goals is "Missouri will prepare, develop, and support effective educators."

Possible Impact on Program: This statewide emphasis on teacher preparation may impact the Jefferson College Teacher Education program positively by bringing attention to the importance of teacher education. As a result, the program may benefit from additional enrollment.

- **Opportunity:** The program can offer workshops for area PK-12 teachers on the college campus. One such possibility is the NASA Aerospace Education Services Project. Information was gathered from the Three Rivers College teacher education program in Poplar Bluff regarding free professional development workshops they offer for PK-12 teachers in their area.

Possible Impact on Program: Offering workshops for area PK-12 teachers could impact the program in several ways. One direct result may be enhanced relationships with area schools. In addition, the program could see indirect benefits from PK-12 students whose perception of the program may improve, thus increasing enrollment. Yet another outcome of these workshops may be opportunities for current Jefferson Teacher Education students to interact with PK-12 teachers in a professional development setting.

- **Opportunity:** In addition to offering workshops as described above, the program can also enhance connections with PK-12 schools by visiting schools and meeting with administrators. Having three full-time faculty members can allow the program to reach the dozens of schools in the community college district.

Possible Impact on Program: Personal connections with area schools may result in those schools having a more positive perception of the college and the program. As a result, the degree to which area schools support the college and program may increase.

- **Opportunity:** Since the college has expanded the enrollment in ECE classes on campus for high school students, Teacher Education program instructors can visit those classes to discuss the program.

Possible Impact on Program: Presentations to high school students on campus may influence those students to enroll in the College's Teacher Education program the following year.

- **Opportunity:** The Missouri Association of Colleges for Teacher Education (MACTE) and DESE offer many opportunities for active involvement of teacher education faculty at both two-year and four-year institutions that helps shape the future of Missouri teacher education. Participation on committees allows for a sharing of best practices ideas across the state. Currently, only Ken Boning benefits from these opportunities since he is the only full-time program faculty member who attends. (He currently serves as the President of the MACTE Community College Group.) Additional regular involvement by Terry Kite and Tamela Reaves will allow them to experience similar benefits for nominal cost.

Possible Impact on Program: Participation by all program faculty in the development of teacher education in the state will most likely enhance the program, at least through the exchange of ideas regarding best practices from other institutions.

External Threats

- **Possible Threat:** The weak current economy and teacher layoffs may deter students from entering the field of education due to a perceived lack of job opportunities once they earn their certification.

Action Plan: Program instructors can improve communication to students about the true expected rate of growth of available positions, especially in high demand areas (special education, mathematics, and science). Modes of communication include class discussions meetings with college advisors, and hosting career days in order to provide accurate information about the career possibilities for teacher education majors.

- **Possible Threat:** Since some institutions offer complete four-year online teacher education programs in Missouri, some individuals may decide to enroll in such a program instead of the Jefferson College program.

Action Plan: A 2 plus 2 fully online option for a bachelor's degree in Teacher Education was explored with Missouri Baptist University. However, Missouri Baptist indicated no interest at this time. Program instructors will pursue 2 plus 2 options with other institutions such as the University of Missouri-St. Louis, Webster University and Southeast Missouri State University.

External Accreditation (if applicable)

Link to accreditation report.

The Jefferson College Teacher Education Program has not undergone a full review by the Missouri Department of Elementary and Secondary Education (DESE) since before the program's last institutional review. The program was scheduled to be reviewed during the 2011-2012 academic year; however, due to changes at DESE in terms of the program review process, the date for the Jefferson College program review has been delayed until a date that is undetermined at this point.

ACTION PLANS for *Teacher Education Program* / 2011-2012

Org	Date	Strategic Aim	Objective	Action Plans	Benchmark Value	Target value	KPI	Fiscal Resources Required	Timeframe	Responsible Party(s)	Status
55411	11/1/11	1	2	Implement online section of EDU105: Exploring the Field of Education	0 students	20 students	1	Online course development funds - \$670	Spring 2012	Terry Kite	Proposed
55411	11/1/11	1	5	Education instructors will teach at least one section of COL101 on a parallel schedule with EDU105	0 students	15 students	2	None	Fall 2012	All Education Faculty	Proposed
55411	11/1/11	1	5	Provide additional support/guidance for EDU105 students, most of who are transitioning to college	Not currently tracked	200 e-mails /phone calls to students	2	None	Fall 2012	All Education Faculty	Proposed
55411	11/1/11	1	6	Explore the possibility of honors sections of EDU courses	0 sections	4 sections	4	None	Fall 2012	Ken Boning	Proposed
55411	11/1/11	2	16	Presentation to college advisors about program	0 presentations each year	2 presentations per year	7	None	Fall 2012	Tamela Reaves	Proposed
55411	11/1/11	2	16	Teacher Education Career Day	0 attendees	20 attendees	7	None	Spring 2013	Tamela Reaves	Proposed
55411	11/1/11	3	18	Enhance relationships with P-12 schools	0 visits per semester	6 visits per semester	20	\$300 for Jefferson College Themed Give-aways	Beginning Spring 2012	All Education Faculty	Proposed
55411	11/1/11	4	25	Increase involvement of all full-time EDU faculty with state organizations (MACTE/DESE)	1 full-time faculty member attending meetings	3 full-time faculty members attending meetings	24	\$800 annually	Beginning Spring 2012	All Education Faculty	Proposed
55411	11/1/11	7	39	Complete one multi-section assessment each semester	0 multi-section projects	1 multi-section project per semester	None of the Current Options Apply	None	Beginning Spring 2012	All Education Faculty	Proposed
55411	11/1/11	1	2	Explore 2+2 options for fully online programs	one 4-year institution contacted	3 4-year institutions contacted	2	None	Beginning Spring 2012	All Education Faculty	Proposed
55411	11/1/11	2	12	Promote EDU offerings and enrollment at JCNW	0 visits to COL101 & GUD 136 classes at JCNW	4 visits to COL101 & GUD 136 classes at JCNW	7	None	Beginning Spring 2012	All Education Faculty	Proposed

Evaluation

☐ Meets Expectations
Comments:


☒ Requires Immediate Attention
Comments:

Considering the enrollment in other programs and the declining enrollment in the Teacher Education Program, continued monitoring of enrollment in Teacher Education courses is needed over the next year.

Follow-up report required by: November 15, 2012
Comments: (date)

Enrollments for Spring 2012, Fall 2012 and Spring 2013 will be monitored.

Approvals



Division Chair/Director
Comments:

11-1-11

Date



Dean
Comments:

November 1, 2011

Date

Vice President/President
Comments:

Date