

INSTITUTIONAL ASSESSMENT REPORT

EARLY CHILDHOOD EDUCATION / 2013

Department's Relationship to the College Mission and Strategic Plan

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

The Early Childhood Education (ECE) department plays a vital role in fulfilling the mission of the college. The program meets the needs of the community by enrolling working professionals in courses that develop their skills and by ensuring that students seeking a career develop intellectually, socially, and personally into quality child care professionals. Superior teaching is provided by instructors, who are credentialed and knowledgeable of diverse early childhood programs, ensuring students receive a quality learning experience. The instructors provide a supportive learning environment, through the modeling of constructivist teaching strategies. Students are prepared to prosper as professionals in diverse early childhood settings, including infant care, faith-based preschool programs, child care, programs for school-aged children, and parent education.

The Early Childhood Education program most notably supports the aims of the strategic plan by fostering student learning (Aim #1) and community collaboration (Aim #3). Student learning is facilitated in many ways, as mentioned above. In addition, students have the option to take online courses and earn lab and practicum credits, by completing field experiences in a program of their choosing, including their workplace, when appropriate (Aim #1, Objective #2, Deliver instruction flexibly). Community collaboration is facilitated by providing educational opportunities to constituents in our district (Aim #3, Objective #17, Expand educational opportunities). Furthermore, the frequent use of service learning, by Early Childhood instructors, expands the adoption of developmentally-appropriate practices into our community. Early Childhood instructors bring expertise into the community through their service on advisory boards and their membership in local professional organizations (Aim #3, Objective #18, Utilize the expertise of our personnel).

Summary of Departmental Activities, Assessment and Use of Results

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

~ STATUS OF PREVIOUS GOALS ~

An Institutional Effectiveness Review of the Early Childhood Education Department was completed in the 2007-2008 academic year. The goals from that review and the status of each are listed below:

Goal 1: *Develop future online and/or hybrid courses*

This goal was met; ECE122 *Behavior Management* was offered for the first time in Fall 2011 and ECE205 *ECE Practicum II* in Summer 2008.

Goal 2: *Market and recruit AAS and ATS students for the ECE program*

This goal was met; marketing and recruiting students into our programs has been successful through a variety of means. Building positive relationships with area Child Care Center directors through the Advisory Committee has resulted in the enrollment of current child care providers in our ECE courses. Placing students out in the field for labs and practicums has also helped ECE faculty members build rapport in the community and market our program. Faculty assist at area Career Fairs both off and on the Jefferson College campus, taking advantage of the opportunities to meet with potential students. The ATS Recruitment and Placement Representative facilitates enrollment in our Area Technical School classes, although the ECE faculty members take a leading role in the annual ATS Open House and spring recruiting events.

Goal 3: *Partner with Continuing Education*

This goal is ongoing; ECE faculty collaborated with United4Children to provide trainings to area child care professionals during the Spring of 2013. The Missouri Department of Health and Senior Services offered a child care training credential for this service. We will continue to foster training sessions to our area child care providers, through Continuing Education or other agencies, based on the recommendation of the Early Childhood Advisory Committee.

Goal 4: *Develop a plan to address enrollment decline in response to the President's directive*

This goal was met; a plan was developed and implemented in Fall 2008. A significant part of this plan was to implement online courses throughout the ECE curriculum. All ECE courses have been developed with an online format, with the exception of ECE201 *ECE Lab*, ECE202 *ECE Practicum I*, and ECE210 *Curriculum Strategies for Preschool Classrooms*. After careful

consideration and examination of ECE curricula at other institutions, it was decided to forego online implementation of these courses.

Another way enrollment decline was addressed was through our ATS program. Enrollment increased by over 30% with the addition of an afternoon ATS section. Total enrollment in the ATS ECE program was 40 in 2007-2008 and 62 in 2012-2013. These numbers provide for potential growth in the post-secondary program.

Goal 5: *Establish an articulation agreement with UMSL, if UMSL's program warrants this*

This goal does not appear to be a viable option. Currently, UMSL will not reach an agreement on articulation with the ECE Department.

Goal 6: *Increase course offerings at JCA*

This goal has been met, with limited success. ECE102 *Introduction to ECE* and ECE103 *Child Health, Nutrition, and Safety* were added to the academic year schedule during the Fall and Spring semesters of 2008-2009. These courses had satisfactory enrollments until Fall 2012, when there was an institution-wide enrollment decline. At that time, ECE102 was cancelled at JCA, but there are plans to add it back into the schedule in the future. ECE103, ECE201, and ECE202 remain on the JCA schedule.

Goal 7: *Offer courses at JCNW*

This goal was not met; ECE108 *Infant Toddler Care* was put on the Spring 2011 JCNW schedule, but enrollment was minimal, and the class was cancelled. (This is a concern college wide, due to declining enrollments at JCNW). It is unlikely that ECE classes will be offered at JCNW in the near future.

Goal 8: *Develop an on-campus Infant and Toddler lab site as a long-term goal*

This is an ongoing goal; expanding our campus Child Development Center to include infants and toddlers will always be a goal of the ECE program. Quality infant and toddler programs are rare in Jefferson County, and it is difficult to place students who are interested in this age group in lab and practicum experiences. Our campus lab site needs to model this area of early childhood education for our community, as well.

~ DEPARTMENTAL ACTIVITIES FOR PERIOD UNDER REVIEW ~

Quality Instruction

Full-time Faculty

The full-time faculty member has been at Jefferson College in the ECE department for twenty-four years, with only one year as an adjunct instructor. She has enrolled in MO ACCESS (AAS ECE program instructors throughout Missouri), which is a newly formed organization. During

Summer 2012, the group met for the first time at the annual MOACTE Conference. Although there are only a small number of ECE instructors at the community college level state wide, the networking through MO ACCESS has impacted curriculum design, as detailed in the Curriculum Development section of this report. This networking has also helped keep the instructor abreast of the needs of the Child Care/Early Education profession throughout the state.

The full-time faculty member has also served as the Chairperson for the Jefferson College Early Childhood Advisory Committee, and she is an active member of additional Early Education Advisory committees in the community. As a result, she has developed new online courses during the period of this Institutional Assessment and made scheduling changes to better accommodate student and professional needs.

Adjunct Faculty

Open and responsive communication is paramount between the full-time faculty member and adjuncts in the ECE program. The same adjunct faculty have been in place throughout the period of this Institutional Assessment due to the high quality of their instruction. All current adjunct faculty have attained their Jefferson College Online Certifications. The courses they instruct were originally face to face, and transitioning to online course development and instruction has resulted in increased student enrollment. All courses taught by adjunct instructors have been reviewed at least once during this Institutional Assessment period, and student evaluations of their courses remain positive.

Online Instruction

Instruction in online courses has significantly improved with the addition of Blackboard9. Course links, grading rubrics, more interactive projects, and discussion boards are a part of all online ECE courses. As a result, more diverse learning opportunities are provided to students. Nine of the twelve ECE courses are offered online.

Curriculum Development

The Teaching Students to Empower Families curriculum was integrated into all ECE courses in Fall 2012. This curriculum, based on the Strengthening Families framework, was part of a state-wide initiative for all AAS ECE programs. The curriculum was written by a group of eleven stakeholders, including the full-time faculty member, during this Institutional Assessment period. The impact of this curricular change was noted by the Advisory Committee in the Spring 2013 meeting during the discussion of family needs within our community. Adding this new component to all ECE classes will better equip our students as they are employed in this field.

Advisory Board

Annual Advisory meetings were held during this Institutional Assessment review period. Changes to the committee membership were made, when necessary, to strengthen the group. These revisions provided representation throughout all areas of Early Childhood Education, including for-profit and nonprofit programs in Child Care, Early Childhood Special Education,

Head Start, Half-Day Preschool Programs, Early Childhood in Jefferson County Public School Districts, and School-Age Child Care. These Advisory Committee changes have increased the breadth and diversity of the group. As the profession changed, it was necessary to change the composition of our Advisory Committee to assure the Early Childhood Department trained students for all programs in our community.

Lab and Practicum Sites

Changes to the composition of the Advisory Board opened up more diverse possibilities for lab and practicum sites for our students and, eventually, jobs for our graduates. The expansion of possible lab sites gave our students a variety of experiences to strengthen their skills. Students are encouraged to complete observation assignments and lab/practicum requirements in a variety of programs which have different philosophies and provide for different needs. Our students are exposed to the diverse Early Childhood community through this expansion of lab and practicum sites. Our campus Child Development Center, however, remains the model lab and practicum site for our students because of the high standards and excellent quality of the program. All students compare off-campus sites to the model, which ensures students will pattern the demonstrated best practices when working in the field.

Area Technical School

Changes were made in the ECE Area Technical School program Fall 2010, when an afternoon section was added. Laniece Wagner, whose teaching assignments were divided in half between ATS and post-secondary programs, became a full time ATS instructor by teaching this third section of the course. The afternoon section increased our enrollment capacity by 30%. Although there are only four area school districts enrolling students in the afternoon classes, our ECE section has been at capacity, or near capacity, all four years. The current tuition per ATS student is \$2000. At this rate our afternoon ATS section generates \$40,000 of income to the college, and our total ECE ATS enrollment generates revenue of \$120,000 per school year. Because young children are napping in the early afternoon, there will always be challenges for instructing an afternoon ECE course that has a lab component. Through collaborative efforts with our community partners, we have managed to work through most of these conflicts. Adding an additional twenty students to the ATS program has increased our retention potential by the same number when students earn their college credits in high school and then continue our program at the post-secondary level.

SkillsUSA has been offered to our ATS and post-secondary students since Fall 2010. Through this Career and Technical Education student organization, Early Childhood students have practiced job skills through district and state-wide competitions. During events held in 2012 and 2013, ECE students have taken first-place awards at the district level and second-place awards at the state level. These students competed in events focusing on ECE competencies, with approximately thirty other students from across the state. These events have validated the quality of instruction in our Early Childhood Department.

Multi-Section Assessment

A multi-section assessment was conducted in Spring 2013 of ECE103 *Child Health, Nutrition, and Safety*, using a face-to-face and an online section. Both sections were taught by the same full-time instructor. Data was collected on student performance on the “Health Activity Plan” assignment. Overall conclusions were drawn on any criteria for which student scores fell below 75%, regardless of the section in which the students were enrolled. The assessment revealed that this was an appropriate assignment to help students master the expected learning outcomes of the course; however, within the assignment, some criteria were better met among the face-to-face students. The results made it clear that the online instruction needed revision. These revisions will be incorporated the next time ECE103 is offered online. Revisions will include more lecture notes and instructor-created examples. Another online discussion board with instructor-guided comments will be also be added to help more students meet the criteria. Multi-section assessment will be a useful practice throughout the ECE curriculum. See the following section of this report for additional details.

Service Learning

The Early Childhood Department has many service learning opportunities for students. All ECE instructors, both full-time and adjunct, have engaged their students in service learning during this institutional assessment period. Some instructors routinely incorporate service learning components into every course they teach. Student evaluations have been extremely positive in these courses. Service learning has provided students unique ways to master expected learning outcomes in the field of their chosen profession. Practicing skills has not only expanded learning in our content area but has given students the opportunity to develop responsibility and other “soft skills” employers require. Also, rapport with community Early Childhood professionals has been strengthened through the many service learning projects we have incorporated. ECE faculty feel passionately about student mastery of skills through service learning, and they are committed to infusing service learning throughout the curriculum.

Internal and External Data Collection and Analysis
Gather and analyze relevant internal and external data (link to data).

~ FACULTY INDICATORS ~

Data

Faculty Indicators for Early Childhood Education--(ECE), (School Years 2008-2013)
School Terms 200901 Through 201303 (Summer 2008 through Spring 2013)

Number of Course Sections Taught	Total Students	Attrition Number ("W" Grades)	Attrition Percent	Student Credit Hours Earned	Average Students	Average GPA	Annualized 5-Year Program FTE
198	2,258	162	7.2%	5,595	11.4	2.819	37.3

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).

Analysis

Most students receive instruction from the full-time faculty member. The average GPA for every instructor is in line with the overall average GPA, indicating that students in all sections are provided with consistent instruction. The average number of students per instructor is low, which is consistent with other CTE programs. The full-time faculty member has the lowest average number of students, due to the lab and practicum students she supervises; typically there are fewer than five students for each section of these courses. The instructor is paid on a per-student basis for these courses.

~ MULTI-SECTION ASSESSMENT ~

Procedure

A multi-section assessment of ECE103 *Child Health, Nutrition, and Safety* was conducted in February 2013. This assessment addressed the following expected learning outcome: "The student will assist children in developing healthy living habits." Since there was only one instructor teaching this course during the Spring 2013 semester, data was collected on student performance in each of the two sections. The full-time instructor taught one face-to-face and one online section of the course. The same "Health Activity Plan" assignment was required for all students in both sections. Students were given a list of health-related topics and four different age groups from which to choose. Twenty-one students completed the assignment in the online section and ten students completed it in the face-to-face section. Oddly, 16% of the students did not submit the assignment in each of the sections. The instructor used the same rubric for grading the assignments, based on six criteria. Those criteria used to assess student mastery of the outcome included a clearly and accurately stated concept, a concept appropriate for the selected

age group, an age-appropriate constructivist activity, a complete list of materials, an assessment component, and a connection to a field trip/visitor extension activity. After the assignments were collected and scored according to the criteria on the rubric, data was compared between the face-to-face and online sections. Overall conclusions were also drawn concerning any criteria in which student scores fell below 75%, no matter the section in which they were enrolled. Each criterion was scored 0 – 3 points, dependent upon whether the response to the criterion was (3) mastered, (2) adequate, (1) minimally met, or (0) not met.

Data

Criteria	Minimally Met Or Did Not Meet		Adequately Met		Mastered	
	<i>Online</i>	<i>On-campus</i>	<i>Online</i>	<i>On-campus</i>	<i>Online</i>	<i>On-campus</i>
Accurately stated concept	0%	0%	5%	10%	95%	90%
Appropriate for age group	0%	0%	5%	10%	95%	90%
Hands-on activity	42%	11%	28%	28%	33%	60%
Age appropriate materials	5%	0%	0%	0%	95%	100%
Assessment component	14%	0%	33%	40%	52%	60%
Connection to extension activity	0%	10%	14%	20%	85%	70%

Analysis

The vast majority of students taking this course, 90% of the face-to-face and 95% of the online, were able to clearly and accurately state a concept that was appropriate for the age group they selected. These students scored 3 points on these first two criteria. Ninety-five percent (95%) of the online and 100% of the face-to-face students scored 3 points on the fourth criterion, providing a complete list of materials to correspond with their constructivist activity. Students did not seem to have difficulty with the last criterion of creating a field trip or visitor extension activity, either. Eighty-five percent (85%) of the online and 70% of the face-to-face students scored 3 points on this criterion. The third criterion, creating an age-appropriate constructivist activity, presented more problems for all students. Those in the face-to-face section, however, had more success with this. Only 20% of the students in this section scored 1 point on this criteria, versus 42% in the online section. The assessment component was also a challenge to many of the students, with roughly half scoring less than 3 points.

Summary

The data from this first multi-section assessment for Early Childhood Education has been useful; the assessment has revealed an appropriate assignment that helps students meet this expected learning outcome. Within the assignment, some criteria seem to be better met among face-to-face students than among the online students; therefore, the online instruction needs to be revised. These revisions will be incorporated the next time ECE103 is offered online, Summer 2013. Online students had more difficulty creating age-appropriate constructivist activities. Instructor-created examples need to be provided, along with more content material on what constitutes an age-appropriate constructivist activity. During face-to-face instruction, ideas for these activities are discussed in the class spontaneously. An online discussion board on the topic may also be worthy. Furthermore, all students could benefit from more instruction and informal practice connecting an appropriate assessment piece to their learning experience. Since ECE103 has no prerequisite, this is the first education course for many of the students. They are being introduced to all the components of a classroom learning experience, including assessment. As they have more experience writing lesson plans, they will become more familiar with writing an assessment piece. In grading this assignment, the instructor should clearly identify student errors and allow the students more practice generating additional ideas for assessment. Next semester, the graded assignments will be returned to students, who will be allowed a second opportunity to provide assessment ideas.

~ STUDENT AND ADVISORY BOARD SURVEY ~

During the Spring of 2013 the ECE full-time faculty member surveyed eleven Advisory Committee members and five AAS graduates with similar questions about the program. Individuals were questioned about which ECE courses are the most beneficial, the strengths and weaknesses of the program, courses that are needed but lacking in the curriculum, training anticipated over the next five years, and how the program helps connect to professional goals. Advisory committee members and graduates had similar responses to most of the questions.

The survey results show overall satisfaction with the Early Childhood Education program as evidenced by the following quotes taken from the surveys:

“Hopefully, we will always have a pool of ECE AAS graduates to fill our staffing needs.”

“All courses you offer in the ECE curriculum are very important, and they helped me become a successful Early Childhood teacher.”

“The Jeffco ECE program was so beneficial to me. Starting with ATS and then moving on to the college program gave me the opportunity to observe, work in a classroom, and, eventually, seek employment, where I completed my practicum. This program is helping raise the quality of ECE in Jefferson County.”

“The knowledge and skills gained in the ECE program mirrors what is required in our center.”

Nearly all survey participants felt the *Behavior Management* course, along with the lab and practicums, were the most beneficial. Advisory members commented that lab and practicums gave students experiences in the classroom and built confidence in students’ abilities before they were hired. Graduates employed in the field relied on skills gained from all their classes in the program, but specific comments were made about the importance of the *Behavior Management* course, especially. Most everyone surveyed predicted changes in the area of Early Childhood Special Education within the next few years, with more children being diagnosed with special needs before age 5. Comments were favorable regarding the *Integrating Children with Special Needs* class and the observations required in Early Childhood Special Education classrooms. Of course, these classes follow the prerequisite of *Introduction to Early Childhood Education*, and nearly all who were surveyed talked of the importance of this class for giving students an overview of the field.

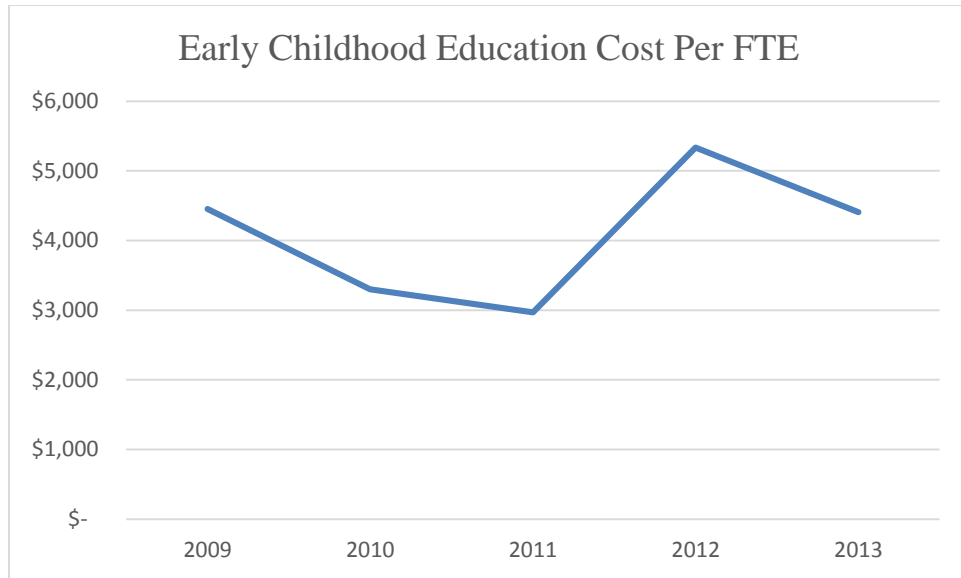
These survey results will have an impact on the ECE program. First, there is not a need for new courses. Second, before the survey, lab and practicum hours were being evaluated to possibly reduce the number of hours each semester. Considering these results, we will continue to require the same number of clock hours as before. Third, results of the survey were shared with adjunct instructors, especially those who teach *Behavior Management* and *Integrating Children with Special Needs*. These adjunct instructors will continue to reinforce concepts that are currently taught. Additionally, the instructor of the *Integrating Children with Special Needs* course will keep abreast of changes in the field, relating to inclusion, and will incorporate those changes into curriculum.

Annual Cost per FTE and Trend Analyses

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

Data

Year	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Credit Hours	1242	1358	1558	1521	1093
FTE	41.4	45.3	51.9	50.7	36.4
Program Cost	\$184,267	\$149,499	\$154,108	\$166,027	160,495
Cost per FTE	\$4,451	\$3300	\$2969	\$5534	\$4409



Analysis

The dip in cost for 2011 coincides with the overall increased enrollment at the College during the downturn in the economy. More notably, the above data do not represent the true cost of the Early Childhood Education program, because the significant revenue generated through the ATS ECE classes is not included in the Cost per FTE calculations. The true cost of the ECE program is significantly less than the Cost per FTE referenced above.

SWOT Analysis

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

Internal Strengths <ul style="list-style-type: none">• Knowledgeable full-time faculty member, who stays current in the field• Well-qualified adjunct instructors• Strong relationships with Jefferson County Early Childhood professionals• On-campus accredited Child Development Center serves as lab site• Service Learning is used to provide students with authentic learning experiences while strengthening community-College relationships• All Jefferson ECE courses transfer to Missouri Baptist University ECE and Child Development degrees; other universities also transfer in selected courses	Internal Weaknesses <ul style="list-style-type: none">• No on-campus infant-toddler lab site• Limited variety in ECE course offerings each semester due to declining enrollments
External Opportunities <ul style="list-style-type: none">• DESE initiative to mandate inclusion of Pre-K in all Missouri school districts• New early childhood centers in the county open periodically• Availability of quality early childhood education conferences	External Threats <ul style="list-style-type: none">• Mo Department of Health and Senior Services does not require associate degreed staff for child care workers and pre-school teachers• Low wages and lack of benefits typical in Jefferson County• Poor economy reduces the number of children in child care centers and, thus, the need for staff• Proposed DESE certification change

Internal Strengths

A major strength of the ECE program is the knowledgeable full-time faculty member, Christy Cornelius. Christy holds a master's degree in early childhood education and has over thirty-five years experience in early childhood education. She stays current in the field by networking with other ECE professionals in the community; she is an active member of the Jefferson County Early Childhood Professionals group and informally networks when observing students at lab and practicum sites and when meeting with faculty from other community colleges. New information acquired through this networking is integrated into the ECE curriculum.

The program also benefits from well-qualified adjunct instructors; all Jefferson ECE adjunct instructors are currently working in the field and have many years of experience. Additionally, all the ECE adjunct instructors have master's degrees.

A strong relationship with Jefferson County early childhood professionals is another strength of the program. Relationships are nurtured as described in the first paragraph of this section and through the Jefferson College ECE Advisory Board (see the Departmental Activities for Period under Review section of this report).

The on-campus accredited Child Development Center serves as a lab site for Jefferson ECE students. All students enrolled in ECE courses observe developmentally appropriate best practices at the Center. The Center is a model for other child care centers in the county.

Service Learning projects in ECE courses provide students with authentic learning experiences while strengthening relationships between the community and the College. Over the five year period under review, the full-time ECE faculty member and all ECE adjunct instructors have utilized Service Learning as a teaching and learning strategy in one or more courses. In some semesters, up to five Service Learning projects run concurrently.

Jefferson's ECE program is recognized by other institutions of higher education. All Jefferson ECE courses transfer to Missouri Baptist University ECE and Child Development degrees; other universities also transfer in selected courses.

Internal Weaknesses

The Jefferson College Child Development Center provides early childhood/school age care and education for children age two through twelve. Since the Center does not have a program for children aged birth to two, there is not an on-campus infant-toddler lab site for students enrolled in the Infant Toddler, Lab, and Practicum credit courses. This is especially problematic because there are no licensed, accredited, developmentally appropriate infant lab sites elsewhere in the county.

- *Action Plan:* Previous proposals to create an infant-toddler room in the Center have not been funded, possibly due to associated annual staffing costs. In consultation with the Dean of Arts and Sciences and the Associate Vice-President of Student Services,

ascertain the viability of adding an infant-toddler room to the Child Development Center. If viable, an Action Plan will be submitted in January 2014.

Due to declining enrollment in ECE courses, there is limited variety in ECE course offerings each semester. Several of the ECE courses are offered just once a year, limiting students' choices each semester. Further, students interested in taking a specific course may have to wait up to a year to enroll in the course.

- *Action Plan:* Increase enrollment, and thus increase variety in offerings each semester, through two means: maximize Area Technical School ECE enrollment by marketing the program to high school counselors; and, increase college student enrollment by presenting to ARC advisors.

External Opportunities

DESE has made it a priority to mandate inclusion of Pre-K in all Missouri school districts.

- *Action Plan:* If this mandate is put in place, Christy Cornelius will partner with local school districts to enroll provisionally certified staff in Jefferson coursework.

New Early Childhood Centers in the county open periodically.

- *Action Plan:* Build relationships with newly opened childcare centers in Jefferson County through visits and phone calls to the directors.

Early Childhood Education conferences are available for professional development.

- *Action Plan:* Increase conference attendance by full-time faculty member.

External Threats

The Missouri Department of Health and Senior Services licensure regulations do not require childcare workers and pre-school teachers to be associate-degreed. For licensure, only directors of centers with more than 100 children enrolled are required to have an associate's degree. This makes enrollment in college courses optional for people interested in careers in early childhood education and thus hinders enrollment in Jefferson ECE courses.

Low wages and limited benefits are typical of child care positions in Jefferson County. Additionally, the current poor economy reduces the number of children in child care centers and, thus, the need for staff, reducing the number of child care positions available in the county. This negatively impacts enrollment in Jefferson courses in two ways. First, these factors limit student interest in early childhood education as a career and consequently they do not enroll in ECE courses. Secondly, with the reduction in the number of childcare workers in the county comes a reduction in the number of current workers who enroll in Jefferson ECE courses to build skills.

Another threat to the ECE program at Jefferson is a proposed DESE certification change. Currently, there is a proposal to replace Birth to Third Grade certification with Birth to Pre-K certification and to incorporate certification for Kindergarten through Third Grade into Elementary certification. If this proposal is adopted, students desiring to teach in kindergarten through third grade classrooms would no longer need to enroll in ECE classes. This would result in less well prepared teachers in schools and also negatively impact Jefferson ECE enrollments.

- *Action Plan:* Submit a comment on the Missouri Association of Early Childhood Teacher Educators (MAECTE) website in opposition to the proposal and continue to support the Association in its policy recommendations.

External Accreditation (if applicable)

Link to accreditation report.

The National Association for the Education of Young Children (NAEYC) accredits two-year associate degree programs. Currently, Jefferson College doesn't seek accreditation from NAEYC, because the current workplace expectations of Jefferson County early childhood programs and the limited enrollment in ECE courses do not justify the initial expense of \$7040 and annual expense of \$6530. Jefferson's ECE program is already highly regarded; accreditation through NAEYC will not result in increased respect or increased earnings for graduates.

INSTITUTIONAL ACTION PLANS for *Early Childhood Education* / 2013

Org	Aim	Obj	Action Plan	KPI	\$	Other Req	Responsible Party	End Date	Status	Target Year	Metric Desc	Metric Value	Benchmark Desc	Benchmark Value	Target Desc	Target Value
56607	I	1	Add Infant Toddler Lab Site	College Level Course Enrollee Success	Approx-imately \$40,000 annually to staff	Grant funds to set up the room;	Christy Cornelius	ongoing	proposed	2015	Infants in Child Development Center annually	1	Number of infants currently in Child Development Center annually	0	Number of infants in Child Development Center annually once Infant room is added	4

DEPARTMENTAL ACTION PLANS for *Early Childhood Education* / 2013

Org	Aim	Obj	Action Plan	KPI	\$	Other Req	Responsible Party	End Date	Status	Target Year	Metric Desc	Metric Value	Benchmark Desc	Benchmark Value	Target Desc	Target Value
56607	III	17	Increase ECE enrollment by maximizing ATS ECE enrollment and conferencing with the ARC	Credit hours	0	None	Christy Cornelius	ongoing	proposed	2014-2019	credit hours generated	1	2012-2013 ECE credit hours generated	1093	Goal for annual number of ECE credit hours generated	1168
56607	IV	23	Increase conference attendance by full-time faculty member	Professional development	Varies; approx.-imately \$1500	None	Christy Cornelius	ongoing	proposed	2014-2019	Number of ECE conferences attended	1	2012-2013 ECE conferences attended	0	Goal for annual ECE conferences attended	1
56607	III	20	Partner with K-12 districts to enroll provisionally certified staff if universal Pre-K is mandated	Credit students	0	None	Christy Cornelius	To be determined	proposed	2014-2019	Number of temporarily certified K-12 staff enrolled	1	Current enrollment of temporarily certified K-12 staff enrolled	0	Goal for temporarily certified K-12 staff enrolled, if universal Pre-K is mandated	15
56607	III	20	Build relationships with new Jefferson County childcare centers	Credit students	0	None	Christy Cornelius	ongoing	proposed	2014-2019	Number of staff at new child care centers enrolled	1	Current enrollment of staff at new child care centers	0	Goal for enrollment of staff at new child care centers	5
56607	III	18	Support MAECTE's policy recommendations through comments to MAECTE website	Credit students	0	None	Christy Cornelius	ongoing	proposed	2014	Posted comment	1	Current comments posted by Jefferson faculty member on MAECTE's website	0	Goal for comments posted by Jefferson faculty member on MAECTE's website	1

Evaluation

☐

Meets Expectations

Comments:

☒

Requires Attention and Submission of a Follow-Up Report

Comments:

☐

Does Not Meet Expectations and Requires Submission of a Follow-Up Report

Comments:

Follow-up report required by: October 1, 2014

Comments: (Date)

Approvals

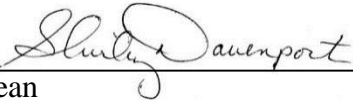


Division Chair/Director

Comments:

11-1-13

Date



Dean

Comments:

11-1-13

Date



Vice President/President

Comments:

March 25, 2014

Date