

# Early Childhood Education

Comprehensive Academic Program Review  
2006-2007

*Associate in Science Degree in  
Early Childhood Education*



Department of Institutional Research  
and Effectiveness  
St. Petersburg College

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## Comprehensive Academic Program Review Produced by Early Childhood Education Program

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## Executive Summary

### *Introduction*

The program review process at St. Petersburg College is a collaborative effort to continuously measure and improve the quality of educational services provided to the community.

### *Program Description*

This program's curriculum provides a general education as well as courses in the specialized areas of early childhood education. The goal of this program is to prepare successful students for careers in the Early Childhood arena.

### *Program Performance*

- *Enrollment* has increased twenty percent (83 enrollments) over the last two academic years. Fall and Spring of 2005-2006 were higher with a slight dip below 2004-2005 levels during the Summer semester.
- *Student Semester Hour (SSH) Productivity* has shown an upward trend in the Early Childhood Education program during the last academic year with the exception of the Spring 2005-2006 semester which had an SSH productivity value (0.67) slightly lower than the previous Spring semester (0.75).
- The number of *program graduates* has been somewhat cyclic in nature as there are increases in the number of graduates every other year. This trend may be artificially influenced by the sequence of the courses within the program. This last two-year cycle had a larger number of graduates (14) than the previous two two-year cycles (9 and 10).
- While the percentage of students receiving a grade of 'A' has steadily declined over the past four semesters, the vast majority of students in the program's *grade distribution* receive a passing grade in the courses.
- *Adjunct faculty* taught 46.4% of the course load for the 2005-2006 academic year as compared to 36.0% for the previous year. The highest semester was the Fall semester in which adjunct faculty taught 58.3% of the program's course load. Only the Spring (34.9%) was within the College's general 65/35 Fulltime/Adjunct Faculty Ratio guideline.

### *Program Profitability*

- The *Relative Profitability Index (RPI)* has shown a downward trend over the last few years after a six-year high of 1.11 in the 2002-2003 academic year. This last academic year was slightly higher than previous, but still the second lowest in the past six years.

### *Academic Outcomes*

- The *2005-2006 Academic Program Assessment Report* indicated that while the Early Education Program exceeded the standard criteria in every one of the five Major Learning Objective (MLO) subject areas when averaging across all years, the average subject area scores showed a general negative trend from academic year to academic year. Only two of the five subject areas on the 2005-2006 End-of-Program Assessment tool had average scores above the standard criterion

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(2.5). While this result is somewhat impacted by the low number of administrations that year, this issue should be given some further attention.

- The *2005-2006 Academic Program Assessment Follow-up Report* will be completed by the due date of October, 2007. At that time the action item established for MLO #4, 'The student will demonstrate knowledge of physical, social, multicultural and linguistic diversity of children and families,' will be addressed. Specifically, the action item states, "The curricula of EEC2907 will be modified to include a classroom meeting time during which specific cultural planning will be addressed. In addition, materials will be made available for student use as necessary."

#### *Stakeholder Perceptions*

- The lecture version of the Student Survey of Instruction (SSI) is distributed to all students enrolled in Early Childhood Education Program classrooms traditional section within the College. The results this past semester (Fall 2006) show a large increase over the previous semester, which was the lowest of the four semesters. Even with the drop in average scores in Spring 2006, all four semesters have average scores well above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales.
- A *Technical Advisory Committee* meeting was held on October 13, 2006. The meeting began with a discussion of topics from the previous meeting including the PERKS grant, student scholarships, and the need for north county classes, and concluded with a discussion of Infant/Toddler Conference, the impact of changes to Associate in Science (AS) degree, the program's website, and the new blended class format for next year.
- Only one of the eight graduates (12.5%) responded to the *Recent Graduate survey*. Since a single response can not accurately represent the entire program, no graduate survey results will be reported.
- Only one *Employer survey* was sent out to an employer based on the permission provided by the single survey received in the 2004-2005 recent graduate survey. No response was received and, therefore, no results will be reported.

#### *Occupation Profile*

- *2005 median yearly income* for Early Childhood Education was \$22,000 for the United States, \$19,900 for the State of Florida, and \$23,100 for the Tampa-St. Petersburg Metropolitan area.
- *Employment trend information* suggests a significant average annual increase (3% - 35%) in employment for the profession over the next 5 - 7 years for the country and state. For Pinellas County, the projection is slightly less at 23% with an average of fifty new job openings per year over the next twelve years. Of the fifty new job openings, thirty-six are estimated to be the result of 'growth' and fourteen are estimated to be the result of 'openings due to replacement.'
- *State Graduates Outcomes data* indicates that almost one hundred and fifty (146) students completed a state Early Childhood Education program in 2003-2004, of those approximately one hundred and twenty (119) had some matching state data. Seventy-six percent (90) of those state graduates were employed at least a full quarter. SPC's Early Childhood Education program had four





graduates, three of which had some matching state data. Two of the three (66.7%) were employed for at least a full quarter.

#### *Summary*

- In addressing the Program Performance measures:
  1. *Enrollment*: The enrollment in this program has grown in response to the state requirement that teachers in Voluntary Prekindergarten (VPK) programs have an Associate degree by 2008 and a Bachelor degree by 2012. The Early Learning Coalition of Pinellas County has provided scholarships to approximately 60 students each session and will be working with the SPC Foundation to set up a dedicated scholarship program utilizing matching funds. This will allow the Coalition to provide an additional 60 scholarships per session. We have also discovered that many students who state they are degree-seeking have not declared their major and are listed in our system as non-degree seeking. This will be addressed in the action plan section of this review.
  2. *Program Graduates*: As financial aid becomes more readily available for this population and state mandates drive the increase in degree-seeking students, graduation rates will follow.
  3. *Grade Distribution*: The Early Childhood Education program is developing a core group of adjunct instructors who are now attending program meetings each session. Instructors are utilizing program rubrics to evaluate assignments along with program-wide policies on college level performance and grading policies. The program trend toward a more expected, standard distribution of grades is a positive step to provide students career-focused major courses while also preparing them to be successful in the general education courses that are part of the associate degree.
  4. *Adjunct faculty*: The vast majority of students in this program are actively working in the early childhood/childcare field. These students prefer night courses and require instructors who understand both the theory and practice of early childhood care and education. The program is enriched by having adjunct instructors who are involved in the early childhood profession in this county. This active involvement also provides outreach to potential students in the field and continuous feedback from early childhood employers.

#### *Recommendations/Action Plan*

- Program Recommendations and action plans are compiled by the Provost and Program Director and are located at the end of the document.





## SPC Mission Statement

The mission of St. Petersburg College is to provide accessible, learner-centered education for students pursuing selected baccalaureate degrees, associate degrees, technical certificates, applied technology diplomas and continuing education within our service area as well as globally in program areas in which the College has special expertise. As a comprehensive, multi-campus postsecondary institution, St. Petersburg College seeks to be a creative leader and partner with students, communities, and other educational institutions to deliver enriched learning experiences and to promote economic and workforce development. St. Petersburg College fulfills its mission led by an outstanding, diverse faculty and staff and enhanced by advanced technologies, distance learning, international education opportunities, innovative teaching techniques, comprehensive library and other information resources, continuous institutional self-evaluation, a climate for student success, and an enduring commitment to excellence.

## Introduction

In a holistic approach the effectiveness of any educational institution is the aggregate value of the education it provides to the community it serves. For over seventy-five years, SPC has provided a wide range of educational opportunities and services to a demographically diverse student body producing tens of thousands of alumni who have been on the forefront of building this county, state and beyond. This is due in large part to the College's institutional effectiveness.

## *Institutional Effectiveness*

At SPC, Institutional Effectiveness is the systematic, explicit, and documented process of measuring performance against SPC mission for the purposes of continuous improvement of academic programs, administrative services, and educational support services offered by the College.

Operationally, the institutional effectiveness process ensures that the stated purposes of the College are accomplished. In other words did the institution successfully execute its mission, goals and objectives? At SPC the Offices of Planning, Budgeting and Research work with all SPC departments and units to establish measurable statements of intent that are used to analyze effectiveness and to guide continuous quality





improvement efforts. Each of St. Petersburg College's units is required to participate in the institutional effectiveness process.

The bottom-line from SPC's institutional effectiveness process is improvement. Once SPC has identified what it is going to do then it acts through the process of teaching, researching and managing to accomplish its desired outcomes. The level of success of SPC's actions is then evaluated. A straightforward assessment process requires a realistic consideration of the intended outcomes that the institution has set and a frank evaluation of the evidence that the institution is achieving that intent.

There is no single right or best way to measure success, improvement or quality. Nevertheless, objectives must be established, data related to those objectives must be collected and analyzed, and the results of those findings must be used to improve the institution in the future. The educational assessment is a critical component of St. Petersburg College's institutional effectiveness process.

#### *Educational Assessment*

Educational programs use a variety of assessment modalities to improve their effectiveness. Assessment and evaluation measures are used at various levels throughout the institution to provide provosts, deans, program managers and faculty vital information on how successful our efforts have been.

While the focus of a particular educational assessment area may change the assessment strategies remain consistent and integrated to the fullest extent possible. The focus for Associate of Arts degrees is targeted for students continuing on to four-year degree programs as opposed to the Associate of Applied Science and Associate of Science and Baccalaureate programs which are targeted towards students seeking employable skills. The General Education-based Assessments focus on the general learning outcome from all degree programs. Program Review looks at the viability of the specific programs.

The individual reports unique by their individual nature are nevertheless written to address how the assessments and their associated action plans have improved learning in their program. The College has developed an



Educational Assessment Website (<https://it.spcollege.edu/edoutcomes/>) to serve as repository for all SPC's educational outcomes reports and to systematically manage our assessment efforts.

#### *Program Review Process*

The program review process at St. Petersburg College is a collaborative effort to continuously measure and improve the quality of educational services provided to the community. The procedures described below go far beyond the "periodic review of existing programs" required by the State Board of Community Colleges; and exceeds the necessary guidelines within the Southern Association of Community Colleges and Schools (SACS) review procedures.

State guidelines require institutions to conduct program reviews every five years as mandated in chapter 1001.02(6) of the Florida Statutes, the State Board of Education (formerly the Florida Board of Education) must provide for the review of all academic programs.

*(6) ...The programs shall be reviewed every 5 years or whenever the state board determines that the effectiveness or efficiency of a program is jeopardized. The State Board of Education shall define the indicators of quality and the criteria for program review for every program. Such indicators include need, student demand, industry-driven competencies for advanced technology and related programs, and resources available to support continuation. The results of the program reviews must be tied to the university and community college budget requests.*

In addition, Rule 6A-14.060 (5) states that each community college shall:

*(5) ...Develop a comprehensive, long-range program plan, including program and service priorities. Statements of expected outcomes shall be published, and facilities shall be used efficiently to achieve such outcomes. Periodic evaluations of programs and services shall use placement and follow-up data, shall determine whether expected*





*outcomes are achieved, and shall be the basis for necessary improvements.*

Recently, SPC reduced the recommended program review timeline to three years to coincide with the long-standing three-year academic program assessment cycle, producing a more coherent and integrated review process. Figure 1 represents the relationship between program assessment and program reviewing during the three year assessment cycle. Under the new comprehensive process, when the program review packet is brought to the President’s Cabinet, it will include program assessment data as well as enrollment and employment trends.

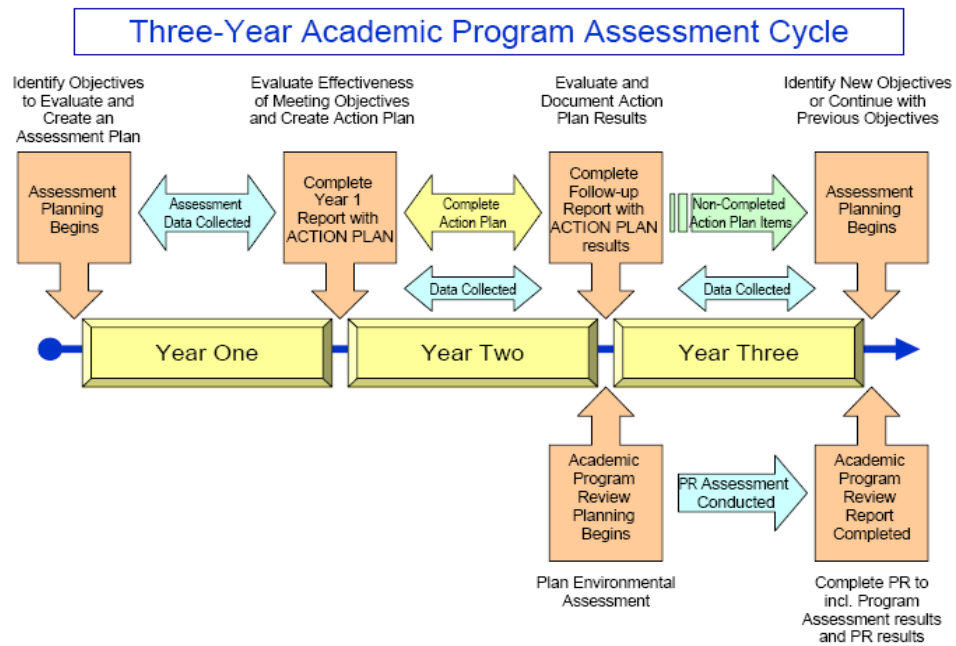


Figure 1: Three-Year Academic Program Assessment Cycle

### Program Description

This program’s curriculum provides a general education as well as courses in the specialized areas of early childhood education. The goal of this program is to prepare successful students for careers in the Early Childhood arena.





For a complete listing of all courses within the Early Childhood Education program, please see Appendix A.

### *Accreditation*

No accreditation is on file for this program.

### *Program Performance*

#### *Enrollment*

Student Enrollment has increased twenty percent (83 enrollments) over the last two academic years as shown by Figure 2. Fall and Spring of 2005-2006 were higher with a slight dip below 2004-2005 levels during the Summer semester.

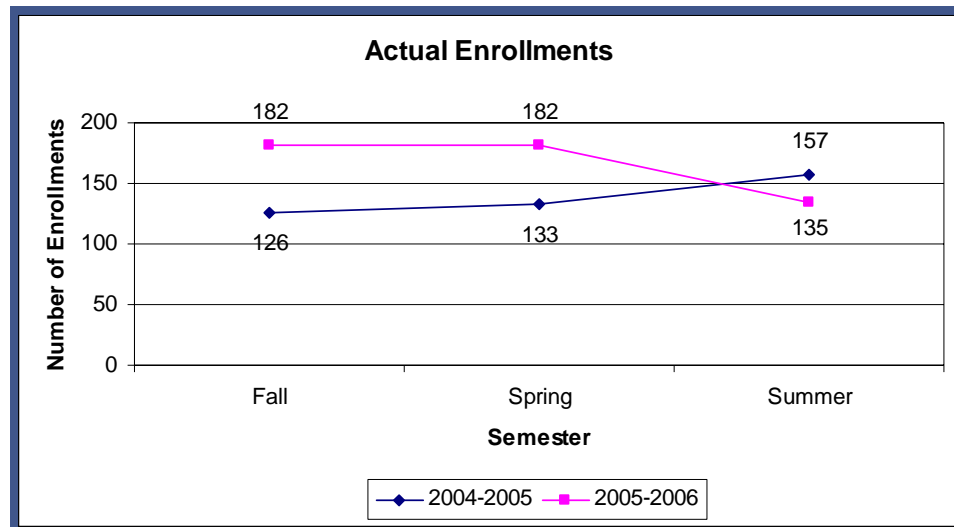


Figure 2: Actual Enrollments

Source: PeopleSoft Course Management Summary

#### *Productivity*

Student Semester Hour (SSH) Productivity is calculated by dividing actual SSH by the budgeted SSH. SSH Productivity has shown an upward trend in the Early Childhood Education program during the last academic year with the exception of the Spring 2005-2006 semester which had an SSH productivity value (0.67) slightly lower than the previous Spring semester (0.75). Figure 3 displays the SSH Productivity values for the last two academic years by semester.



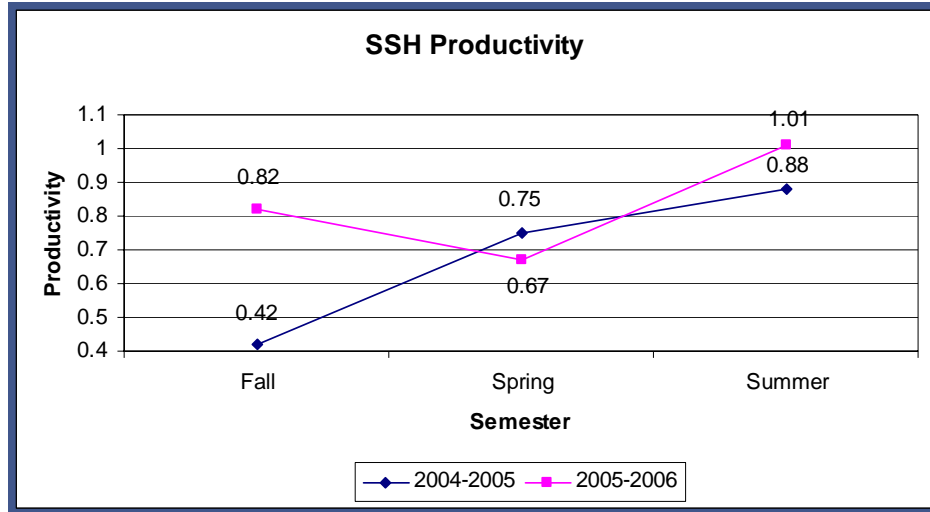


Figure 3: SSH Productivity

Source: PeopleSoft Student Administration System, report ID: S\_CMSUMM

### Program Graduates

The number of program graduates has been somewhat cyclic in nature as there are increases in the number of graduates every other year as shown below. This trend may be artificially influenced by the sequence of the courses within the program. This last two-year cycle had a larger number of graduates (14) than the previous two two-year cycles (9 and 10).

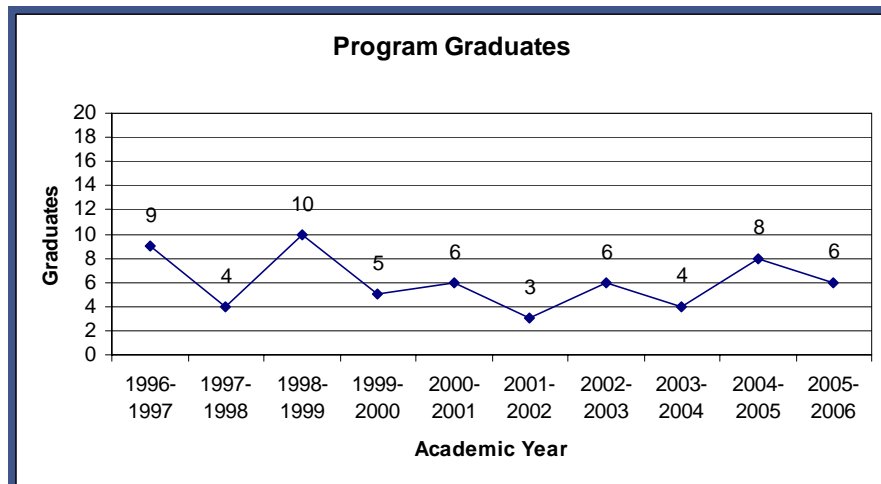


Figure 4: Program Graduates

Source: SPC Factbook, Table 31

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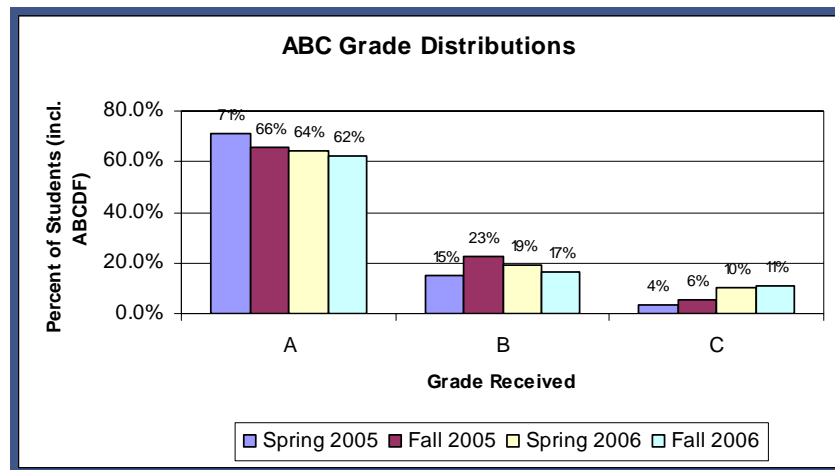
### Grade Distributions

To provide a reference for program performance at the classroom level, grade distributions are provided. Table 1 includes the percentage of students receiving an A, B, C, D, or F in the program core courses. The information was compiled from the college wide grade distribution report generated at the end of a session. Some course data, such as dual credit courses generally do not end at the same time as the regular campus courses and may be missing. In addition, the number of enrollments is a duplicated headcount where students are counted for each class registered, however, only A, B, C, D, and F grades are included in the calculations.

*Table 1*  
*Program Core Course Grade Distributions*

Semester	Grade Distributions				
	A	B	C	D	F
Spring 2005	71.1%	14.9%	3.5%	0.9%	9.6%
Fall 2005	65.8%	22.6%	5.8%	0.0%	5.8%
Spring 2006	64.2%	18.9%	10.1%	0.0%	6.8%
Fall 2006	62.4%	16.8%	11.2%	0.0%	9.6%

Figure 5 provides a visual representation of the grade distributions for those students receiving a grade of A, B, or C.



*Figure 5: ABC Grade Distributions*

Source: Collegewide grade distribution report generated at the end of the session





A classroom success rate was also calculated for the program. Classroom success is defined as the percent of students passing (earning a grade of A, B, and C) and once again only A, B, C, D, and F grades are included in the calculations. While the percentage of students receiving a grade of 'A' has steadily declined over the past four semesters, the vast majority of students in the program receive a passing grade in the courses as shown in Figures 5 and 6.

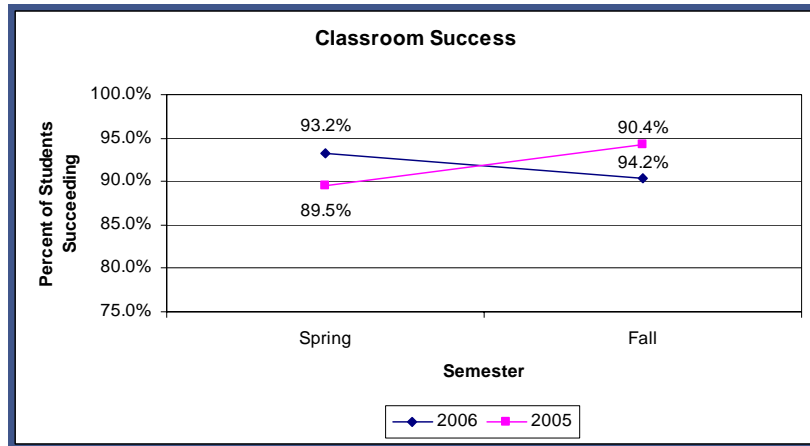


Figure 6: Classroom Success

Source: Collegewide grade distribution report generated at the end of the session

### *Fulltime/Adjunct Faculty Ratio*

Table 2 displays the number and percentage of Early Childhood Education program equated credit hours (ECHs) taught by the individual faculty classifications. Fulltime faculty taught 53.6% of the course load for the 2005-2006 academic year as compared to 69.5% for the previous year. There were no ECHs assigned to Percent of Load faculty in either of the academic year.





*Table 2*  
*ECHs by Faculty Classification*

	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2004-2005	12.67	64.41%	0.00	0.00%	7.00	35.59%
Spring 2004-2005	11.27	73.80%	0.00	0.00%	4.00	26.20%
Summer 2004-2005	8.00	53.33%	0.00	0.00%	7.00	46.67%
<b>2004-2005 Total</b>	<b>31.94</b>	<b>69.53%</b>	<b>0.00</b>	<b>0.00%</b>	<b>14.00</b>	<b>30.47%</b>
Fall 2005-2006	10.00	41.67%	0.00	0.00%	14.00	58.33%
Spring 2005-2006	13.08	65.14%	0.00	0.00%	7.00	34.86%
Summer 2005-2006	8.15	57.60%	0.00	0.00%	6.00	42.40%
<b>2005-2006 Total</b>	<b>31.23</b>	<b>53.63%</b>	<b>0.00</b>	<b>0.00%</b>	<b>27.00</b>	<b>46.37%</b>

Source: PeopleSoft Student Administration System, report ID: S\_FACRAT

The highest semester for Adjunct ECHs was the Fall 2005-2006 semester in which adjunct faculty taught 58.3% of the program's course load as shown in Figure 7. The Fulltime/Adjunct Faculty Ratio is calculated by dividing a program's adjunct's ECHs by the sum of the adjunct's, Percent of Load's, and fulltime faculty's ECHs. Figure 7 displays the Fulltime/Adjunct Faculty Ratio information for the last two academic years. Only the Spring (34.9) was within the College's general 65/35 Fulltime/Adjunct Faculty Ratio guideline.



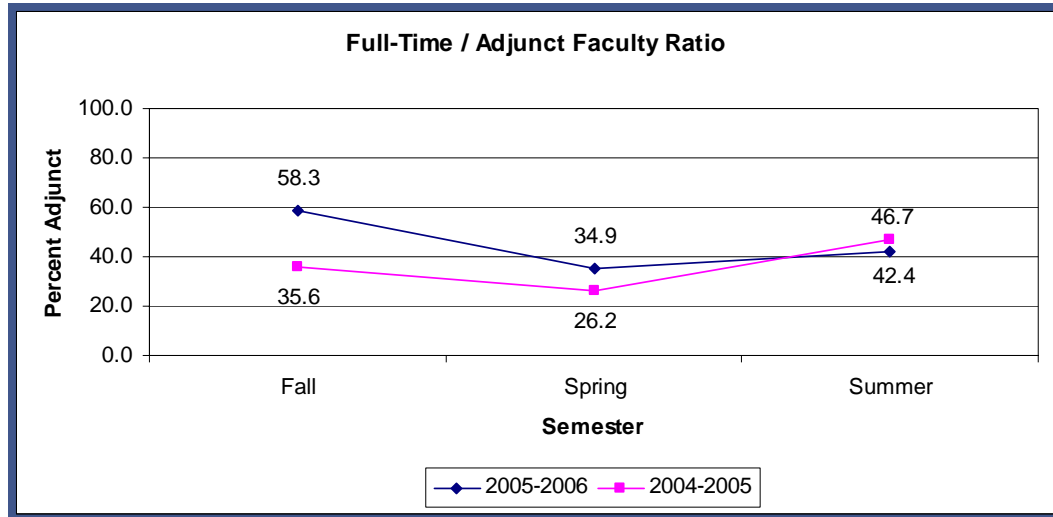


Figure 7: Full-time/Adjunct Faculty Ratio

Source: PeopleSoft Student Administration System, report ID: S\_FACRAT

## Program Profitability

### *Relative Profitability Index (RPI)*

Relative Profitability Index (RPI) is a measure of program profitability. It is calculated by dividing a program's income by the sum of its personnel costs and current expenses. Only Fund 10 financials were used in the calculation of RPI for this report; specifically, 400000 level accounts were used for program revenues, 500000 level accounts were used for personnel costs, and 600000 level accounts were used for current expenses. The RPI has shown a downward trend over the last few years after a six-year high of 1.11 in the 2002-2003 academic year. This last academic year was slightly higher than previous, but still the second lowest in the past six years. Figure 8 displays the RPI over the last six years.



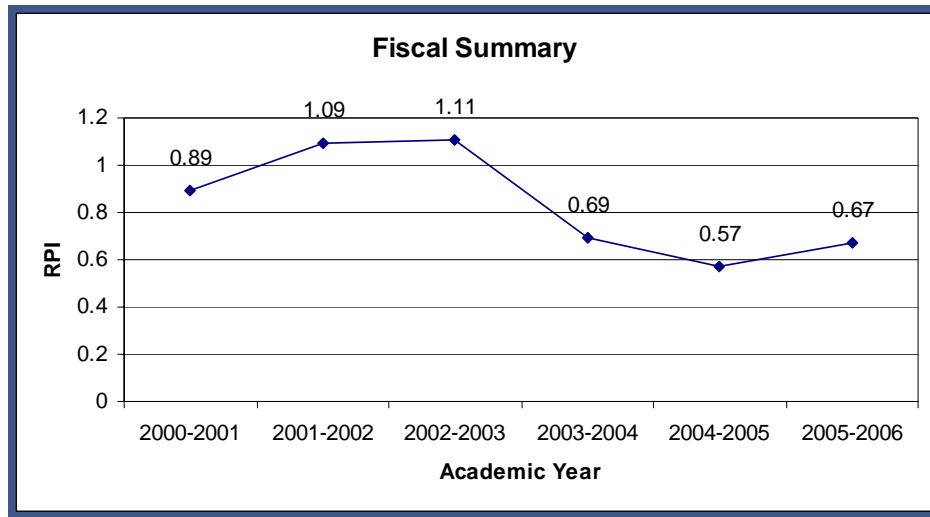


Figure 8: Fiscal Summary

Source: PeopleSoft Financial Production database, report ID: ORGBUDSI

### Academic Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AAS/AS program every three years to evaluate the quality of the program's educational outcomes. The Early Childhood Education program was recently evaluated through an Academic Program Assessment Report (APAR) in 2005-2006. Each of the program's five major learning outcomes (MLOs) was evaluated during the assessment. Each of the program's five MLOs are listed below:

1. The student will demonstrate knowledge of developmentally appropriate curriculum, program planning, and program implementation.
2. The student will demonstrate knowledge of positive classroom management.
3. The student will demonstrate knowledge of the purposes, principles and practices of program evaluation.
4. The student will demonstrate knowledge of social, multicultural, and linguistically relevant patterns of children and their families.
5. The student will demonstrate knowledge of the professional standards and behavior of an early childhood professional.

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The Early Childhood Education program's end-of-program assessment tool is administered as an evaluative tool to the students enrolled in EEC 2907, Early Childhood Teacher Training, near the end of their 60-hour internship semester. Students demonstrate that they can apply all previous knowledge and skills in a real preschool environment under the supervision of a Classroom Supervisor and a Supervisor Professor. EEC 2907 is the capstone course in the major.

Students completing the curriculum for the A. S. degree in Early Childhood Education must successfully complete EEC 2907 for graduation. The documentation of knowledge and application of skills acquired throughout the degree program are assessed by both the Classroom Supervisor and a Supervisor Professor.

The 2005-2006 Academic Program Assessment Report (APAR) established a standard criterion of 2.5 on a rubric scale from 0 - 3 points for each item. The end-of-program assessment tool contained thirty-seven items separated into five categories with each category designed to address one of the five program MLOs.

This report provides the portfolio scores from the last three academic years along with the overall average score to use as a comparison to the standard criterion (2.5). These subject area scores are listed in Table 3. While the Early Education Program exceeded the standard criteria in every one of the five MLO subject areas when averaging across all years, the average subject area scores showed a general negative trend from academic year to academic year. Only two of the five subject areas on the 2005-2006 end-of-program assessment tool had average scores above the standard criterion (2.5). While this result is somewhat impacted by the low number of administrations that year, this issue should be given some further attention.



**Table 3**  
*Early Childhood Education End of Program – Internship Assessment Subscores*

MLO	Number of Portfolio Items	Scores				Above/Below Criteria for Success (2.5)
		2003-2004 Mean	2004-2005 Mean	2005-2006 Mean	Total Mean	
Students		4	4	2	10	
1	6	2.88	2.63	2.08	2.62	+ .12
2	7	2.93	2.82	2.43	2.79	+ .29
3	3	2.92	2.58	2.17	2.63	+ .13
4	6	2.96	2.71	2.58	2.78	+ .28
5	15	2.92	2.85	2.67	2.84	+ .34

Source: Academic Outcomes 2005-2006 Assessment Report

The 2005-2006 follow-up report will be completed by the due date of October, 2007. At that time the action item established for MLO #4, 'The student will demonstrate knowledge of physical, social, multicultural and linguistic diversity of children and families,' will be addressed. Specifically, the action item states, "The curricula of EEC 2907 will be modified to include a classroom meeting time during which specific cultural planning will be addressed. In addition, materials will be made available for student use as necessary."

### Stakeholder Perceptions

#### *Student Survey of Instruction (SSI)*

Each Fall and Spring semester, St. Petersburg College (SPC) administers the Student Survey of Instruction (SSI). Students are asked to provide feedback on the quality of their instruction using a 7-point scale where 7 indicates the highest rating and 1 indicates the lowest rating.

Several variations of the survey exist for lecture, non-lecture, clinical, and eCampus (on-line) classes. The purpose of the SSI survey is to acquire information on student perception of the quality of courses, faculty, and instruction, and to provide feedback information for improvement.





The survey questions are grouped into four categories; faculty/student interaction, organization, presentation, and evaluation, as defined below:

- **Faculty/Student Interaction** - focuses on how successful the faculty was in encouraging students to excel, the time spent on relevant course material, and responding to concerns and questions both inside and outside of the classroom.
- **Organization** - deals with clear instructions, defined objectives, relevant course materials, and whether the assignments were challenging.
- **Presentation** - focuses on course expectations and grading policies, applying the stated grading policies consistently and impartially, and giving applicable course assignments including quizzes and exams.
- **Evaluation** - focuses specifically on the instructor and their preparation for the course, enthusiasm for course, time spent on course related activities, ability to speak clearly and distinctly, thorough explanation of the subject matter, and assignment of material throughout the term.

*Lecture.* The lecture version of the survey is distributed to all students enrolled in Face-to-Face classrooms traditional section within the College. The results this past semester (Fall 2006) show a large increase over the previous semester, which was the lowest of the four semesters. Even with the drop in average scores in Spring 2006, all four semesters have average scores well above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. The average survey results by semester and content area are shown in Figure 9.

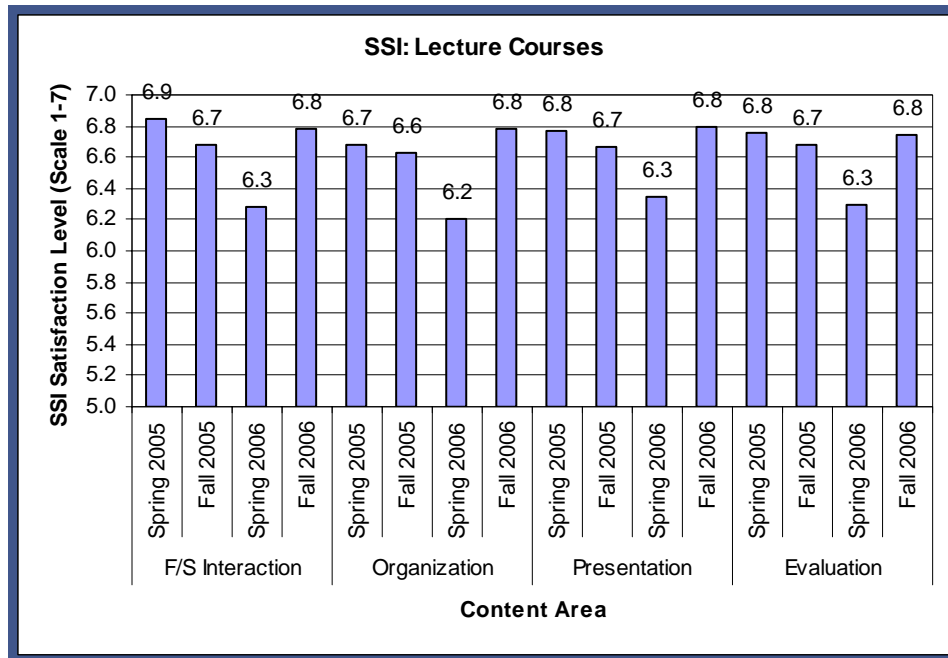


Figure 9: SSI Lecture Courses

Source: PeopleSoft Query S\_SSI\_CHRT\_QRY\_CAMPUS

*Non-Lecture.* Lab courses and self-paced or directed individual study use the non-lecture version of the survey. The Early Childhood Education program did not have any non-lecture SSI Survey results.

*Clinical.* The clinical version of the survey is distributed to all students enrolled in a clinical specific class. This typically only includes health-related programs. The Early Childhood Education program did not have any non-lecture SSI Survey results.

*eCampus.* The eCampus or on-line version of the SSI survey is electronically distributed to all students enrolled in on-line courses at the College. The Project Eagle Research Capsule #4 provides information on the difference in the wording of the questions (<http://www.spcollege.edu/eagle/research/perc/perc4.htm>). There were no eCampus classes in the Early Childhood program during the time of the review.





*Summary.* All the individual average content area scores were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. These results suggest general overall satisfaction with the courses within the Early Childhood Education program; specifically, as they relate to faculty/student interaction, course organization, course presentation, and evaluation methodologies.

#### *Technical Education Advisory Committee*

Community input and participation is an important component of the educational process at the College. The technical education advisory committees are an example of this community input. Advisory committees meet a minimum of twice annually with additional meetings as needed for good program coordination.

Advisory committee members are appointed by the College President to serve a one-year term of office and must have a demonstrated competency in the program specialty area or an understanding of the program and of the community at large. An exception to the above may be a lay person directly involved in a related program field such as counseling, public relations, or administration of a business or industry.

Specific Duties of Advisory Committees are to:

1. serve as a communication channel between the college and the community;
2. determine specific skills and suggest related and technical information for the program;
3. suggest ways for improving public relations and articulation of the program with other institutions;
4. assist in recruiting, providing internships, and in placing qualified graduates in appropriate jobs;
5. keep the program personnel informed on changes in labor market, specific needs (competencies) and surpluses;
6. recommend curriculum revisions as necessary to comply with current trends;
7. assist in assessing the program needs in terms of the entire community (long-range planning);



8. assist program personnel in searching for sources of funding for scholarships, equipment, etc.;
9. in general, to advise, recommend, and assist in assuring a quality program as determined by community needs; and
10. discuss proposed equipment purchases in excess of \$9,999.99.

*Recent Meeting Summary.* An Early Childhood Education Technical Advisory Committee meeting was held on October 13, 2006. The meeting began with a discussion of topics from the previous meeting include the PERKS grant, student scholarships, and the need for north county classes, and concluded with a discussion of Infant/Toddler Conference, the impact of changes to AS degree, the program's website, and the new blended class format for next year.

*PERKS Grant.* Approximately 30 students will be enrolled in an eight-week, curriculum course (EEC 2300) this fall, and an eight-week, observation course (new course is EEC 1223) is in January. The PERKS grant also calls for continued support for those students as they pursue their AS degree. TEACH has provided scholarship slots for those who qualify.

*Student Scholarships.* The Early Learning Coalition continues to scholarship approximately 60 students per session and this has increased enrollment and the need to offer more courses in the early childhood major each session.

*North County Class Offerings.* The committee discussed trying to offer courses on the Tarpon campus at least every other session. Anne Sullivan is scheduled to teach LAE 2000 on the Tarpon campus for Session II.

*Infant/Toddler Conference.* The College will again partner with the License Board to host the Infant/Toddler Conference on February 17, 2007. Last year's conference was a great success and also provided an outreach for the program. Many participants asked for information on classes.

*Changes to AS Degree.* In discussion of changes to AS degree (Language Arts will be moved to the elective and the new Observation/Assessment course will be required), Linda Lynch expressed concern that early childhood providers need as much literacy education as possible. Anne



Sullivan reviewed the courses in the major and will review the course content for the two curriculum courses to be sure language and literacy are covered in a comprehensive way. In discussing new areas of study for the EDG 1319, some ideas included guidance and professionalism.

*Program's Website.* New flyers for the program were distributed and Anne Sullivan discussed the upcoming website. Vicki Westergard at SPC is assisting with the website creation. This will hopefully make it easier for students to find information on the degree and current course offerings.

*Blended Class Format.* Anne Sullivan shared plans to offer the early childhood courses in a blended format to allow students to spend less time in the classroom, complete some requirements online, and yet still be able to utilize the hands-on classroom instruction. All agreed it is difficult for many early childhood providers to access computers. Some discussion followed of ways to ensure students are completing their own work when submitting online materials. Discussion of need for continued academic rigor while being aware of possible competition from online programs. Anne Sullivan will provide information at the spring meeting on the progress of blended classes.

The next meeting of the Early Childhood Education Program's technical education advisory committees is scheduled for Friday, May 18th, 2007. The complete committee minutes along with the minutes from the previous meetings are located in Appendices B and C.

#### *Recent Graduate Survey Information*

Recent Graduate Surveys were provided to the 2004-2005 graduates of the Early Childhood Education program. Only one of the eight graduates (12.5%) responded to the survey. Since a single response can not accurately represent the entire program, no graduate survey results will be reported.

#### *Employee Survey information*

One survey was sent out to an employer based on the permission provided by the single survey received in the 2004-2005 recent graduate survey. No response was received and, therefore, no results will be reported.



## Occupation Profile

### *Occupation Description*

The occupation description used by the Bureau of Labor Statistics is shown below:

Instruct children (normally up to 5 years of age) in activities designed to promote social, physical, and intellectual growth needed for primary school in preschool, day care center, or other child development facility. May be required to hold State certification. Excludes "Child Care Workers" and "Special Education Teachers".

### *US, State, and Area Wage Information*

The distribution of 2005 wage information for the Early Childhood Educators is located in Table 4. The wage information is divided by percentiles for hourly and yearly wages. This information is also separated by location.

Table 4  
*Wage Information for Early Childhood Educators*

Location	Pay Period	2005				
		10%	25%	Median	75%	90%
United States	Hourly	\$7.02	\$8.34	\$10.57	\$13.84	\$18.69
	Yearly	\$14,600	\$17,300	\$22,000	\$28,800	\$38,900
Florida	Hourly	\$6.73	\$7.76	\$9.57	\$12.68	\$19.54
	Yearly	\$14,000	\$16,100	\$19,900	\$26,400	\$40,600
Tampa-St. Petersburg-Clearwater, FL MSA	Hourly	\$7.33	\$8.65	\$11.10	\$16.28	\$24.62
	Yearly	\$15,200	\$18,000	\$23,100	\$33,900	\$51,200

Source: [Bureau of Labor Statistics, Occupational Employment Statistics Survey](#); [Florida Agency for Workforce Innovation](#)



### *National, State, and County Trends*

Employment trend information is included in Table 5 and divided by country, state, and county. The Table displays a significant average annual increase (3% - 35%) in employment for the profession over the next 5 - 7 years for the country and state. For Pinellas County, the projection is slightly less at 23% with an average of fifty new job openings per year over the next twelve years. Of the fifty new job openings, thirty-six are estimated to be the result of 'growth' and fourteen are estimated to be the result of 'openings due to replacement.'

*Table 5  
State and National Trends*

United States	Employment		Percent Change	Job Openings <sup>1</sup>
	2004	2014		
Preschool teachers, except special education	430,700	573,300	+ 33 %	19,390
Florida	Employment		Percent Change	Job Openings <sup>1</sup>
	2002	2012		
Preschool teachers, except special education	19,160	25,820	+ 35 %	890
Pinellas	Employment		Percent Change	Job Openings <sup>1</sup>
	2002	2014		
Preschool teachers, except special education	1,267	1,557	+ 23 %	50

<sup>1</sup>Job Openings refers to the average annual job openings due to growth and net replacement.

Note: The data for the State Trends and the National Trends are not directly comparable. The projections period for the State Trends is 2002-2012, while the projections period for the Country and County Trends is 2004-2014.

Source: Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections; Florida Employment Projections

### *State Graduate Outcomes*

To provide reference information for the employment trend information, Early Childhood Education program graduate state outcome data is provided in Table 6. Almost one hundred and fifty (146) students completed a state Early Childhood Education

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program in 2003-2004, of those approximately one hundred and twenty (119) had some matching state data. Seventy-six percent (90) of those state graduates were employed at least a full quarter. SPC's Early Childhood Education program had four graduates, three of which had some matching state data. Two of the three (66.7%) were employed for at least a full quarter.

*Table 6*  
*Early Childhood Education Program Graduates 2003-2004 Outcomes*  
*by Florida Community College*

	Total Completers	# W/Matching State Data	# Employed for a Full Qtr	% Employed For a Full Qtr
Brevard	13	7	3	42.9%
Central Florida	3	2	2	100.0%
Chipola	2	2	2	100.0%
Daytona	1	1	1	100.0%
Gulf Coast	10	9	8	88.9%
Indian River	18	17	14	82.4%
Broward	7	7	5	71.4%
Miami - Dade	38	30	19	63.3%
Palm Beach	4	2	2	100.0%
Pensacola	14	10	8	80.0%
Santa Fe	11	10	9	90.0%
Seminole	6	6	5	83.3%
St. John's	1	1	1	100.0%
St. Petersburg	4	3	2	66.7%
Tallahassee	14	12	9	75.0%
<b>Total</b>	<b>146</b>	<b>119</b>	<b>90</b>	<b>75.6%</b>

Source: Florida Education and Training Placement Information Program (FETPIP): Community College Vocational Reports (<http://www.firn.edu/doe/fetpip/pdf/0001pdf/0102pdf/0203pdf/0304pdf/cc0304asc.pdf>)

### Summary

The Early Childhood Program at SPC is experiencing expanded growth and opportunity. The program serves a student body of childcare professionals who are actively working in the career field and are now continuing their formal education. A national focus on the importance of the early childhood years and the development of our state Voluntary

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Prekindergarten program have created mandates for increased educational qualifications for students in the early childhood care and education field. We have worked with USF and developed an articulation agreement which allows our AS graduates admission to the USF Bachelor of Science in Applied Science with a Concentration in Early Childhood Development program. This degree is offered through the SPC University Partnership Center on the Seminole campus. The requirement of 33 credits of general education credits in our AS degree (compared to a state minimum requirement of 18) enables our students to complete their AA degree with only three additional courses. This allows our students to also consider admission to our College of Education if their career plan includes Florida teacher certification. The Program Coordinator is currently working with the Pinellas County Professional Development Committee to create a model career lattice for early childhood professionals in our community and state.

We continue to update the program requirements so our graduates are able to meet their expanded role of providing care to children with special needs in a variety of settings. As evidenced by the minutes of our last advisory committee meeting the college has developed partnerships with all members of the early childhood community and provides leadership and opportunity to this growing population.



## Recommendations/Action Plan

Program: Early Childhood Education

Date Completed:

	Action Item	Completion Date	Responsible Party
1	Review degree requirements to provide A.S. curriculum consistent with current responsibilities of graduates in this field and develop appropriate new courses, e.g. need for course in Observation and Assessment of young children.	August, 2007	Program Coordinator
2	Submit required paperwork to assess lab fees in early childhood curriculum courses which utilize extensive, consumable materials and up-to-date technical materials in the area of child development.	August, 2007	Program Coordinator
3	Provide improved information to students regarding academic systems (declaring major) and applications for financial aid. Develop handout specific to early childhood students and distribute to enrolled students and professionals at next advisory committee meeting.	May, 2007	Program Coordinator
4	Provide blended early childhood courses to allow students to continue with hands-on learning in the early childhood laboratory classroom while providing opportunity to complete some course requirements online	August, 2007	Program Coordinator with Educational Technologist







## President's Cabinet Review

Summary of observations, recommendations, and decisions:

  
\_\_\_\_\_  
President's Signature

2/12/2007  
Date





## Action Plan Follow-up and Evaluation Report

Program: Early Childhood Education

Date Completed:

Prepared By:

### I. Action Plan Item Status

	Action Item	Completion Date	Completion Status
1			
2			
3			
4			

### II. Non-Completed Action Plan Items and Plan for Completion

	Action Item	Completion Date	Completion Status
1			
2			
3			
4			



### III. Evaluation of the Impact of Action Plans on Program Quality

\_\_\_\_\_  
Provost

\_\_\_\_\_  
Date

\_\_\_\_\_  
Responsible VP

\_\_\_\_\_  
Date





### References

Rule 6A-14.060(5). *Florida Administrative Code, Accountability Standards*. Retrieved October 2002, from the Division of Community Colleges  
Web site: <http://www.firn.edu/doe/rules/6A-14.htm>

### Contact Information

*Please address any questions or comments regarding this evaluation to:*

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## Appendix A: Program Overview (1996)

### EARLY CHILDHOOD EDUCATION PROGRAM (CHDEV-AS)

#### ASSOCIATE IN SCIENCE DEGREE

Evelyn Finklea, Program Director, (SPG) (727) 341-4369

Anne Sullivan, Lead Instructor

This program's curriculum provides a general education as well as courses in the specialized areas of early childhood education. The goal of this program is to prepare successful students for careers in the Early Childhood arena. The general college admissions policy applies to all students entering the Early Childhood Education Program. Students who graduate from this program will also be recognized under Florida law and the Department of Children and Families' regulations as having completed a Child Development Associate credential equivalency program. Courses for the C.D.A. educational waiver, the C.D.A. credential and the Director's credential are also offered.

#### GENERAL EDUCATION COURSES (21 credits)

ENC	1101-1102	Composition I, II or Honors	3,3
SPC	1600	Introduction to Speech Communication <b>OR</b> (SPC 1600H, 1060, 1060H, or 1016)	3
Mathematics		One college-level course with an MAC, MGF or STA prefix	3
MUH	1110	Introduction to Music <b>OR</b> any ARH prefix course	3
POS	2041	American National Government or Honors	3
PHI	1600	Studies in Applied Ethics <b>OR</b> (PHI 1602H, 1631, 2635 or 2649)	3
Computer/Information Literacy Competency Requirement			

#### SUPPORT COURSES (12 credits)

##### A grade of "C" or higher is required

BSC	1930	Biological Issues <b>OR</b>	3
BSC	2250C	Field Biology of Florida Plants and Animals w/Lab <b>OR</b>	(3)
EVS	1001	Introduction to Environmental Science <b>OR</b> any AST, ISC or OCE prefix	(3)
DEP	2102	Child Development	3
PSY	1012	General Psychology or (honors)	3
SYG	2000	Introductory Sociology <b>OR</b>	3
SYG	2430	Marriage and Family	(3)

#### MAJOR COURSES (30 credits)

##### A grade of "C" or higher is required

EEC	1308	Early Childhood Planning and Management	3
EEC	1600	Guiding the Young Child	3
EEC	1603	Early Childhood Development	3
EEC	2271	Introduction to Working with Young Children with Special Needs	3
EEC	2300	Developing Cognitive Activities for Young Children	3
EEC	2312	Developing Creative Activities for Young Children	3
EEC	2907	<sup>a</sup> Early Childhood Education Teacher Training	3
LAE	2000	Language Arts Development in Young Children	3
Electives		Any EDG/EEC course not already taken: EDG 2701, EEC 2002, 2272, 2523, 2943 (3 credits each) EDG 1319, EEC 2500, 2521, 2733 (1 credit each)	6

### TOTAL PROGRAM HOURS

**63**

<sup>a</sup> This course must be taken during the student's last term.

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## Appendix B: Advisory Board Committee Minutes, 2006

### EARLY CHILDHOOD ADVISORY COMMITTEE ADVISORY MEETING OCTOBER 13, 2006

**Members in Attendance:** Suzie Lewis, Bonnie Fletcher, Linda Lynch, Gino Cote, Anne Sullivan

**Guests:** Laura Woodard, Sonrise Early Learning Center

Meeting opened at 1:00 PM with introductions and welcome to members and guest. Discussion of meeting time since many members were unable to attend this month. The nature of early childhood often means conflicts with availability and it was decided that we will continue with the current schedule of Friday afternoons.

**Old Business:** Anne reported on the PERKS grant. Approximately 30 students will be enrolled in an eight-week, curriculum course (EEC 2300) this fall and an eight-week, observation course (new course is EEC 1223) in January. The grant also calls for continued support for those students as they pursue their A.S. degree. TEACH has provided scholarship slots for those who qualify (center agreement.)

The Early Learning Coalition continues to scholarship approximately 60 students per session and this has increased enrollment and the need to offer more courses in the early childhood major each session. As discussed in the May meeting, we will try to offer courses on the Tarpon campus at least every other session. Anne will be teaching LAE 2000 on that campus for Session II.

**New Business:** The college will again partner with the License Board to host the Infant/Toddler Conference on February 17, 2007. Last year's conference was a great success and also provided an outreach for the program. Many participants asked for information on classes.

In discussion of changes to A.S. degree (Language Arts will be moved to the elective and the new Observation/Assessment course will be required) Linda expressed concern that early childhood providers need as much literacy education as possible. Anne reviewed the courses in the major and will review the course content for the two curriculum courses to be sure language and literacy are covered in a comprehensive way. In discussing new areas of study for the EDG 1319 one, credit courses, some ideas included guidance and professionalism.

New flyers for the program were distributed and Anne discussed the upcoming website. Vicki Westergard at SPC is assisting with the website creation. This will hopefully make it easier for students to find information on the degree and current course offerings.



Linda shared information on the new center (next to Honeywell).

Anne shared plans to offer the early childhood courses in a blended format to allow students to spend less time in the classroom, complete some requirements online and yet still be able to utilize the hands-on classroom instruction. All agreed it is difficult for many early childhood providers to access computers. Some discussion followed of ways to ensure students are completing their own work when submitting online materials. Discussion of need for continued academic rigor while being aware of possible competition from online programs. Anne will provide information at the spring meeting on the progress of blended classes.

**Spring Meeting scheduled for Friday, May 18<sup>th</sup>, 2007 at 12:30 PM**

Meeting adjourned at 2:15 PM





**St. Petersburg College  
Early Childhood Advisory Committee Meeting  
Friday, May 19, 2006**

**Members in Attendance:** Anne Sullivan, Susie Lewis, Susan Weber, Bonnie Fletcher, Gail Robertson, Bonnie Touchton, Arlene Garcia

1:04PM Welcome by Chairperson, Arlene Garcia.  
Introductions. Minutes of previous meeting read and accepted.

**Old Business:** Anne reported on the USF Bachelor degree offered through the University Partnership Center. Anne met with Dr. Steve Micklo and the degree will be administered on the USF/St. Pete campus when their SACS accreditation is complete. Anne will coordinate the course offerings with the USF faculty for the early childhood courses. Students are excited and several are now in the bachelor program.

The USF Maternal and Child Health grant is now completed. The special needs course is being offered this summer on the Tarpon Springs campus.

**New Business:** Anne reported on the success of the Session II scholarships provided by the Early Learning Coalition and Coordinated Child Care. Scholarships will be provided for summer and fall session.

St. Petersburg College will be participating in the federal, Department of Education PERKS grant this fall and spring. Students will be enrolled in a curriculum course in the fall and a new three-credit course in observing and assessing young children in the spring.

Susie Lewis asked about continued course offerings on the Tarpon Springs campus. Anne will coordinate with CCC on advertising courses in the north section of the county. Discussion continued on possible courses being offered on the Seminole campus and then beamed to an interactive classroom in Tarpon Springs. Suggestions included possibly offering the Director's course in that format since the other courses in the major require more hands-on, interactive materials in the early childhood classroom.

We continue to recruit new members to the committee. Anne will speak with a former student who is now Assistant Director of a faith-based center.

**Fall meeting scheduled for Friday, October 13, 2006, 12:30 PM**

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## Appendix C: Advisory Board Committee Minutes, 2005

### St. Petersburg College Early Childhood Advisory Board Meeting Friday, October 7, 2005

**Members in Attendance:** Anne Sullivan, Kathy Conroy, Jane Glagavs, Mary Bennett, Bonnie Fletcher, Linda Lynch, Vikki Yates

1:00 PM Welcome and introductions by Anne Sullivan. New members for the 2005-06 academic year welcomed. Meeting called to order by Anne Sullivan since Chairperson, Arlene Garcia was unable to attend the meeting.

**Old Business:** Report by Anne Sullivan on the new University Partnership program and the USF degree (BAS with concentration in Child Development). Currently, 20 students are enrolled in the first USF class on the Seminole campus. TEACH scholarship will cover the bachelor degree. Anne reported that those students nearing completion of their AS degree will be able to begin coursework (up to 12 credits) at USF before graduation.

Final report of the ELOA grant distributed by Anne. USF evaluation was very positive and this was a great program for the college and recruited several new students who continued on after the federal grant ended. Positive outcomes reported for caregivers and children.

**New Business:** Mary Bennett reported on the success of the summer scholarships provided by the Early Learning Coalition and Coordinated Child Care. Seventy-four students received scholarships and the responses were very positive. Coaching/mentoring was also provided (using the ELOA grant model) and CCC hopes to continue this program.

Scholarships will be provided for the spring and summer sessions and a meeting with SPC and CCC and the Coalition is scheduled for October 12th.

Anne reported on the USF Maternal and Child Health grant class (Introduction to Working with Young Children with Special Needs). This grant is through our Human Services program here at SPC but USF wanted to include child care professionals. The second course will be offered in January.

Anne also reported that the Special Needs course will become part of the A.S. degree in Early Childhood Education when the degree is revised for the 2006-07 academic year. This will add a very necessary component to the degree. The changes will be presented to the Curriculum and Instruction committee on November 8th.

Jane reported on changes in the 40 hour mandatory training for child care workers.

Discussed renewal for CDA and CDAE. Anne reported that two one-credit EDG 1319 courses would be offered each session and these credits can be used toward renewal, along with the three-credit major courses.

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Anne reported on the upcoming articulation meetings with the technical schools. There will be a statewide meeting in November and it will clarify the requirements. Anne is compiling information from members of the Florida Community College Early Childhood Educators Network (she is current Chair) and will report on articulation at our spring meeting.

Mary Bennett shared information on VPK requirements and Bonnie Fletcher added information on the Pinellas County School VPK summer program.

Anne asked for members to think about others in the early childhood community who might be interested in serving on the committee to be sure that we have input from all sectors.

**Spring meeting scheduled for Friday, May 19, 2006, 12:30 PM**

Meeting was adjourned at 2:15 PM.

Minutes respectfully submitted by Sylvia Waluszko





**St. Petersburg College  
Early Childhood Advisory Committee Meeting  
Friday, May 20, 2005**

**Members in Attendance:** Anne Sullivan, Jane Glagavs, Vikki Yates, Denise Moore, Evelyn Finklea and Arlene Garcia.

1:10PM Welcome by Chairperson, Arlene Garcia.  
Introductions. Minutes of previous meeting read and accepted.

**Old Business:**

Anne discussed the changes in the program being administered now on the St. Pete/Gibbs campus. Discussion about north county students. SPC will look at decreasing barriers to north county. Possible use of Seminole campus to 'beam' courses to Tarpon and possible course offerings in Tarpon.

Anne reported on articulation with USF - things continue toward offering USF's BSAS with a Concentration in Early Child Development on the Seminole campus through the UPC. An information meeting for students will be held soon (to be scheduled by USF)

**New Business:**

Discussion of possibility of creating new 12-credit certificate programs. The curriculum frameworks are done but questions arose about the importance of this to students. Will they be offered raises etc.? Would this move them toward a degree or create a new endpoint short of the degree?

The committee structure was reviewed and members received printed material. We continue to discuss new members and the committee is encouraged to present names and ideas at any time.

Discussion of increased enrollment due to state factors such as UPK and need for CDAE renewal. SPC will provide flyers education students about the ability to take the one-credit EDG 1319 courses for CDAE renewal. Also, the move to schedule all early childhood courses as express session has allowed for better recruiting.

Anne reported on the USF evaluation of the ELOA grant. The results were very positive and all partners are interested in future federal DOE grant opportunities. Printed copies of the report will be distributed when available.

Anne reported on a new opportunity for students. The USF Maternal and Child Health grant (through our Human Services program) would like to offer courses to early childhood providers. Dr. Louise Boothby will be writing two courses on working with young children with special needs. She will teach the course at SPC and HCC with an adjunct instructor who can then continue to teach the course in the future. Anne will work with Dr. Boothby to present the course to C&I. One course will be offered in the fall and

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one in spring. More information will be shared at our Fall meeting. This is an opportunity to provide a much needed area of study in our A.S. program.

LIT 1330, a children's lit course has been difficult to fill since it does not meet the state gen ed requirement. It may be removed from the required courses in the major to make room for the special needs course.

Coalition scholarships continue and are administered through CCC. This is another boost to enrollment since financial aid is difficult for many part-time students.

TEACH continues to offer scholarships but many students are in child care centers that are unable to provide the necessary matching funds.

**Discussion and Sharing:**

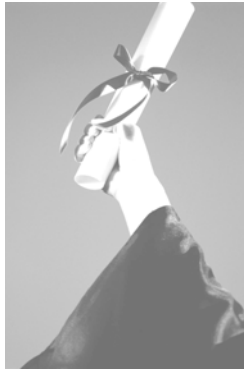
Jane reported on new Literacy requirement through DCF and encouraged all to remind students to keep their printed certificate since the state is not entering that info into the system at this time. The student will need to show the certificate when Licensing visits.

Jane also discussed changes to the state-mandated clock hour training which now require a competency exam.

Arlene reported that Head Start continues to focus on staff development and they are working toward meeting the federal requirement that all teachers have A.S. degree. She feels this is raising the quality at the centers. Arlene and Anne continue to work on scheduling classes (some in the past have been popular on Saturday) Arlene is surveying Head Start staff to get input on best times for classes.

**Fall meeting scheduled for Friday, October 07, 2005, 12:30 PM**





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