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Early Childhood Education

Academic Program Review

2004 - 2005

The Office of Instruction
The Office of Institutional Planning,
Research, and Assessment



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The Office of Instruction

Paul Kessel, Interim Chief Academic Officer

Barbara Wing, Dean of Instruction and Curriculum

Tom Schumacher, Dean of Instruction, Verde Valley Campus

The Office of Institutional Planning, Research, and Assessment

Tom Hughes, Director

Diane Mazmanian, Senior Research Analyst

Sandra Thurman-Jackson, Research Assistant

EARLY CHILDHOOD EDUCATION

ACADEMIC PROGRAM REVIEW

2004 - 2005

COMMITTEE MEMBERS

Ron Minnich, Chair
Anne Babinsky, Prescott Faculty
Cianna Johnson, Program Graduate
LeAnne Lawhead, Prescott Adjunct Faculty
Pam Lord, Head Start Director, Verde Campus
Brett Markman, Division I Assistant Dean, Verde Campus
Judy Paris, Director of Early Childhood Services, Prescott Unified School District
Tania Sheldahl, Academic Advisor, Prescott

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A. Mission, Goals and Planning

Mission Statement

The mission of the Early Childhood Education (ECE) Program is to provide high quality learning opportunities leading to the award of a certificate or the Associate of Applied Science Degree to successful students. This degree and/or certificates prepares students with the skills required for an immediate early childhood care or teaching position or provides a foundation for successful students to attend a university to pursue one of several different baccalaureate degrees in Early Childhood Education.

Vision

The vision for this Early Childhood Education Program at Yavapai College is one of a quality program that adapts to the dynamic needs of students, children, their families, staff, and the community by providing:

Students with

- Career goals and opportunities
- Educational learning experiences
- Personal enrichment
- Parenting skills

Children with

- A safe, developmentally appropriate environment
- Adults who care for youngsters in a quality setting
- A program that fosters physical, social, emotional, and intellectual growth

Community with

- Skilled child care providers
- A model program
- Quality care for children

Program Outcomes

Students awarded a certificate or degree by the Education Division at Yavapai College will be able to:

1. Use several different observation techniques to assess and evaluate children's progress, staff abilities and program qualities.
2. Compare historical and contemporary trends in Early Childhood.
3. Plan developmentally appropriate curriculum and activities.
4. Identify theories and milestones of growth and development in children.
5. Prepare healthy and safe environments for young children, including good nutritional standards.
6. Enumerate and illustrate several components of quality child care.
7. Develop constructive use of community resources.

8. Create relationships with parents through communication and involvement.
9. Prepare a professional portfolio.
10. Integrate examples of children's literature into plans for young children.
11. Validate and support inclusive environments and programs.
12. Provide for the special needs of infants, toddlers and school-aged children.
13. Model appropriate administrative and supervisory skills.

The Early Childhood Education Program offers three programs: Child Development Associate (CDA) Certificate, Early Childhood Education Certificate, and the Associate of Applied Science in Early Childhood Education. These are described below.

Child Development Associate (CDA) Certificate

The CDA Certificate is designed to prepare students for the Child Development Associate National Credential and to provide the necessary skills to obtain entry level employment as a child care provider or educator. Students must complete sixteen (16) credit hours in early childhood education courses which apply directly to the ECE Certificate or to the Associate of Applied Science in ECE.

ECE Certificate

The Early Childhood Education Certificate is designed to provide the student with a working knowledge of ECE as well as to provide the skills necessary for the Arizona State ECE Certificate. Employment in a preschool or child care setting is possible with this certificate. Students must complete thirty-four (34) credit hours in ECE courses which directly apply to an Associate of Applied Science in ECE.

Associate of Applied Science in ECE

The Early Childhood Associate Degree is designed to provide students with the skills necessary for an Early Care or Early Childhood teaching position. Students must complete sixty-four (64) credit hours of General Education and ECE courses which may be transferred to a state university in Arizona for those students interested in a Bachelor of Applied Science Degree such as those introduced by Northern Arizona University in the fall of 2004.

Historical Sketch

When Yavapai Head Start was established in 1997 by NACOG, there were only two staff members with Associate Degrees in ECE and four staff with CDA Certificates working in that program. The only available educational programs for early childhood education leading to certificates or associate degrees were through Central Arizona College. On December 10, 1997, the first of many meetings was held on the Verde campus to discuss the development of an ECE program on that campus. Through the spring semester of 1999, there were a few courses offered in ECE on an experimental/pilot basis by Yavapai College.

Beginning in August of 1999, Anne Babinsky began work as lead faculty in Early Childhood Education on the Verde campus. An Advisory Committee was already in place at that time, with the intent of getting an ECE program up and running at Yavapai, or at the least, on the Verde campus. The classes which had already been planned (three) were taught that semester.

As the fall semester began, Anne was told that if she could get the program written and submitted to the Curriculum Committee by October 1st, it would be published in the 2000-01 catalog. The program in its entirety was approved by the Curriculum Committee on the 24th of October, 1999. It did take, however, until January to get the same program approved by the Board of Governors. Space had been saved, however, in the new catalog and it was indeed published there.

At this same time, as classes were planned for the spring, 2000 semester, it seemed obvious that in order to provide a district-wide program, the program would have to be taught using the Interactive Television (ITV) classrooms. This would allow the program to grow on both sides of Mingus Mountain and would improve enrollment. It would also allow the many folks who already showed interest in this program to attend classes. All of the classes were offered beginning in the spring of 2000 so that the entire program could be taken by students. ECE100, Introduction to Early Childhood Education, has been offered every semester. Other courses have been offered in either the spring or fall semester.

Beginning with the fall semester of 2002, courses were offered one semester in the ITV format and the next semester in the online format via the Internet. This has helped in some ways, specifically enrollment, but in other ways has made for some difficulties. We still discuss the efficacy of certain courses in an online format, and still wrestle with whether or not online students get as much from their classes as the in-room students do. The content is there, but the personal contact is not always obtainable. We have always maintained the hands-on lab work in all classes, particularly online courses.

The National Association for the Education of Young Children advises 300 lab hours in any Early Childhood Education program at the Associate Degree level, and our program meets or exceeds that. It is expected that those involved in teaching this program and the Advisory Committee will begin working on application for accreditation by NAEYC in 2005. This accreditation process has just become available in the last year.

Today, we are raising money and developing definite plans for an on-campus lab school. To be funded by the Yavapai College Foundation, the goal is to open this facility, the Family Enrichment Center, in the fall, 2006. This addition will really improve the program and give opportunities for students and teachers alike, as well as for children of all students on the Yavapai College Prescott campus.

Need for Program

It had been predicted by the National Association for the Education of Young Children that the Early Childhood Education field would be the eighth largest industry by the year 2000, and that the industry will approximately double by the year 2005. The Children's Defense Fund, in 1999, stated that "every day 13 million preschoolers - including 6

million babies and toddlers - spend some or all of their day being cared for by someone other than their parents.”

In response to the above predictions and to the growing population in Yavapai County, there continues to be a great need to train individuals to work effectively and appropriately with young children and their families in quality early childhood programs. Recent research on brain development indicates the extreme importance of the early years (ages 0-8), making quality child care and early educational programs increasingly important. The wonder is that we have waited this long!

The Early Childhood Education program is a comprehensive program which prepares students for a broad range of employment. By completing the CDA Certificate the student will have the skills to assist in an early childhood setting. By completing the Early Childhood Certificate, the student will have the skills to be an assistant teacher, and by completing an AAS degree the student will have the skills for a lead teaching position. Any of these positions require employees to participate actively with children and to relate to children with courtesy, respect and patience; to plan daily activities that provide a variety of appropriate learning experiences; to supervise play and physical needs; to exercise authority in setting limits and giving guidance to children and their families; and to keep records of children and communicate clearly with parents and guardians.

More recently, National Head Start and Early Head Start mandated that 50% of all their employees have a minimum of an Associate's Degree in Early Childhood Education by the year 2003. Northern Arizona augmented this mandate to include all of their employees by January of 2003, thus impacting the ECE program at Yavapai College by providing a continuing stream of new students. In doing this, Head Start has raised their educational standards, thus raising expectations of parents for more quality in the early education programs they choose. There currently are 27 Head Start sites in the northern region (Yavapai, Coconino, Navajo and Apache Counties).

Employment Outlook

From the above information on existing and new job opportunities in early childhood education in our public and charter schools, the outlook for the employment of qualified and trained graduates from our program is likely to be the best ever experienced at our college over the next decade. People already employed as aides, teacher assistants or lead teachers in preschool programs may soon have the additional opportunity to continue their education locally to earn a baccalaureate degree for directing those programs or to become certified teachers of primary grades K-3 in any of our public schools across the county. Details of these new educational opportunities are discussed more fully in Section I. Future Trends. The employment outlook for successful ECE students looks rosy indeed.

Academic Program Planning and Current Goals

The Early Childhood program has had a functioning ECE Advisory Committee since 1999 that has always been consulted in the planning of new programs and revision of existing programs. The committee is made up of representatives from the community,

Head Start program leaders, public school personnel, American Association of University Women (AAUW) and college academic leaders.

When a new position for a Director of Teacher Education was created, beginning in the summer of 2002, the Early Childhood program was reassigned from Division II on the Verde campus to join with existing education faculty in a cooperative new department under that director who reported directly to the Dean of Instruction. In 2003, the Yavapai College Education Division was created with a separate expenditure budget and full participation with other college divisions on the Instructional Council, strengthening the district program ties between ECE and Education. Yavapai College was one of the first to move in this direction but many other Arizona community colleges have since adopted that model.

All existing programs have continuing budgets with no significant funding required in the foreseeable future that would not be funded from FTSE growth. The only new program on the horizon is the future construction of the Family Enrichment Center, funded by the Yavapai College Foundation, which may open as soon as the fall 2006. Initially, a Director for that child care center and lab school would need to be funded by the college beginning in January 2006 to participate in the final planning of that new building and program. Upon opening, additional staff will need to be hired but most of the salary costs should be paid for from operating revenues and grant funds and not be an ongoing college budget cost. The Director's salary would also come from these off-budget revenues.

Our current goals are to continue to increase enrollment in our ECE programs to provide sufficient numbers of highly qualified assistants and teachers for all of Yavapai County child care and education providers and programs. The other major goals would be to make the Family Enrichment Center a model of best practices for the entire college district and to get the college program accredited by the National Association for the Education of Young Children (NAEYC) as soon as the materials and procedures are available.

B. Student, Class, and FTSE Profile/Trends

Student Profiles

In fall 1999, the demographic makeup of the early childhood education (ECE) students indicated:

- 100% female enrollment
- More than 8 out of 10 white ethnicity
- More than 80% Yavapai County residents
- Majority attended Yavapai College part-time (73.7%)
- More than two-thirds were under the age of 30 (68.5%)

ECE; PSY234 PROGRAM DEMOGRAPHICS

SEX	1999 FALL		2000 FALL		2001 FALL		2002 FALL		2003 FALL		2004 FALL	
	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
Female	19	100.0%	48	94.1%	49	96.1%	64	94.1%	78	97.5%	60	89.6%
Male			3	5.9%	2	3.9%	4	5.9%	2	2.5%	7	10.4%
Not Reported												
Total	19	100.0%	51	100.0%	51	100.0%	68	100.0%	80	100.0%	67	100.0%

A

ETHNIC	1999 FALL		2000 FALL		2001 FALL		2002 FALL		2003 FALL		2004 FALL	
	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
Non-Resident Alien												
Black, non-Hispanic												
Native American					4	7.8%	9	13.2%	3	3.8%	2	3.0%
Asian									1	1.3%	1	1.5%
Hispanic			5	9.8%	3	5.9%	3	4.4%	7	8.8%	8	11.9%
White	17	89.5%	42	82.4%	38	74.5%	49	72.1%	57	71.3%	47	70.1%
Other	2	10.5%	4	7.8%	6	11.8%	7	10.3%	12	15.0%	9	13.4%
Not Reported												
Total	19	100.0%	51	100.0%	51	100.0%	68	100.0%	80	100.0%	67	100.0%

RESIDENCE	1999 FALL		2000 FALL		2001 FALL		2002 FALL		2003 FALL		2004 FALL	
	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
Yavapai County	16	84.2%	46	90.2%	41	80.4%	56	82.4%	71	88.8%	54	80.6%
Other AZ County	1	5.3%	5	9.8%	5	9.8%	11	16.2%	5	6.3%	6	9.0%
Out of State	2	10.5%			5	9.8%	1	1.5%	2	2.5%	5	7.5%
Out of Country											1	1.5%
Not Reported									2	2.5%	1	1.5%
Total	19	100.0%	51	100.0%	51	100.0%	68	100.0%	80	100.0%	67	100.0%

RETURN STATUS	1999 FALL		2000 FALL		2001 FALL		2002 FALL		2003 FALL		2004 FALL	
	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
Continuing	9	47.4%	34	66.7%	33	64.7%	46	67.6%	50	62.5%	37	55.2%
Returning	7	36.8%	9	17.6%	9	17.6%	10	14.7%	11	13.8%	12	17.9%
New	3	15.8%	8	15.7%	9	17.6%	12	17.6%	19	23.8%	18	26.9%
Total	19	100.0%	51	100.0%	51	100.0%	68	100.0%	80	100.0%	67	100.0%

LOAD	1999 FALL		2000 FALL		2001 FALL		2002 FALL		2003 FALL		2004 FALL	
	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
Part-Time	14	73.7%	30	58.8%	30	58.8%	41	60.3%	62	77.5%	38	56.7%
Full-Time	5	26.3%	21	41.2%	21	41.2%	27	39.7%	18	22.5%	29	43.3%
Total	19	100.0%	51	100.0%	51	100.0%	68	100.0%	80	100.0%	67	100.0%

AGE	1999 FALL		2000 FALL		2001 FALL		2002 FALL		2003 FALL		2004 FALL	
	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
Under 20	4	21.1%	12	23.5%	9	17.6%	19	27.9%	14	17.5%	19	28.4%
20 to 24	5	26.3%	14	27.5%	8	15.7%	19	27.9%	23	28.8%	19	28.4%
25 to 29	4	21.1%	5	9.8%	3	5.9%	10	14.7%	11	13.8%	10	14.9%
30 to 39	3	15.8%	4	7.8%	8	15.7%	11	16.2%	11	13.8%	14	20.9%
40 to 49	2	10.5%	8	15.7%	12	23.5%	6	8.8%	12	15.0%	2	3.0%
50 to 59	1	5.3%	7	13.7%	7	13.7%	2	2.9%	7	8.8%	3	4.5%
60 and over			1	2.0%	4	7.8%	1	1.5%	2	2.5%		
Not Reported												
Total	19	100.0%	51	100.0%	51	100.0%	68	100.0%	80	100.0%	67	100.0%

Comparison to the fall 2004 database indicates:

- Enrollment remains predominately female (89.6%)
- Ethnicity reflects shift in enrollment with increases in with Hispanic (11.9%) and other (13.4%) enrollments. White ethnicity is reduced to 70.1% of enrollment.
- Residency – 80.6% from Yavapai County
- Majority of students attend Yavapai College part-time (56.7%)
- Increased enrollment among students age 30-39 (28.4% of enrollment)

Class and FTSE Profiles

The following table provides a five year review of FTSE in the early childhood education program.

Annual Program Summary					
Academic Year	1999-00	2000-01	2001-02	2002-03	2003-04
Number of Sections	12	15	17	13	20
Average Enrollment	5.9	11.5	14.1	16.8	15.5
Percent Capacity	21%	34%	36%	36%	32%
Total Registrations	71	173	240	219	310

Courses Include: ECE; PSY234

Independent Study courses excluded.

- Total registrations have increased threefold since 1999/2000
- The number of sections have increased from 12 in 1999/2000 to 20 in 2003/2004
- Average class size continues to grow (15.5 in 2003/2004)
- Annual FTSE has tripled from 7.7 in 1999/2000 to 27.5 in 2003/2004

ECE;PSY234 FTSE					
Term	FY1999-00	FY2000-01	FY2001-02	FY2002-03	FY2003-04
Fall	4.4	13.0	14.6	19.0	22.4
Spring	4.4	9.5	14.9	14.5	24.1
Summer	2.1	4.3	2.0	1.8	4.1
Short	1.3	1.3	1.7	0.0	0.1
OEOE	0.0	0.0	0.1	0.1	0.0
Annualized	7.7	16.9	18.5	18.7	27.5

Courses include: ECE;PSY234

Graduates

Graduates in the early childhood program may earn either an advanced certificate or an associate of applied science degree. All of the graduates were female and range in age from 20 to 49. While the number of graduates remains low relative to enrollment, a large number of ECE students opt to go to work before securing a degree or choose not to finish their General Education requirement. With the new possibility of transfer of the AAS for ECE degree to a BAS in ECE, students likely will graduate in far greater numbers in future years.

Yavapai College Early Childhood Education Graduates

Academic Year	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Award Type						
Basic Certificate						
Advanced Certificate		1			1	
Technical Certificate						
Associate Applied Science			1	4	4	
Total Awards		1	1	4	5	
Total Graduates		1	1	4	5	
Gender						
Male						
Female		100%	100%	100%	100%	
Not Reported						
Ethnicity						
Non-Resident Alien						
Black, non-Hispanic						
Native American				25%		
Asian						
Hispanic				25%		
White		100%	100%	50%	100%	
Other						
Not Reported						
Residence						
Yavapai County		100%	100%	50%	100%	
Other AZ County				50%		
Out of State						
Out of Country						
Not Reported						
Age						
Under 20						
20-24				75%	20%	
25-29					20%	
30-39		100%			40%	
40-49				25%	20%	
50-59			100%			
60 and over						
Not Reported						

Problem with Use of Area of Studies (AOS) Code

Initially, we experienced difficulties in getting enrollment numbers and FTSE figures that matched the numbers of students that we knew had enrolled in our various courses in the fall of 2003 and 2004 and who were continuing to take additional ECE courses. We understood that some of our students took multiple courses, which would count for FTSE but would only show up as a single, unduplicated student, but the numbers still seemed very low.

When we requested that Institutional Research (IR) run numbers of students who had indicated AOS code E13 (Early Childhood Education) in the fall of 2004, we were taken aback when only 9 unduplicated students resulted. Thinking that some of our students may have selected AOS code E03 (Elementary Education) and/or E04 (Secondary Education) we found that only added 12 and one more student respectively to our original 9 ECE students. We were also mystified that 12 students would be coded for elementary education, 3 more than were coded for ECE for fall 2004.

When a complete count of all students taking one or more ECE courses in the fall of 2004 was run, 44 students were produced with 12 different AOS codes. Everything from Accounting, Agriculture, General Interest, General Studies, Nursing, Psychology, and Undecided AOS codes showed up. We concluded that AOS codes were greatly inaccurate but realized that if these designations could become more reliable they could be used to help track students' progress over several semesters. It would also allow us to contact students regularly each semester even if they were only taking general education courses during that term. It would improve faculty ability to coordinate with ECE program students and offer special seminars and activities on a more regular basis.

We discussed this problem with the Registrar, David Van Ness, who stated that students do not have to declare a major or a degree program here at Yavapai as they do at a university. Apparently students are asked to select an Area of Studies when they first enroll for a course at our college but that AOS rarely gets changed in later semesters when students decide to pursue another program of studies. David stated that students could request an Advisor change their AOS at anytime during their enrollment. He also said most divisions made very little use of the AOS.

Our division does intend to use this potentially valuable data collection mechanism in the near future. How we plan to do this is outlined in the recommendations section, found later in this report.

C. Curriculum Analysis

Curriculum and Course Content

Review of ECE curriculum is an ongoing process with input and suggestions gleaned from students, instructors, outside certification agencies, and program graduates. The Advisory Committee members have participated in reviewing the various changes proposed over the years and all alterations to ECE programs have been approved through the Yavapai College Curriculum Committee. It has always been the intent to keep our curriculum current and learner centered and all changes over the years have been driven by those principles.

Since the beginning of the Early Childhood Education program and the publication of the requirements for the ECE Certificates and AAS for ECE in the 2000-2001 General Catalog, several minor changes have been made in the courses required to be completed. Course titles have been revised, courses have been cross-listed with other divisions/departments, and required credit hours have been adjusted as needed. No major changes have occurred.

Listed below are the changes to the certificate programs:

ECE234 Child Growth & Development cross-listed with Psychology beginning in 2002-03 for both certificates; ECE 230 Children's Literature cross-listed with Education beginning in 2003-04 for the Arizona Certificate; ECE 210 Infants & Toddler Development added as an option to ECE 102 ECE Curriculum and ECE190 Child Development Associate (CDA) Assessment Preparation course reduced from 5 to 1 credit hour in 2004-05, thereby reducing the requirements for this certificate to 16 from 20 credits; and, ECE210 Children with Special Needs revised and cross-listed as ECE/EDU222 Introduction to the Exceptional Learner for the 2005-06 academic year.

Following are changes to the Associate of Applied Science for ECE Degree:

ECE240 Home, School and Community increase from 2 to 3 credits, adding "Relations" to the course title; ECE296 Internship reduced from 6 to 2 credit hours; dropped SOC251 Cultural Diversity as a required course and added a new 2 credit hour course, PHE153 First Aid and Safety; ECE234 Child Growth & Development cross-listed with Psychology; increased elective credit from 2 to 6 hours, all the foregoing changes in 2002-03; ECE 230 Children's Literature cross-listed with Education, added new 3 hour course ECE250 Administration & Supervision in ECE, increased ECE296 Internship increased from 2 to 3 credit hours and reduced elective credits from 6 to 2 credits in 2004-05; and, ECE210 Children with Special Needs revised and cross-listed as ECE/EDU222 Introduction to the Exceptional Learner for the 2005-06 academic year.

Course outlines and syllabi have been reviewed and updated by faculty each year. Since the Education Division was formed in 2003-04, the Director of Teacher Education has received and reviewed all course syllabi each semester providing feedback and making suggestions for improvements to individual staff members. All Adjunct Instructors have been encouraged to complete Faculty Training Modules developed by Chris Heyer, Adjunct Faculty Coordinator, as a part of this improvement effort as well.

Instructional Delivery

Because we are preparing students to work with young children, much of the Early Childhood Education instructional delivery attempts to model best practices with this age group. Although content is covered using lecture, class discussion, videos and demonstrations, students participate in many group projects and are required to do structured observations and actually work with children in Head Start and preschool settings throughout their program of study.

Almost all of the ECE courses are delivered via interactive television (ITV) district wide as indicated earlier in this document, and have been since the beginning of the program. Instructors try each semester to arrange their schedules so that they can be face-to-face with all of their students for some classes by teaching a few sessions on the other side of the mountain, regardless of where the course originates. Most components of Blackboard are also used by all Instructors for all of the courses to supplement the in-class activities, emailing and answering students' questions online. Many of our ECE courses are also offered as Internet instruction online with much greater use of all the components of Blackboard with this delivery method growing and improving each year.

We persist in our efforts to offer all ECE courses which are required for either one of the certificates or the associate degree at least once each academic year and to offer most of the courses both by ITV and Online, on a rotational basis from semester to semester. We continue to review ways to improve our scheduling and hope that our efforts to collect more meaningful data for use in this yearly decision making process will bring about schedule improvement.

In-Class Assessment

A check of the course syllabi submitted by all ECE Instructors for the spring 2005 semester reveals quite a number of different types of individual student and group learning assessments, including but not limited to:

Blackboard discussion boards	Interviews
Case studies	Lesson plans
Class participation/discussion	Lesson presentations
Critiques	Observation projects/journals
Demonstrations	Oral reports
Discussions	Portfolios
Education activities plans	Practicum
Essays	Quizzes
Exams	Reflective journals

Film/video responses
Group activities/projects
In-Class presentations

Research papers
Resource file creation
Study Guides

Recently, a great deal more attention and effort has been given to the improvement of assessment methods by the Education Division. The review of data from the in-class assessment of student learning outcomes is now a major part of our Outcomes Assessment Plan. In-class assessment results have been reported by all instructors for both the fall 2004 and will continue in spring 2005 for all course outcomes that match program outcomes. Greater sharing of assessments between instructors has begun and much discussion comparing the best methods of evaluating student achievement of outcomes is occurring quite frequently.

D. Program Faculty and Personnel

Full-Time Faculty

In August of 1999, Anne Babinsky began work as lead faculty for the Early Childhood Education Program. Yavapai College had made room in the budget for a full time faculty position on the Verde Campus, to be hired with the express intent of starting such a program. Although Anne had taught in a very similar program at Sullivan County Community College in Loch Sheldrake, New York, this was a new challenge to bring this type of program to northern Arizona. There was definitely interest in this program – Anne has always felt that there were people who seemed to be waiting for just such a thing to happen at Yavapai College. The only type of training that existed in the county was one-on-one instruction at the work place for the Child Development Associate Credential (CDA), offered through Central Arizona College.

Anne Babinsky holds both a BA and MS in Elementary Education from State University of New York. She remains our only full-time Early Childhood Education faculty member.

Current Adjunct Faculty

There are several adjunct faculty members who are teaching ECE courses in the 2004-2005 academic year, providing excellent instruction for our students. They are as follows:

Ruth Elsesser - Master's Degree and thirty years of experience in Special Ed. and Education

Toni Flournoy - Bachelor's Degree and thirty-two years of experience in ECE and Education

Vickey LaMotte – Bachelor's Degree and twenty-five years of experience in ECE, especially infants and toddlers; now completing Master's Degree

LeAnne Lawhead – Master's Degree and nineteen years of experience in ECE

Kelly Murdoch – Master's Degree and twenty years of experience in Special Education

All adjunct instructors have been credentialed to teach community college and most still hold valid K-12 teaching certificates as well. One can easily see that so many adjunct instructors are needed because there is only one full time faculty member. We are in the process of growing to allow another full-time faculty member for this program. At the present time, more courses are taught by adjuncts than by a full-time instructor. All of these adjunct instructors have eminent experience in their field, some with specialties which are very valuable to the program. Each of them has been observed and evaluated using the Yavapai College Faculty Performance Development Evaluation Tool, and all who are still teaching with us have received excellent evaluations on both that tool and on their course evaluations done by students.

Administrative and Support Personnel

The Early Childhood Education program is a part of the Education Division under the Director of Teacher Education, Dr. Ronald L. Minnich. He holds both a BA in Secondary Education and MA in Education Administration from the University of Arizona and a Doctor of Education from Nova University.

There are no full or part-time support personnel for either the ECE program or the Education Division.

Professional Development/Achievements/Contribution to College and Community

Comprehensive member of NAEYC (National Association for the Education of Young Children) – 20 years
Grant writing for DES, CCAMPIS, Del E. Webb
Grant Administration – credit for DES Modules
DES Modules taught in 12 counties in Arizona – 20 instructors
Education and Early Head Start TAC Committees for NACOG Head Start
Early Childhood Articulation Task Force
Tech Prep Articulations
Credit for Pre-Service Conferences for Head Start staff in Yavapai County
NCA Committee – Criterion 4
Career Fair Exhibitor
Show and Tell publication
Curriculum Committee
Member of NCCCC (National Coalition for Campus Children's Centers)
Family Enrichment Center on Prescott Campus
Champion for Kids Award – December, 2004

Support from Other Areas

As a program, we have enjoyed the support of many areas of the college.

- The library has graciously accepted, housed and monitored video tapes from classes and books bought for the program that students would need. In the near future we will need to discuss the possibility of housing a children's library of picture and story books which will be used by the program in the Family Enrichment Center, as well as college students.
- Counseling and advising have always done their best to keep up with a new program and to help students to understand their responsibilities. They have always been willing to call with questions, or send students to talk when they weren't sure of requirements.
- Registration has been most helpful with getting systems in to place for credit for DES modules, for internships, and for CEU-type credit for Head Start staff. These new additions to their work load were graciously accepted.

- The Grants office has always worked well with Early Childhood, making suggestions and obtaining extra funds for a new program with new needs. That office has been instrumental in helping to fund the future Family Enrichment Center.
- Distance Learning and ITS have been very helpful in teaching and helping us and all our instructors to use the Interactive TV classrooms and Blackboard facilities on-line. Our program has been able to grow throughout the district because of their help.
- As a new program, we could have used more help marketing our program but that effort at the college has changed a great deal during the time Early Childhood was developing and maturing. Perhaps beginning on the Verde campus was a drawback for this program, as there was little marketing presence at that site. With the advent of the Family Enrichment Center, we hope for lots of additional help in marketing ECE degree and training programs to potential students and child care providers' district wide.

E. Facilities, Equipment, Materials, and Financial Resources

Facilities, Equipment and Materials

Since the ECE program has offered nearly all of its courses in the ITV classrooms, since the second semester of its existence, we have always been dependent upon those facilities. We have also grown with those facilities, changing and updating our presentations as the equipment there has changed. Now we have some very up-to-date, new rooms for this purpose and enjoy the amenities there. We do, however, look forward to some classrooms that are not based solely for lecture presentations. Our classes often involve group work, class presentations by students and activities that would be much better served in smaller, more flexible spaces that still have ITV abilities, so that the program can still be district-wide.

One of the things this program has been lacking from its beginning is a lab school. We need a place where students can “practice” and where they can see best practices being implemented in many ways and at all times of the day. We are coming very close to realizing this integral part of the ECE program and have high hopes that by the fall semester of 2006, we will have such a facility to rely upon. This building may change how we manage such items as offices, materials, and staff and administration. Systems will have to be in place for how and where we control materials and how we manage more personnel involved in Early Childhood.

Financial Resources

When Early Childhood was on the Verde campus, there was a small budget amount, approximately \$2,500 allocated for ECE. When the program moved to the Prescott campus, it became part of the EDU division and its budget lines. This works well, as does the combining of EDU and ECE into a division. When we open the Family Enrichment Center, the budget for running that may need to also involve parts of the ECE budget. One can envision lab fees for students in certain classes who use the center and the materials there for their course work (ie. Curriculum and Practicum classes).

F. Advisory Committee and Partnerships

Advisory Committee

- Jennifer Brown
Early Head Start Coordinator
NACOG Head Start
- Ruth Elsesser
Child Development
Mingus Union High School
- Vickey LaMotte
Adjunct Instructor
Yavapai & Central Arizona College
- LeAnne Lawhead
Adjunct Instructor
Communities for Kids
- Pam Lord
Director
Yavapai Head Start
- Catherine Mulligan
Education Coordinator
NACOG Head Start
- Elaine Smith
Retired ECE
American Assoc. of University Women
- Jan Steiner
Retired ECE - Master's Degree
American Assoc. of University Women
- Elke Sundermann
Yavapai County Health Dept.
Master's in ECE

The Advisory Committee has evolved over the past five years. In the beginning, there were more people from the Verde area on it, and more Yavapai College personnel on the committee. Now there are more members from the Prescott side on it, and more community members. The Committee meets every semester, and a few times has been polled to answer a specific question when needed. Their opinion and advice is always sought whenever there are changes to the program or to how the program operates. Several of them have been very diligent in helping to work towards the reality of the Family Enrichment Center. We have always had an agenda for each meeting,

prepared by ECE faculty. The Committee needs to move into a more regulatory mode, evaluating the program and its progress, setting goals, and maintaining officers and minutes.

Partnerships

Head Start has good representation on the Committee, as an exemplary employer of graduates. There has always been a very positive partnership between Yavapai College and Head Start. We serve on each other's committees and help each other with any special projects we may have. We need to include at least one graduate on this committee.

An active role is taken by the American Association of University Women – our Family Enrichment Center is one of that group's goals, thus the active participation by them. A partnership is starting to take shape with Prevent Child Abuse and other community child and family related agencies. We have met together and have plans and dates for more meetings in the near future.

Since the beginning of the ECE program, Primavera School in Prescott has been a strong partner. They were the only NAEYC accredited school in the area and have taken our students in for observations, practica and internships. They also have hired many of our graduates over the years.

Recently, several meetings have also taken place with the Area Coordinator of the NAU/Yavapai program to explore the requirements of their online BAS in Early Childhood Education and their plans to offer the BSE in Early Childhood that may be launched locally as early as the spring 2006 semester with a cohort of students. As earlier stated, our AAS in ECE would mostly transfer into the online BAS degree program, although students would need a few more General Education courses. A copy of NAU's description of their BAS in Early Childhood, printed from their website, is attached as Appendix A.

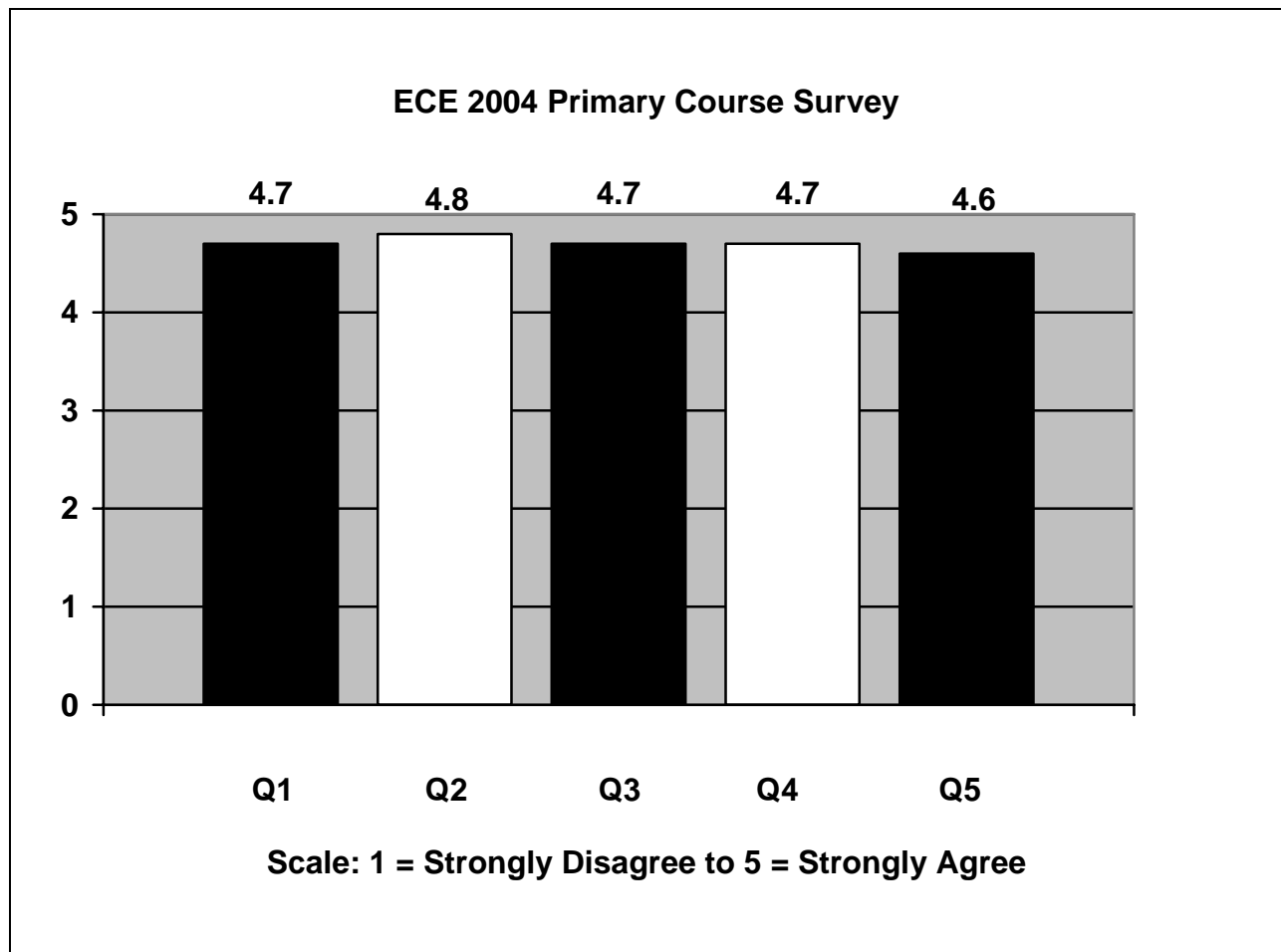
In reviewing the new BSE degree, it appears that all of our existing Associate of Arts in Elementary Education would transfer directly into the new BSE in Early Childhood soon to be offered at NAU/Yavapai. A copy of that NAU degree program which will appear in their 2005-2006 Catalog is attached as Exhibit B.

We anticipate that our ECE program will be more directly partnering with NAU/Yavapai in the future, as do our Elementary and Special Education faculty presently. Groundwork for that partnership has been laid and much greater cooperation, sharing of faculty and joint marketing ventures are anticipated.

G. General Outcomes

Student Evaluation of Instructors and Advising

Students have consistently rated ECE Instructors very highly and express great satisfaction with our courses each semester on the anonymous responses on the Primary Course Surveys. The chart below shows the fall 2004 student responses to five of the more pertinent questions, with responses typical of the complete survey:



Q1: Instructor was helpful providing assistance, explanations and answers to questions.

Q2: Instructor demonstrated expertise in subject area.

Q3: Course materials (e.g., text, films, and handouts) were relevant.

Q4: Course instruction was effective.

Q5: I achieved what I expected in this class.

Since a growing number of ECE courses are offered online, we also reviewed data generated by the Distributed Learning Department of the college for such courses for the fall 2004 semester. Although Distributed Learning uses a slightly different student

survey instrument than does Institutional Research, results on similar questions indicated very high ratings for online courses and instructors. For example, students results were: 4.9 out of 5.0 for “Instructor provided the help I needed;” 4.9 for “Instructor knowledgeable about subject area;” 4.1 for “Appropriate materials for course;” 4.6 for “I received good value for my tuition;” and, perhaps most important for an online course, 4.4 in response to “I learned as much in this course as in a comparable traditional course.”

These responses indicate that while online courses present some challenges for us, responses also included: 4.6 for “Technical problems did not detract from my learning” and 4.7 for “I would recommend this course to others.” The student survey data support our continued offering of online ECE courses and point out areas which might be improved by our instructors. A complete summary of the Distributed Learning student survey results are attached as Appendix C.

Grades

Over the past five years more than two-thirds of the students received a passing letter grade of C or better. The most frequently earned grade was A. Withdrawals from ECE courses over the past five years ranged from a low of 5% in 2000/2001 to a high of 22% in 2001/2002. Students receiving failing grades range from 1% in 2000/2001 to 12% in 2003/2004.

ECE;PSY234 Grade Distribution Summary

Grades	A	B	C	D	F	G	I	P	S	U	V	X	W	We	TOTAL
Year 1999-2000	77	15	2	3	4		1					17	14		133
Year 2000-2001	126	33	9	3	2		1				1	30	9		214
Year 2001-2002	87	25	9	8	16		1		58	26	1	59	42	1	333
Year 2002-2003	94	38	11	3	14				36	21	1	54	27		299
Year 2003-2004	170	43	15	6	41		4					87	68		434

A, B, C, D, F = Traditional letter grades

G, P = Course in progress, I = Incomplete

S = Satisfactory, U = Unsatisfactory, V = Enrichment

X = Drop, W = Withdrawal (regular)

We = Withdrawal (enrichment)

For two years (2001-02 and 2002-03) the pass/fail option was used in one or more ECE courses. These grades are not included in the above calculations for the failing grades described above. When the pass/fail students are included, the percentages of failures increases to 15% in 2001-02 and 14% in 2002-03, both years higher than the 2003-04 rate of 12%.

The grade distribution for 2003-2004 indicated several major differences from previous years. First, the rather major increase in total students by 135 from the previous year and secondly, a growing number of students who both dropped (X) or withdrew (W) from ECE courses. Our faculty intends to attempt to decrease both categories. Because the data collection system has been evolving over the period reported, with many changes in who may have been counted as an ECE student each year, some of differences may simply be an “apples to oranges” comparison that we are seeing being played out in the figures presented in the above charts and elsewhere in this document.

One of our major questions for several years, often discussed with Institutional Research, has been who gets counted as an ECE student? For example, our ECE/PSY234 Child Growth & Development course is one of several cross-listed courses taught by our instructors and usually has significant enrollment numbers each semester. Because of our registration computer software only allows for students to be enrolled in this course as either ECE234 or PSY234, students must choose only one of the designations. We also have several other cross-listed courses with education; ECE/EDU230 Children's Literature is an example of one of those. Before the fall semester of 2004, students who registered for PSY234 were counted as in the psychology enrollment and EDU230 student in education. Many of these students were actually pursuing employment in the early childhood education field but were not counted as such.

We intend to look more closely at the grades and other data reported in the spring of 2005 to ascertain whether we need to reexamine our assignments, assessments, grading and instructional practices beyond what is currently being done. If we can bring about improvements to our program aimed at decreasing the number of failing grades, drops and withdrawals, we most certainly want to do so for the greater success of our students. Drops and withdrawals are an even larger problem than the failing grades in our analysis.

Another continuing problem that we are addressing is that the various Head Start programs sometimes enroll their teaching assistants and volunteer parents in some of our ECE courses and such enrollments are often very late in the registration process. This is due to late receipt of federal funds by the Head Start programs, especially affecting the fall semester registration. This means that some ECE course offerings are being cancelled for low enrollment prior to these students being able to register and make payment for their classes. We are attempting to work directly with the various Head Start administrators around our region to correct this long-standing problem.

H. Student Outcomes Assessment Plan

Assessment Indicators from Studies

Beginning in 2003-2004, all college divisions and programs were directed to develop a written Student Learning Outcomes Assessment (SLOA) Plan as a result of recommendations made by The Higher Learning Commission of the North Central Association of Colleges and Schools. This recommendation came as a part of the accreditation effort made by the college which included an exhaustive internal Self-Study Report and a report by the external NCA Evaluation Team, following their April 2003 visit to our campus. This Outcomes Assessment Plan has guided our curriculum improvement efforts for the past two years as we continue to refine and revise our Program and Course Outcomes and gather student learning outcomes data to support and suggest such needed changes.

Currently we are piloting a revised outcomes assessment plan which grew out of faculty discussions and meetings of the Instructional Council of Yavapai College. We started by reviewing the approved outcomes for our associate degree and certificates offered in early childhood in the spring of 2003 and then mapped our various stated ECE course outcomes against those program outcomes. As a result of that effort, the original seventeen outcomes for the ECE associate degree were reduced to thirteen, with some rewording, and that revision was approved by the curriculum council. Our revised program outcomes are spread across all of our courses and are taught and assessed by all of our instructors.

In the fall 2004 semester, forms designed by the Visual and Performing Arts Division were emailed out to all ECE instructors, both full-time and adjuncts. These forms included just those specific program outcomes that matched course outcomes in each of the courses taught that semester. Instructors then recorded the number of Completers/Enrollment Numbers, the Average Grade awarded and the Assessment Method or Tool used with the students in the course.

Although the results of this first-time effort were encouraging, and seemed to indicate some areas for possible course/assessment improvements, our division outcomes assessment committee decided to continue this data collection effort for the 2005 spring semester so that we would have a larger amount of collected information to analyze and compare. This focus on student outcomes assessment has already produced several program changes, mostly suggested by faculty members as we review the data. At each monthly Education Division meeting, some time is devoted to faculty-to-faculty discussion about various methods of assessing course and program outcomes with much greater sharing of assignments, assessment strategies and comparing of student results. Also, a much greater number of adjunct instructors have been attending these Friday afternoon meetings as they are an integral part of our outcomes assessment effort and recognize the importance and value of these discussions.

These ongoing discussions about assessment data was a major reason our division recognized the need to develop a student tracking system to allow for follow-up and sharing of information with ECE students over an extended number of semesters.

No such system existed in our program but faculty members are planning such an effort beginning in the fall of 2005. In addition, the division will be focusing on finding ways to reduce the number of withdrawals and drops in all of our courses as a direct result of our analysis of collected student outcome data.

We believe that this new outcomes assessment plan will allow us to make data-driven decisions about needed course revisions, instructional delivery changes and greatly improve our assessment measures across our program in the future. We have included selected copies of our various outcomes assessment forms completed in the fall of 2004 in Appendix D.

Licensure

The National Association for the Education of Young Children (NAEYC) is presently working with six states (not including Arizona) in the start-up phase of their Associate Degree Program Accreditation system. When the system is fully operationally, all programs that meet eligibility criteria will be invited to seek NAEYC associate degree accreditation. We fully expect that the Yavapai College Early Childhood program will be among these. For more information about this new system, and for a web site where the standards can be downloaded, see Appendix E.

I. Future Trends

In Arizona, the State Board of Education began working in the spring of 2003 to add both a provisional and standard early childhood education teaching certificate for those public school teachers working with children, birth through age 8. Both of these certificates will be brand new for our state and received Final Adoption by the State Board of Education at their meeting of December 6, 2004. The rule then went to the Attorney General for review, as is the case for all state rule changes. This addition to State Board Rule R7-2-612 (attached as Appendix F) will mean that after July 1, 2009, this early childhood certificate will be required for teachers in public schools teaching preschool or kindergarten programs and optional for grades 1 – 3. Both of these two new certificates require 37 semester hours of early childhood education courses and 8 semester hours of practicum experience in 2 of 3 different age levels of young children, or completion of a teacher preparation program from an accredited institution in early childhood education.

In addition, the Arizona State Board of Education also will offer already certified elementary teachers an optional Early Childhood Education Endorsement (R7-2-613, attached as Appendix G) for working with children, birth to age eight that may be used in lieu of the standard early childhood education certificate described in the foregoing paragraph. What this means is that teachers who choose to work with preschool and primary aged children, through grade 3, will now have an additional pathway to become a certified teacher in Arizona.

In response to these new Arizona teaching certificates, NAU/Yavapai has approval and plans to begin offering a new Bachelor of Science in Early Childhood Education as early as January 2006 in Yavapai County. This new degree would qualify completers for the new Arizona ECE Endorsement and allow them to teach in public schools in preschool through grade 3. A copy of the NAU draft page from the 2005-2006 University Catalog outlining this new BS degree is attached as Appendix B.

The Education Division is currently working on developing a Transfer Agreement with NAU to accept all 64 credits of our existing Associate of Arts in Elementary Education into this new BS degree as we believe it aligns with the first two years of that baccalaureate almost perfectly. Many former ECE students working in Head Start or other child care facility may be very interested in returning to our college to take additional courses leading to our existing AAEE in Elementary Education. A proposal for a direct marketing campaign to these students will be considered and likely recommended by our division.

Northern Arizona University already offers a Bachelors of Applied Science in Early Childhood in an online program for those who have completed an appropriate associate degree. While this baccalaureate would not lead to the new state Early Childhood Education Endorsement, many aspiring Head Start administrators may well want to complete an associate degree at Yavapai College to transfer into this NAU program.

Governor Napolitano also has made improving the care and education of young children one of the principal goals of her administration. In her administrations' first year (2004) she successfully convinced the Arizona legislature to begin funding all-day kindergarten programs for the poorest school districts with the time table to fully fund all school districts that want to offer all-day kindergarten over a four-year period. That a Democratic Governor was able to get such a significant commitment from the conservative Republican-controlled legislature to fund all-day kindergarten for the children of Arizona speaks volumes on the growing recognition that investing in the education our youngest citizens is of vital importance to this state. This critical need is being recognized across the country, a trend that will likely continue far into the future.

As this report is being written, the final stages of raising money to build the Del E. Webb Center for Family Enrichment are being implemented. The vision of this Center is for quality child care to be provided for students and staff needs and for a lab school for the ECE students to observe and participate in best practices. The larger picture also includes parenting classes and programs and a place where Early Childhood professionals in the district can improve and update their skills. The integration of this Center with the college ECE program is essential to maintain the highest standards for both child care and our academic program. Students' work will be improved by the ability to observe and practice and child development will be enhanced by the enrichment given to their program by committed staff and students. Thus an almost symbiotic relationship is expected to develop between the college program and the lab school/child care program.

The future looks very exciting for the ECE program.

J. Strengths and Concerns

The early childhood education program has experienced continued, modest growth over the six years of the program. Obviously, the growth has been limited by having only one full-time faculty member for the entire time span and the availability of just two classrooms on the Prescott and Verde campuses equipped to use instructional television. Most of our courses are offered over ITV and there has long been competition for use of this limited resource with the nursing and business divisions with General Education courses also beginning to be offered. While the technological equipment has changed over time, with a significant improvement recently, there are still just the two available classrooms for use by all programs and divisions.

Early childhood faculty have always been highly qualified and committed to working with our motivated, hard-working students, many of whom are already working in child care or the education field. The instructors are innovative, inspirational and model best practices in teaching. They are willing to use a wide variety of delivery methods, are technologically literate, and making great strides in data-based decision making using student outcomes assessments.

The shift of most faculty from the Verde to the Prescott campus over the years, however, has made it difficult to keep enrollment numbers growing on both campuses and there seems to be no focused marketing effort for this program which is intended to reach potential audiences district wide. The unification of education and ECE into a single, new division is seen as both recognition of the importance of these programs and the possibility of significant enrollment/FTSE growth. However, the lack of any administrative support personnel for the division may be retarding that growth potential.

While our students are highly motivated and recognize the growing employment opportunities in early childhood education, there is an absence of a cohesive tracking and follow-up system from semester-to-semester and year-to-year. Many students pursue their education on a part-time basis and seem to disappear from our radar screens only to reappear a year or two later. The withdrawal/drop numbers seem to be growing with several contributing factors, some perhaps unique to early childhood students. There has been no concerted effort to examine and address these problems. Even a modest success rate could significantly increase enrollment and FTSE.

Also of concern, there are few planned opportunities for students who are pursuing associate degrees in both ECE and Education to work together. Creating a unified group of students who can learn team building, develop partnerships, and form study/discussion groups would enhance the students' education while also promoting the growth of the division.

Finally, there is no firm plan in place on how the Family Enrichment Center will be operated and funded, opening possibly as early as the fall 2006 semester, and how the Early Childhood program will interface with the center. The Education Division would seem to be positioned best to take the lead in this planning effort and stands ready to do so.

K. Recommendations

1. Expand schedule to offer additional classes by ITV on days and times when facilities are more available. Lack of ability to offer more than two ITV classes at a given time is a major problem for our ECE program. Every semester we must negotiate with other divisions and programs for the “prime times” and we must limit what courses we offer. By expanding our course offerings to more evenings, Fridays and weekends, we could reach more potential students and increase our FTSE.
2. Work with others to develop a focused, district-wide, well-planned marketing effort for ECE degree and certificates. There has been very little effort in the last few years to inform the public about the growing employment and training opportunities for early childhood education students in our County. A plan for a coordinated marketing campaign with college Office of Public Information and NAU/Yavapai to jointly publicize our associate program and the new Bachelor of Science ECE degree, to be rolled out in spring 2006, might greatly expand our active student base.
3. Develop a tracking system to allow for follow-up and sharing info with ECE students by mail, phone and/or email over an extended number of semesters. No tracking system exists for regular contacts with active and former students by the faculty. If a student disappears for a semester, there is little or no contact made with those students or encouragement for them to return to school. Such a tracking system would also provide a current address listing for inviting students to attend events and meetings with other students with similar interests planned by the division.
4. Find ways to reduce number of withdrawals and drops from ECE courses by 10% per year from the 2004 base year. A combination of late registrations, students who never show up for even the first class, and withdrawals during the term needs to be addressed. Working cooperatively with the Registrar, Advising and ECE faculty over the next year, solutions to the high number of drops and withdrawals from our courses will be resolved. Finding ways to assist and support students to avoid failing, dropping or withdrawing from our courses will be an added feature of the program and will improve the overall success.
5. Restructure the ECE Advisory Committee membership, formalize the roles of this group and develop operational procedures in 2005-2006. As indicated earlier in this report, the long-standing Advisory Committee membership should include members from across the County and add at least one program graduate to the group. The committee should draft by-laws, set goals and elect officers at a minimum. With the new Family Enrichment Center on the horizon, this group might well also serve as the Advisory Committee for that ECE lab school.
6. Plan for the instructional program, licensing, staffing and funding needs of the Del E. Webb Family Enrichment Center beginning in the fall of 2005. The Center will be built with the Yavapai College Foundation funds but significant program planning efforts must parallel the construction including requesting an additional full-time FEC Director with instructional duties to begin in January 2006, to help finalize the critically important operational/financial/instructional plan for the lab school.

L. Action Plan

OBJECTIVES

This action plan aims to:

1. Offer additional early childhood education courses by utilizing available ITV classrooms on days and times when facilities are more available.
2. Develop and implement a focused, district-wide marketing plan for the AAS for ECE degree and ECE Certificates cooperatively with the Office of Public Information and NAU/Yavapai. With the new Bachelor of Science in ECE beginning at NAU/Yavapai in January 2006, larger cohorts of associate and bachelor degree students will be sought.
3. Develop and implement a student tracking system to allow for follow-up and information sharing with current and former ECE students by the faculty and division administration.
4. Seek out causes/reasons for the high number of ECE student enrollment withdrawals/ drops, analyze all available data and implement a plan to reduce such loss of enrollment 10% per year for each of the next three years.
5. Restructure and expand the membership and roles of the ECE Advisory Committee beginning in the fall of 2005.
6. Add one full-time Family Enrichment Center Director/ECE faculty member beginning in January 2006. This person will assist in the programmatic and operational planning needed to open the lab school as soon as it is built on the Prescott campus.

ACTIVITIES

1. Work cooperatively with the Nursing and BUCS Divisions to develop schedules for the two available ITV classrooms that eliminate down times in excess of 15 minutes, which is not currently the practice for future semesters. Schedule additional ECE course sections on days and times that are currently less popular (i.e., nights, weekends) but which might draw working students into the program. Work cooperatively with ITS administrators and others to establish at least one additional ITV equipped classroom on the Prescott campus, hopefully a smaller room without computer stations but with moveable student desks which would better accommodate the needs of the ECE curriculum and activities.
2. Meet monthly with the NAU/Yavapai Area Coordinator and Director of Public Information to produce and launch a creative and highly focused marketing campaign about new employment opportunities and options available for ECE associate and bachelor degree graduates in both our County and across Arizona.
3. Create a student tracking system which uses available Area of Studies (AOS) codes and COSMOS information to allow for frequent, planned faculty/student contacts and regular follow-up with current and former ECE students. Set up at least two events, meetings or social gatherings for ECE and EDU students each semester to share current educational information and to begin forming study/support groups of students.

4. Evaluate and analyze available ECE student withdrawal/drops data and follow-up with such students beginning in fall 2005 by phone or email to ascertain reasons for leaving the courses. Develop a plan with faculty and advisors to significantly lower the number of students who do not successfully complete ECE courses.
5. Recruit additional members and restructure the ECE Advisory Committee's roles with the group meeting to draft by-laws, set goal and establish officers for the year in the fall of 2005.
6. Continue to pursue requests for an additional full-time Family Enrichment Center Director/ECE Instructor for the second semester of 2005-2006 budget year first submitted in spring 2005. This person will join the Education Division Director, Early Childhood Education faculty, and the ECE Advisory Committee in completing a plan for operation of the FEC including ECE instructional linkages with the lab school and ongoing staffing/funding needs of the center.

RESPONSIBILITY

1. The Director of Teacher Education for the district, ECE faculty with the cooperation of the Nursing and BUCS Division Assistant Deans.
2. The Director of Teacher Education, Director of Public Information and the Area Coordinator of NAU/Yavapai.
3. The Director of Teacher Education and ECE faculty.
4. The Director of Teacher Education, ECE faculty and college advisors.
5. The ECE Advisory Committee with the help of the Director of Teacher Education and ECE faculty.
6. The Director of Teacher Education for the district, the Family Enrichment Center Director, ECE faculty, and the ECE Advisory Committee.

TIMELINE

1. September 5, 2005, just prior to schedule building for spring 2006.
2. October 3, 2005.
3. September 16, 2005
4. November 18, 2005.
5. Fall 2005 semester.
6. Beginning May 2005 and continuing until completed.

RESOURCE ALLOCATION

1. No additional resources will be required as additional ECE course sections will be taught by Adjunct Instructors, costs offset by FTSE and tuition.
2. Estimated cost for marketing campaign \$12,000 funded jointly by the Yavapai College Education Division budget and NAU/Yavapai program.
3. No additional resources will be required.
4. No additional resources will be required.
5. No additional resources will be required.
6. Estimated one semester, full-time, Family Enrichment Center Director/Instructor salary of \$24,000, Benefits \$6,700, Office space (????), Office furniture \$1,750, Computer & related equipment \$1,500.