Early Childhood Education
Comprehensive Academic Program Review
2010-11

Associate in Science Degree:
Early Childhood Education

Department of Academic Effectiveness and Assessment
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Department of Academic Effectiveness and Assessment

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Executive Summary

Introduction
The program review process at St. Petersburg College (SPC) is a collaborative effort designed 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.

Degrees Offered
An Associate in Science Degree in Early Childhood Education is offered at SPC.

Program Performance
- **Actual Course Enrollment** increased during all three terms in 2009-10, from the previous year. Spring 2009-10 had the highest enrollment for the three years, while Spring 2008-09 had the lowest.
- **Unduplicated Headcount** increased during all three terms in 2009-10, from the previous year.
- **Student Semester Hour (SSH) Productivity** increased in Fall 2009-10, while Spring and Summer productivity decreased slightly.
- The number of **program graduates** in the Early Childhood Education program increased (13) in 2009-10, from the previous year.
- The vast majority of students in the program continue to **succeed** in the courses, although the classroom success rate decreased slightly in 2010-11, from the previous year. In Spring of 2011, 85.0% of the students were successful, as compared to 89.2% in Spring of 2010. In Fall of 2010, 80.7% of the students succeeded as compared to 88.1% in Fall of 2009.
- **Fulltime Faculty** taught 44.0% of the ECHs in 2009-10, as compared to 47.6% in 2008-09. Adjunct Faculty taught 56.0% of the ECHs in 2009-10, as compared to 52.4% in 2008-09. The highest semester for Adjunct ECHs was Summer 2007-08 in which adjunct faculty taught 71.4% of the program’s course load. The three-semester average for adjuncts (56.0%) in 2009-10 was not consistent with the College’s general 65/35 Fulltime/Adjunct Faculty Ratio guideline.

Program Profitability
- The **Relative Profitability Index (RPI-T)** for the Early Childhood Education program increased (0.87) in 2009-10, from the previous year (0.76). The program’s 2009-10 RPI-T reached a six-year high in 2009-10.

Program Improvements
- There were no **Capital Expenditures** (Fund 10 and 16) for the Early Childhood Education program (Org: 11240101) during the past three years.
Academic Outcomes

- The 2007-08 Academic Program Assessment Report indicated that the desired results were met for all six Major Learning Objectives (MLOs) assessed.
- The 2007-08 follow-up report was completed in July 2009. Both of the action items were successfully completed, and the results published in the 2007-08 Early Childhood Education assessment follow-up report. The next assessment report is scheduled to be completed during the 2010-11 academic year.

Stakeholder Perceptions

- All the individual average content area scores for the Student Survey of Instruction (SSI) 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.
- An Early Childhood Education advisory committee meeting was held on October, 2010. The meeting consisted of discussions about the early childhood conference, CONNECT module pilot program, infant/toddler courses, increase in online enrollment, expanding adjunct faculty, infant/toddler conference, articulation, student representation, community news, and advisory committee recommendations.
- Seven Recent Alumni surveys were provided to the 2008-09 graduates of the Early Childhood Education program. Fifty-seven percent of the graduates contacted responded to the survey (4 of 7). After receiving permission from the respondents to contact their employers, two employer surveys was sent out. Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:
- 75.0% of recent graduate survey respondents who were employed, were employed full-time.
- 75.0% of recent graduate survey respondents had a current position related to their studies.
- 50.0% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to “Continue my education,” 25.0% stated “Change career field,” while the remaining 25.0% said it was to “Get a promotion.”
- 75.0% of recent graduate survey respondents indicated that their SPC degree allowed them to “Continue my education,” 50.0% “Earn more money,” 50.0% “Meet certification-training needs,” 25.0% “Get a promotion,” and 25.0% indicated “Other.” [Note: The total may exceed 100% as this question allows multiple responses.]
- 50.0% of recent graduate survey respondents indicated that SPC did “Very well” in helping them meet their goal, and 50.0% thought that SPC did “Exceptionally well.”
- 100.0% of recent graduate survey respondents indicated that they earned between $10.00 and $14.99 per hour ($21,000 and $30,999 annually).
- 50.0% of recent graduate survey respondents indicated they are continuing their education.
- 100.0% of recent graduate survey respondents would recommend SPC’s Early Childhood Education program to another.

Two employer surveys were sent out based on the permissions provided by recent graduates in the 2008-09 recent graduate survey. Both of the employers contacted responded to the survey.

Notable results include:
- 100.0% of employers responding to the survey indicated they would hire another graduate from SPC.
- 100.0% of employers responding to the survey had graduate employees who earned between $10.00 and $14.99 per hour ($21,000 and $30,999 annually).

**Occupation Profile**

- One occupation description, Preschool teachers, except special education, was located in the Bureau of Labor Statistics for the Early Childhood Education program.
- The 2009 median yearly income for Preschool teachers, except special education was $24,500 in the United States, and $22,500 in Florida.
- Employment trend information for Preschool teachers, except special education showed a significant average annual increase in employment for the profession over the next 6 - 8 years for both the U.S. and Florida (19% and 28%, respectively).
- The major employers of SPC’s Early Childhood Education program graduates are Bright Horizons/All Children’s Hospital, Congregation Beth Shalom, Growing Place Preschool, Oakhurst Learning Center, Pasadena Community Church, and Pinellas County Head Start/Early Head Start.
- Total Placement in the Early Childhood Education program from 2005-06 through 2007-08 has remained consistent at 91% or better.

**State Graduates Outcomes**

- State Graduates data indicates that two hundred thirty eight students completed a state Early Childhood Education program in 2008-09, of those one hundred seventy four had some matching state data and were employed. Seventy five percent (75%) of those state graduates were employed at least a full quarter. All five (100%) SPC graduates in the pool were placed in employment, education, or military upon completion of their program.
Program Administrator’s Perspective: Issues, Trends, and Recent Successes

The Early Childhood Education Associate of Science (A.S.) degree program serves students who work with young children in early childhood care and educational settings, such as child care centers, preschools, and private schools, offering the Voluntary PreKindergarten (VPK) program provided by the State of Florida.

Our classes are offered in both blended (one night per week), and online formats, as the majority of our students work full-time. Although child care personnel may begin working with an industry certificate such as the CDA, many new programs (VPK, Headstart, and Early Headstart) require that personnel earn their A.S. degree in order to advance in the field. These statewide and federal mandates have resulted in our increased online course offerings.

The state legislature continues to place emphasis on improving the quality of care for young children, which includes more focus on higher levels of education for the child care workforce. This new focus on education has increased the demand for accessible degree programs, and helped our online course enrollment to grow. The legislature has also mandated articulation from the initial industry certificate (CDA) to the A.S. degree, which provides an additional incentive for prospective students.

The A.S. degree program is in the process of transitioning to the College of Education, which will facilitate our A.S. students’ ability to continue their education, and complete their Bachelor of Science (B.S.) degree. This transition will also improve student enrollment, retention and articulation to the B.S. degree.

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 and globally, while retaining leadership as a comprehensive, sustainable, multi-campus postsecondary institution and as a creative partner with students, communities, and other educational institutions to deliver rich learning experiences and to promote economic and workforce development.

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, St. Petersburg College (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
Institutional Effectiveness is the integrated, systematic, explicit, and documented process of measuring performance against the 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 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 methods 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 in Arts degrees is targeted for students continuing on to four-year degree programs as opposed to the Associate in Applied Science, Associate in Science, and Baccalaureate programs which are targeted towards students seeking employable skills. The General Education based assessments focus on the general learning outcomes from all degree programs, while 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/](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 seven years as mandated in chapter 1001.03(13) of the Florida Statutes, the State Board of Education (formerly the Florida Board of Education) must provide for the review of all academic programs.

(13) ...CYCLIC REVIEW OF POSTSECONDARY ACADEMIC PROGRAMS.--The State Board of Education shall provide for the cyclic review of all academic programs in community colleges and state universities at least every 7 years. Program reviews shall document how individual academic programs are achieving stated student learning and program objectives within the context of the institution's mission. The results of the program reviews shall inform strategic planning, program development, and budgeting decisions at the institutional level.

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.

In 2007, 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.

**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. The general college admissions policy applies to all students entering the Early Childhood Education Program. Graduates are awarded the Associate in Science degree in Early Childhood Education.

**Degree Offered**
An Associate in Science Degree in Early Childhood Education is offered at SPC.

For a complete listing of all courses within the Early Childhood Education program, please see Appendix A. The A.S. program currently has six articulations with high schools. For a complete list, see Appendix B.
Accreditation

There is currently no accreditation information on file for the Early Childhood Education Program.

Major Learning Outcomes

1. The student will demonstrate knowledge of developmentally appropriate 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 early childhood program evaluation.

4. The student will demonstrate knowledge of physical, social, multicultural and linguistic diversity of children and families.

5. The student will demonstrate knowledge of the professional standards and behavior of an early childhood professional.

6. The Overall student performance: Students will demonstrate application of knowledge and skills defined in the Early Childhood Education Program of Study.
Program Performance

**Actual Course Enrollment**

Actual Course Enrollment is calculated using the sum of actual student enrollment for the courses within the program (Academic Organization Code). This number is a duplicated headcount of students enrolled in the program’s core courses, and does not reflect the actual number of students enrolled in the A.S. program or its associated certificates (if applicable). Actual Course Enrollment increased during all three terms in 2009-10, from the previous year. Spring 2009-10 had the highest enrollment for the three years, while Spring 2008-09 had the lowest, as shown by Figure 2.

![Actual Course Enrollment Graph](image)

*Figure 2: Actual Course Enrollment*

Source: PeopleSoft Student Administration System: Course Management Summary Report (S_CMSUMM)
Unduplicated Headcount

Unduplicated Headcount is the total number of unduplicated students that are currently enrolled in a course under the respective Academic Org within the program (e.g., A.S. or certificate). This excludes 1) students in a different program plan or 2) students in the right program plan who are not taking courses within that Academic Org for the term of interest. Unduplicated Headcount increased during all three terms in 2009-10, from the previous year, as shown by Figure 3.

![Figure 3: Unduplicated Headcount](source: PeopleSoft Student Administration System)
**Productivity**

Student Semester Hour (SSH) Productivity is calculated by dividing actual SSH by the budgeted SSH. SSH Productivity increased in Fall 2009-10, while Spring and Summer productivity decreased slightly, from the previous year, as shown in Figure 4.

![SSH Productivity Graph](image)

*Figure 4: SSH Productivity*

Source: PeopleSoft Student Administration System: Course Management Summary Report (S_CMSUMM)
Program Graduates

The number of program graduates in the Early Childhood Education program increased (13) in 2009-10, from the previous year, as shown in Figure 5.

Figure 5: Program Graduates

Source: 2009-10 SPC Factbook, Table 31
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. This information is compiled from the college-wide grade distribution report generated at the end of each term. Some course data, such as dual credit courses, generally do not end at the same time as the regular campus courses and may be omitted. 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

<table>
<thead>
<tr>
<th>Semester</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2009</td>
<td>45.2%</td>
<td>33.8%</td>
<td>14.6%</td>
<td>0.0%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>54.6%</td>
<td>23.7%</td>
<td>10.8%</td>
<td>0.0%</td>
<td>10.8%</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>42.5%</td>
<td>23.5%</td>
<td>19.0%</td>
<td>0.0%</td>
<td>15.0%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>42.0%</td>
<td>26.1%</td>
<td>19.9%</td>
<td>0.0%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>44.3%</td>
<td>24.1%</td>
<td>12.3%</td>
<td>0.0%</td>
<td>19.3%</td>
</tr>
</tbody>
</table>

Source: Collegewide Grade Distribution Report (Generated at the end of the session)
Figure 6 provides a visual representation of the grade distributions for those students receiving a grade of A, B, or C.

![ABC Grade Distributions](image)

**Figure 6: 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 successfully completing the course with a grade of A, B, or C, divided by the total number of students in the course. The vast majority of students in the program continue to succeed in the courses as shown by Figure 7. The classroom success rate decreased slightly in 2010-11, from the previous year. In Spring of 2011, 85.0% of the students were successful, as compared to 89.2% in Spring of 2010. In Fall of 2010, 80.7% of the students succeeded as compared to 88.1% in Fall of 2009.

![Classroom Success Graph](image)

*Figure 7: 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. As shown, Fulltime Faculty taught 44.0% of the ECHs in 2009-10, as compared to 47.6% in 2008-09. Adjunct Faculty taught 56.0% of the ECHs in 2009-10, as compared to 52.4% in 2008-09.

<table>
<thead>
<tr>
<th>Table 2</th>
<th>Equated Credit Hours by Faculty Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fulltime Faculty</td>
</tr>
<tr>
<td></td>
<td>Number of ECHs</td>
</tr>
<tr>
<td>Fall 2007-2008</td>
<td>9.0</td>
</tr>
<tr>
<td>Spring 2007-2008</td>
<td>9.0</td>
</tr>
<tr>
<td>Summer 2007-2008</td>
<td>6.0</td>
</tr>
<tr>
<td>2007-2008 Total</td>
<td>24.0</td>
</tr>
<tr>
<td>Fall 2008-2009</td>
<td>9.0</td>
</tr>
<tr>
<td>Spring 2008-2009</td>
<td>9.0</td>
</tr>
<tr>
<td>Summer 2008-2009</td>
<td>12.0</td>
</tr>
<tr>
<td>2008-2009 Total</td>
<td>30.0</td>
</tr>
<tr>
<td>Fall 2009-2010</td>
<td>12.0</td>
</tr>
<tr>
<td>Spring 2009-2010</td>
<td>12.0</td>
</tr>
<tr>
<td>Summer 2009-2010</td>
<td>9.0</td>
</tr>
<tr>
<td>2009-2010 Total</td>
<td>33.0</td>
</tr>
</tbody>
</table>

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT)
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 8 displays the Fulltime/Adjunct Faculty Ratio information for the last three academic years. The highest semester for Adjunct ECHs was Summer 2007-08 in which adjunct faculty taught 71.4% of the program’s course load as shown in Table 2. The three-semester average for adjuncts (56.0%) in 2009-10 was not consistent with the College’s general 65/35 Fulltime/Adjunct Faculty Ratio guideline.

![Full-Time / Adjunct Faculty Ratio Graph](image)

*Figure 8: Full-time/Adjunct Faculty Ratio*

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT)
Program Profitability

Relative Profitability Index (RPI-T)

Relative Profitability Index (RPI-T) is a measure of program profitability. It is calculated by dividing a program’s income by the sum of its personnel expenses and current expenses. Only Fund 10 financials are used in the calculation of RPI-T; specifically, program revenues (GL 400000), personnel expenses (GL 500000), and current expenses (GL 600000).

Program revenues (GL 400000) can include (1) student application fees and tuition, (2) out of state fees, and (3) gifts from alumni and charitable organizations.

Personnel expenses (GL 500000) can include (1) personnel salary expenses for program management, and instructional staff, (2) personnel salary expenses for OPS and student assistants, and (3) personnel benefits. Personnel assigned to multiple programs may have partial personnel expenses assigned to an individual program.

Current expenses (GL 600000) can include operating expenses for (1) travel, (2) goods and services, and (3) materials and supplies. Current expenses can also include scholarship and fee waivers.
The RPI-T for the Early Childhood Education program increased (0.87) in 2009-10, from the previous year (0.76). The program’s 2009-10 RPI-T reached a six-year high in 2009-10, as shown in Figure 9.

To provide a comparison of the program’s RPI-T to other similar programs, three other comparative measures were calculated. The 2009-10 mean RPI-T for SPC was 0.81; the 2009-10 mean RPI-T for St. Petersburg/Gibbs programs was 0.87; and the 2009-10 mean RPI-T for programs which offered 25-50% of their courses online was 0.89.

![Fiscal Summary](image)

*Figure 9: Fiscal Summary*

Source: PeopleSoft Financial Production System: Summary of Monthly Organization Budget & Actuals Status Report (ORGBUD1) from End of Fiscal Year
Program Improvements

*Capital Expenditures*

There were no Capital Expenditures (Fund 10 and 16) for the Early Childhood Education program (Org: 11240101) during the past three years, as shown in Table 3.

**Table 3**

*Early Childhood Education Program Capital Expenditures*

<table>
<thead>
<tr>
<th>Year</th>
<th>Capital Outlay</th>
<th>Account</th>
<th>Purchase Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>0</td>
<td>700000</td>
<td>None</td>
</tr>
<tr>
<td>2008-09</td>
<td>0</td>
<td>700000</td>
<td>None</td>
</tr>
<tr>
<td>2009-10</td>
<td>0</td>
<td>700000</td>
<td>None</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>0</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: PeopleSoft Financial Production System: Summary of Monthly Organization Budget & Actuals Status Report (ORGBUDA1) from End of Fiscal Year
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 evaluated through an Academic Program Assessment Report (APAR) in 2007-08.

Each of the program’s six Major Learning Outcomes (MLOs) was evaluated during the 2007-08 assessment. Each of the six MLOs is listed below:

1. The student will demonstrate knowledge of developmentally appropriate 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 early childhood program evaluation.

4. The student will demonstrate knowledge of physical, social, multicultural and linguistic diversity of children and families.

5. The student will demonstrate knowledge of the professional standards and behavior of an early childhood professional.

6. The Overall student performance: Students will demonstrate application of knowledge and skills defined in the Early Childhood Education Program of Study.

Means of Assessment

The Early Childhood Education program used the results of an employer evaluation of cooperative education, a locally-developed instrument which employs a Likert scale, to assess the students. The criteria for success stated that students should achieve a rating greater than 2.5 on each category of the evaluation and receive a minimum overall score of 82 on MLOs 1 - 5.
Data was collected during 2006, 2007, and 2008, and the data findings for each MLO are displayed in Table 4.

**Table 4**

<table>
<thead>
<tr>
<th>Major Learning Objectives</th>
<th>Early Childhood Education Assessment Results (N=18) 2006 - 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Scores</td>
</tr>
<tr>
<td><strong>MLO 1</strong> Items (1a - 1f)</td>
<td>2.53 to 2.78</td>
</tr>
<tr>
<td><strong>MLO 2</strong> Items (2a - 2d), 2i, 2k, 2l</td>
<td>2.61 to 2.83</td>
</tr>
<tr>
<td><strong>MLO 3</strong> * Items (1j - 1l)</td>
<td>2.59 to 2.67</td>
</tr>
<tr>
<td><strong>MLO 4</strong> Items 1i, 2e, 2f, 2j, 2m, 2n</td>
<td>2.72 to 2.83</td>
</tr>
<tr>
<td><strong>MLO 5</strong> ** Items 1g, 1h, 2g, 2h, (3a - 3k)</td>
<td>2.60 to 3.00</td>
</tr>
<tr>
<td><strong>MLO 6</strong>* (Overall Score)</td>
<td>99.61</td>
</tr>
</tbody>
</table>

Source: Academic Outcomes from 2007-08 Academic Program Assessment Report (APAR)

*Item 1l for MLO 3 (N=17)
**Item 1g for MLO 5 (N=15)
***MLO 6 (N=14)

The 2007-08 follow-up report was completed in July 2009. Both of the action items were successfully completed, and the results published in the 2007-08 Early Childhood Education assessment follow-up report. The next assessment report is scheduled to be completed during the 2010-11 academic year.
Stakeholder Perceptions

Student Survey of Instruction (SSI)
Each semester, St. Petersburg College (SPC) administers the Student Survey of Instruction. 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.

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.

Beginning in Fall 2008, all SSI forms (except Clinical B) have been administered electronically using an online format. During 2009-10, the SSI items were reviewed and revised by a committee composed of faculty and administrators. As a result of the revision process, the lecture, non-lecture, and eCampus forms were consolidated into one form, independent of modality, which has been administered online since Spring 2010.

As part of the instrument validation process, the results from the SSI over the last few years were assessed for reliability and validity. The results of this assessment suggested three underlying factors.

The three factors are faculty engagement, preparation and organization, and course instruction. The survey questions are grouped into these categories as defined below:

- **Faculty Engagement** - focuses on how successful the instructor was in encouraging student performance, the instructor’s level of enthusiasm for the subject and respect for students, how well the instructor applied the stated grading policies including providing students appropriate information to determine their grades, and the instructor’s responsiveness to student questions outside of the classroom.

- **Preparation and Organization** - focuses on the instructor’s overall preparation for the course, the instructor’s ability to start and end class on time, the amount of time spent on course-related activities by
the instructor, and the even assignment and appropriateness of course material throughout the term.

- **Course Instruction** - focuses on the instructor’s clarity of instruction, how well the course objectives were defined by the instructor, and how well the instructor met student expectations.

**SSI Results**
The SSI survey is electronically distributed to all students enrolled in traditional classroom sections, lab courses and self-paced or directed individual study, and online courses at the College. The average scores are all well above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales during all three semesters. The average survey results by semester and content area are shown by Figure 10.

![Figure 10: SSI Results](image)

*Source: Student Survey of Instruction Administration Site*
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 engagement, preparation and organization, and course instruction.
Advisory Committee

Community input and participation is an important component of the educational process at the College. The advisory committees are an example of 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 Functions of Advisory Committees are:

1. Assessing how the program meets the current occupational needs of employers.
2. Reviewing and making recommendations on the program curriculum.
3. Providing input to help prepare students for work in their chosen field.
4. Assisting in recruiting, providing internships, and in placing qualified graduates in appropriate jobs.
5. Expanding and enhancing St. Petersburg College’s reputation in the community by fostering positive community relationships.
6. Approving all program equipment purchases in excess of $999.99.
Recent Meeting Summary.
An Early Childhood Education advisory committee meeting was held on October 7, 2010. The meeting consisted of discussions regarding an early childhood conference, CONNECT module pilot program, infant/toddler courses, increase in online enrollment, expanding adjunct faculty, infant/toddler conference, articulation, student representation, community news, and advisory committee recommendations.

Early Childhood Conference
Approximately 300 attended the conference. Very positive feedback on was received regarding the keynote speaker and the breakout sessions. The group discussed forwarding attendee comments along with the thank you note to Dr. White, Provost.

Connect Modules
The UNC materials will continue to be used in the Special Needs classes. New modules are being created. Much of the material is appropriate for the follow-up class, EEC 2272, Practices and Strategies which is being developed as an elective course.

Infant/Toddler Courses
Anne shared that specific coursework will be developed to meet the needs of infant/toddler caregivers possibly as an option in one of the major courses or as electives.

Continued increase in enrollment in online courses
We continue to add additional sections of online courses, and receive positive feedback from students and from Children’s Forum which lists the degree program for their TEACH scholarship students.

New adjunct faculty
Anne welcomed Brett as new adjunct and continued to request that committee members ‘spread the word’ about the need for instructors

Infant/Toddler Conference
The conference date is set for January 29, 2011. Members were asked to save the date and advertise along with recruiting presenters. This conference will have additional breakout sessions and potential for 400 participants.
Articulation
New legislation mandates articulation but language needs to be clarified regarding the National CDA and CDAE programs, including those online programs on the DCF approved list.

Student representation on committee
We would like to add a student in the A.S. program to the Advisory Committee.

Guests and Community News and Sharing
Gary discussed the Advisory Committee website and upcoming newsletter. Claudia asked about a Family Service Worker certificate; she will contact Cheryl Kerr and update members via email, and at the Spring meeting.

Advisory Committee Recommendations:
1. Student representative on committee
2. Continued search for adjunct instructors
3. Explore increased technology use for online courses.

The complete committee minutes along with the minutes from previous meetings are located in Appendices C, D, and E.
Recent Alumni Survey Information

Seven Alumni Surveys were provided to the 2008-09 graduates of the Early Childhood Education program. Responses were received from four A.S. graduates.

Fifty-seven percent of the graduates contacted responded to the survey (4 of 7). After receiving permission from the respondents to contact their employers, two employer surveys were sent out. Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:

- 75.0% of recent graduate survey respondents who were employed, were employed full-time.
- 75.0% of recent graduate survey respondents had a current position related to their studies.
- 50.0% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to “Continue my education,” 25.0% stated “Change career field,” while the remaining 25.0% said it was to “Get a promotion.”
- 75.0% of recent graduate survey respondents indicated that their SPC degree allowed them to “Continue my education,” 50.0% “Earn more money,” 50.0% “Meet certification-training needs,” 25.0% “Get a promotion,” and 25.0% indicated “Other.” [Note: The total may exceed 100% as this question allows multiple responses.]
- 50.0% of recent graduate survey respondents indicated that SPC did “Very well” in helping them meet their goal, and 50.0% thought that SPC did “Exceptionally well.”
- 100.0% of recent graduate survey respondents indicated that they earned between $10.00 and $14.99 per hour ($21,000 and $30,999 annually).
- 50.0% of recent graduate survey respondents indicated they are continuing their education.
- 100.0% of recent graduate survey respondents would recommend SPC’s Early Childhood Education program to another.
- An evaluation of Early Childhood Education graduates’ general education outcomes is displayed in Table 5. Graduates indicated high levels of satisfaction with their college preparation in the area of

The text continues with further analysis and details provided in the survey results.
general education outcomes. Eighteen outcomes received mean scores of 4.0 or higher, while the remaining seven received mean scores between 3.3 and 3.8.

Table 5
College Preparation Ratings for Recent Early Childhood Education Program Graduates

<table>
<thead>
<tr>
<th>General Education Outcomes</th>
<th>Item Ratings</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communicating clearly and effectively with others through:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td>4</td>
<td>4.5</td>
<td>0.58</td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td>4</td>
<td>4.3</td>
<td>0.50</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>4</td>
<td>4.5</td>
<td>0.58</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td>4</td>
<td>4.3</td>
<td>0.96</td>
</tr>
<tr>
<td><strong>Your use of mathematical and computational skills:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comfort with mathematical calculations</td>
<td></td>
<td>4</td>
<td>3.5</td>
<td>1.00</td>
</tr>
<tr>
<td>Using computational skills appropriately</td>
<td></td>
<td>4</td>
<td>3.8</td>
<td>0.96</td>
</tr>
<tr>
<td>Accurately interpreting mathematical data</td>
<td></td>
<td>4</td>
<td>3.5</td>
<td>1.00</td>
</tr>
<tr>
<td><strong>Using the following forms of technology:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td></td>
<td>4</td>
<td>4.3</td>
<td>0.96</td>
</tr>
<tr>
<td>Word Processing</td>
<td></td>
<td>4</td>
<td>4.0</td>
<td>0.82</td>
</tr>
<tr>
<td>Spreadsheets</td>
<td></td>
<td>4</td>
<td>3.3</td>
<td>0.50</td>
</tr>
<tr>
<td>Databases</td>
<td></td>
<td>4</td>
<td>3.5</td>
<td>0.58</td>
</tr>
<tr>
<td>Internet Research</td>
<td></td>
<td>4</td>
<td>4.3</td>
<td>0.96</td>
</tr>
<tr>
<td><strong>Thinking logically and critically to solve problems:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gathering and assessing relevant information</td>
<td></td>
<td>4</td>
<td>4.0</td>
<td>0.82</td>
</tr>
<tr>
<td>Inquiring about and interpreting information</td>
<td></td>
<td>4</td>
<td>4.0</td>
<td>0.82</td>
</tr>
<tr>
<td>Organizing and evaluating information</td>
<td></td>
<td>4</td>
<td>3.8</td>
<td>0.50</td>
</tr>
<tr>
<td>Analyzing and explaining information to others</td>
<td></td>
<td>4</td>
<td>3.8</td>
<td>0.50</td>
</tr>
</tbody>
</table>
### Table 5, continued

**College Preparation Ratings for Recent Early Childhood Education Program Graduates**

<table>
<thead>
<tr>
<th>General Education Outcomes</th>
<th>Item Ratings</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Five point rating scale with five being the highest)</td>
<td>N</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Using information to solve problems</td>
<td>4</td>
<td>4.0</td>
<td>0.82</td>
</tr>
<tr>
<td><strong>Working effectively with others in a variety of settings:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating as a team player (e.g., group projects)</td>
<td>4</td>
<td>4.5</td>
<td>0.58</td>
</tr>
<tr>
<td>Working well with individuals from diverse backgrounds</td>
<td>4</td>
<td>4.3</td>
<td>0.50</td>
</tr>
<tr>
<td>Using ethical courses of action</td>
<td>4</td>
<td>4.5</td>
<td>0.58</td>
</tr>
<tr>
<td>Demonstrating leadership skills</td>
<td>4</td>
<td>4.5</td>
<td>0.58</td>
</tr>
<tr>
<td><strong>Appreciating the importance of lifelong learning:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showing an interest in career development</td>
<td>4</td>
<td>4.5</td>
<td>0.58</td>
</tr>
<tr>
<td>Being open to new ideas and challenges</td>
<td>4</td>
<td>4.5</td>
<td>0.58</td>
</tr>
<tr>
<td>Willingness to take on new responsibilities</td>
<td>4</td>
<td>4.3</td>
<td>0.50</td>
</tr>
<tr>
<td>Pursuing additional educational opportunities</td>
<td>4</td>
<td>4.5</td>
<td>0.58</td>
</tr>
</tbody>
</table>

**Employer Survey Information**

Two employer surveys were sent out based on the permissions provided by recent graduates in the 2008-09 recent graduate survey. One hundred percent of the employers contacted responded to the survey.

Notable results include:

- 100.0% of employers responding to the survey indicated they would hire another graduate from SPC.
- 100.0% of employers responding to the survey had graduate employees who earned between $10.00 and $14.99 per hour ($21,000 and $30,999 annually).
- An employer evaluation of Early Childhood Education graduates’ general education outcomes is displayed in Table 6. Employers indicated high levels of satisfaction with graduates’ general education outcomes. Seven outcomes received a mean score of 4.5, while eighteen outcomes received a mean score of 4.0.
<table>
<thead>
<tr>
<th>General Education Outcomes (Five point rating scale with five being the highest)</th>
<th>Item Ratings</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
<td>SD</td>
<td>N/A*</td>
</tr>
<tr>
<td>Communicate clearly and effectively with others through:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>2</td>
<td>4.5</td>
<td>0.71</td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>2</td>
<td>4.5</td>
<td>0.71</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>2</td>
<td>4.5</td>
<td>0.71</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>2</td>
<td>4.0</td>
<td>1.41</td>
<td></td>
</tr>
<tr>
<td>Use mathematical and computational skills:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comfortable with mathematical calculations</td>
<td>2</td>
<td>4.0</td>
<td>1.41</td>
<td></td>
</tr>
<tr>
<td>Uses computational skills appropriately</td>
<td>2</td>
<td>4.0</td>
<td>1.41</td>
<td></td>
</tr>
<tr>
<td>Accurately interprets mathematical data</td>
<td>2</td>
<td>4.0</td>
<td>1.41</td>
<td></td>
</tr>
<tr>
<td>Use the following forms of technology:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E-mail</td>
<td>2</td>
<td>4.0</td>
<td>1.41</td>
<td></td>
</tr>
<tr>
<td>Word Processing</td>
<td>2</td>
<td>4.0</td>
<td>1.41</td>
<td></td>
</tr>
<tr>
<td>Spreadsheets</td>
<td>2</td>
<td>4.0</td>
<td>1.41</td>
<td></td>
</tr>
<tr>
<td>Databases</td>
<td>2</td>
<td>4.0</td>
<td>1.41</td>
<td></td>
</tr>
<tr>
<td>Internet Research</td>
<td>2</td>
<td>4.0</td>
<td>1.41</td>
<td></td>
</tr>
<tr>
<td>Think logically and critically to solve problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gathers and assesses relevant information</td>
<td>2</td>
<td>4.0</td>
<td>1.41</td>
<td></td>
</tr>
<tr>
<td>Inquires and interprets information</td>
<td>2</td>
<td>4.0</td>
<td>1.41</td>
<td></td>
</tr>
<tr>
<td>Organizes and evaluates information</td>
<td>2</td>
<td>4.0</td>
<td>1.41</td>
<td></td>
</tr>
<tr>
<td>Analyzes and explains information to others</td>
<td>2</td>
<td>4.0</td>
<td>1.41</td>
<td></td>
</tr>
<tr>
<td>Uses information to solve problems</td>
<td>2</td>
<td>4.0</td>
<td>1.41</td>
<td></td>
</tr>
</tbody>
</table>
## General Education Outcomes

*(Five point rating scale with five being the highest)*

<table>
<thead>
<tr>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>N/A*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Work effectively with others in a variety of settings:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participates as team player (e.g., groups projects)</td>
<td>2</td>
<td>4.5</td>
<td>0.71</td>
</tr>
<tr>
<td>Works well with individuals from diverse backgrounds</td>
<td>2</td>
<td>4.0</td>
<td>1.41</td>
</tr>
<tr>
<td>Uses ethical courses of action</td>
<td>2</td>
<td>4.0</td>
<td>1.41</td>
</tr>
<tr>
<td>Demonstrates leadership skills</td>
<td>2</td>
<td>4.5</td>
<td>0.71</td>
</tr>
<tr>
<td><strong>Appreciate the importance of lifelong learning:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows interest in career development</td>
<td>2</td>
<td>4.5</td>
<td>0.71</td>
</tr>
<tr>
<td>Open to new ideas and challenges</td>
<td>2</td>
<td>4.0</td>
<td>1.41</td>
</tr>
<tr>
<td>Willing to take on new responsibilities</td>
<td>2</td>
<td>4.5</td>
<td>0.71</td>
</tr>
<tr>
<td>Pursues additional educational opportunities</td>
<td>2</td>
<td>4.0</td>
<td>1.41</td>
</tr>
</tbody>
</table>
Occupation Profile

One occupation description, Preschool teachers, except special education, was located in the Bureau of Labor Statistics for the Early Childhood Education program.

Occupation Description

The occupation description for Preschool teachers, except special education 25-2011 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. Exclude “Child Care Workers” and “Special Education Teachers”.*

US, State, and Area Wage Information

The distribution of 2009 wage information for Preschool teachers, except special education is located in Table 7. The 2009 median yearly income for Preschool teachers, except special education was $24,500 in the United States, and $22,500 in Florida. The wage information is divided by percentiles for hourly and yearly wages. This information is also separated by location.

Table 7
Wage Information for Preschool teachers, except special education

<table>
<thead>
<tr>
<th>Location</th>
<th>Pay Period</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>United States</td>
<td>Hourly</td>
<td>$7.90</td>
</tr>
<tr>
<td></td>
<td>Yearly</td>
<td>$16,400</td>
</tr>
<tr>
<td>Florida</td>
<td>Hourly</td>
<td>$7.94</td>
</tr>
<tr>
<td></td>
<td>Yearly</td>
<td>$16,500</td>
</tr>
</tbody>
</table>

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey; Florida Agency for Workforce Innovation
National, State, and County Trends

Employment trend information for Preschool teachers, except special education is included in Table 8 and divided by country and state. A significant average annual increase (19% - 28%) in employment for the profession over the next 6 - 8 years for the country and state is shown.

Table 8
State and National Trends

<table>
<thead>
<tr>
<th>United States</th>
<th>Employment</th>
<th>Percent Change</th>
<th>Job Openings 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008</td>
<td>2018</td>
<td></td>
</tr>
<tr>
<td>Preschool teachers, except special education</td>
<td>457,200</td>
<td>543,900</td>
<td>+19%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Florida</th>
<th>Employment</th>
<th>Percent Change</th>
<th>Job Openings 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2006</td>
<td>2016</td>
<td></td>
</tr>
<tr>
<td>Preschool teachers, except special education</td>
<td>22,570</td>
<td>28,920</td>
<td>+28%</td>
</tr>
</tbody>
</table>

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

**Major Employers**

The primary local employers of SPC’s Early Childhood Education program graduates are Bright Horizons/All Children’s Hospital, Congregation Beth Shalom, Growing Place Preschool, Oakhurst Learning Center, Pasadena Community Church, and Pinellas County Head Start/Early Head Start, as depicted in Table 9.

**Table 9**

**Major Employers**

<table>
<thead>
<tr>
<th>Employers of Early Childhood Education Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bright Horizons/All Children’s Hospital</td>
</tr>
<tr>
<td>Congregation Beth Shalom</td>
</tr>
<tr>
<td>Growing Place Preschool</td>
</tr>
<tr>
<td>Oakhurst Learning Center</td>
</tr>
<tr>
<td>Pasadena Community Church</td>
</tr>
<tr>
<td>Pinellas County Head Start/Early Head Start</td>
</tr>
<tr>
<td>Westminster Day School</td>
</tr>
</tbody>
</table>

*Source: 2010-11 Fact Book, 2008-09 Alumni Survey, and Program Administrator input*
Total Placement

Total Placement is the percentage of students who have an acceptable placement after graduation. Acceptable placement includes students who are enlisted in the military, continuing their education, and/or employed in their field within the first year of graduation. Only students with A.S. and A.A.S degrees are used in the calculation. The Total Placement for the Early Childhood Education program from 2005-06 through 2007-08 has been between 91% and 100%, as shown by Figure 11.

![Total Placement Graph]

Figure 11: Total Placement

Source: 2010-11 SPC Factbook, Table 38
State Graduates Outcomes

To provide reference information for the employment trend data, program graduate state outcome data is provided for all academic programs included within Early Childhood Education. Early Childhood Education program graduate state outcome data is provided in Table 10.

Two hundred and thirty-eight students completed a state Early Childhood Education program in 2008-09, of those one hundred and seventy-four had some matching state data and were employed. Seventy-five percent (75%) of those state graduates were employed at least a full quarter and the average placement rate for the year was ninety-one percent (91%). All five (100%) SPC graduates in the pool were placed in employment, education, or military upon completion of their program, as depicted in Table 10.

Table 10
Early Childhood Education Program Graduates 2008-09 Outcomes by Florida College

<table>
<thead>
<tr>
<th>Florida College</th>
<th>Total Completers</th>
<th># Found Employed</th>
<th># Employed for a Full Qtr</th>
<th>% Employed For a Full Qtr</th>
<th>FETPIP Pool</th>
<th># Training Related (Employed, Education, or Military)</th>
<th>Placement Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brevard Community College</td>
<td>18</td>
<td>12</td>
<td>9</td>
<td>75%</td>
<td>11</td>
<td>11</td>
<td>100%</td>
</tr>
<tr>
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<td>1</td>
<td>1</td>
<td>100%</td>
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<tr>
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<td># Found Employed</td>
<td># Employed for a Full Qtr</td>
<td>% Employed For a Full Qtr</td>
<td>FETPIP Pool</td>
<td># Training Related (Employed, Education, or Military)</td>
<td>Placement Rate</td>
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<tr>
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<td>St. Petersburg College</td>
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<td>100%</td>
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<tr>
<td>Tallahassee Community College</td>
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<td>27</td>
<td>23</td>
<td>85%</td>
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<td><strong>Total</strong></td>
<td><strong>238</strong></td>
<td><strong>174</strong></td>
<td><strong>131</strong></td>
<td><strong>75%</strong></td>
<td><strong>191</strong></td>
<td><strong>174</strong></td>
<td><strong>91%</strong></td>
</tr>
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</table>

Source: Florida Education and Training Placement Information Program (FETPIP), Community College Vocational Reports (http://www.fldoe.org/fetpip/pdf/0809pdf/fcs0809asc.pdf)
Program Director’s Perspective: Issues, Trends, and Recent Successes

The Early Childhood Education Associate of Science (A.S.) degree program serves students who work with young children in early childhood care and educational settings, such as child care centers, preschools, and private schools, offering the Voluntary PreKindergarten (VPK) program provided by the State of Florida.

Our classes are offered in both blended (one night per week), and online formats, as the majority of our students work full-time. Although child care personnel may begin working with an industry certificate such as the CDA, many new programs (VPK, Headstart, and Early Headstart) require that personnel earn their A.S. degree in order to advance in the field. These statewide and federal mandates have resulted in our increased online course offerings.

The state legislature continues to place emphasis on improving the quality of care for young children, which includes more focus on higher levels of education for the child care workforce. This new focus on education has increased the demand for accessible degree programs, and helped our online course enrollment to grow. The legislature has also mandated articulation from the initial industry certificate (CDA) to the A.S. degree, which provides an additional incentive for prospective students.

The A.S. degree program is in the process of transitioning to the College of Education, which will facilitate our A.S. students’ ability to continue their education, and complete their Bachelor of Science (B.S.) degree. This transition will also improve student enrollment, retention and articulation to the B.S. degree.
## Program Action Plan

Program: Early Childhood Education

Date Completed: July 2011

Prepared By: Anne Sullivan

### I. Action Plan Items

<table>
<thead>
<tr>
<th></th>
<th>Action Item</th>
<th>Measure Addressed (Value)</th>
<th>Completion Date</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Continue to explore the addition of Infant/Toddler courses, with full support from the Advisory Committee</td>
<td>Actual Course Enrollment</td>
<td>June 2012</td>
<td>Anne Ryan</td>
</tr>
<tr>
<td>2</td>
<td>Host a table, and provide specific information on all programs, including online offerings, at the National Association for the Education of Young Children (NAEYC) conference in Orlando (11/2011).</td>
<td>Actual Course Enrollment</td>
<td>November 2011</td>
<td>Anne Ryan</td>
</tr>
<tr>
<td>3</td>
<td>Begin transitioning the A.S. degree to the College of Education.</td>
<td>Retention</td>
<td>October 2011</td>
<td>Anne Ryan</td>
</tr>
</tbody>
</table>

### II. Special Resources Needed: None
Area(s) of Concern/Improvement:

The program needs assistance from SPC’s Marketing department to create and develop marketing materials, and from Instructional Technologists to determine the best way to support an online learning community.
President’s Cabinet Review

Summary of observations, recommendations, and decisions:

[Signature]

President’s signature

8/7/11

Date
References

Contact Information

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

Jesse Coraggio, Ph.D.
Director, Academic Effectiveness and Assessment
St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733
(727) 341-3084
coraggio.jesse@spcollege.edu
Appendix A: Program Overview, 2011

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

**ASSOCIATE IN SCIENCE DEGREE**

[http://www.spcollege.edu/program/CHDEV-AS](http://www.spcollege.edu/program/CHDEV-AS)

Evelyn Finklea, Program Director, SPG (727) 341-4389
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.

### GENERAL EDUCATION COURSES (33 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC 1101</td>
<td>Composition I or (Honors)</td>
</tr>
<tr>
<td>ENC 1102</td>
<td>Composition II or (Honors) or approved Literature course *</td>
</tr>
<tr>
<td>SPC 1017</td>
<td>Introduction to Speech Communication OR (SPC 1017H, 1065, 1608, or 1608H)</td>
</tr>
<tr>
<td>HUM 2210</td>
<td>Western Humanities I or (Honors) OR</td>
</tr>
<tr>
<td>HUM 2233</td>
<td>Western Humanities II or (Honors)</td>
</tr>
<tr>
<td>HUM 2270</td>
<td>Humanities (East-West Synthesis)* OR (an approved Humanities/Fine Arts course)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>One college-level course with MAC, MAF, MAS, MGF, MTG or STA prefix</td>
</tr>
<tr>
<td>Natural Sciences Approved Courses</td>
<td></td>
</tr>
<tr>
<td>POS 2041</td>
<td>American National Government or (Honors)</td>
</tr>
<tr>
<td>PSY 1012</td>
<td>General Psychology or (Honors)</td>
</tr>
<tr>
<td>PHI 1600</td>
<td>Studies in Applied Ethics OR (PHI 1602H or 1631, 2635 or 2640)</td>
</tr>
</tbody>
</table>

*Visit [http://www.spcollege.edu/program/GENR-AS](http://www.spcollege.edu/program/GENR-AS) for details

### MAJOR COURSES (30 credits) – Grade of “C” or higher required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>EEC 1223</td>
<td>Observation and Assessment in Early Childhood</td>
</tr>
<tr>
<td>EEC 1308</td>
<td>Early Childhood Planning and Management</td>
</tr>
<tr>
<td>EEC 1600</td>
<td>Guiding the Young Child</td>
</tr>
<tr>
<td>EEC 1803</td>
<td>Early Childhood Development</td>
</tr>
<tr>
<td>EEC 2271</td>
<td>Introduction to Working with Young Children with Special Needs</td>
</tr>
<tr>
<td>EEC 2300</td>
<td>Developing Cognitive Activities for Young Children (Math, Language Arts, Science Social Studies, Health)</td>
</tr>
<tr>
<td>EEC 2312</td>
<td>Developing Creative Activities for Young Children</td>
</tr>
<tr>
<td>EEC 2307</td>
<td>Early Childhood Education Internship</td>
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### ELECTIVES: Select 6 credits – Grade of “C” or higher required

<table>
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<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDF 1005</td>
<td>Introduction to Education</td>
</tr>
<tr>
<td>EDF 2005</td>
<td>Teaching Diverse Populations</td>
</tr>
<tr>
<td>LAE 2000</td>
<td>Language and Literacy Development in Young Children</td>
</tr>
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</table>

*Any EGD/EEC course not already taken including, but not limited to:*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EGD 1319</td>
<td>Professional Techniques for Child Development</td>
</tr>
<tr>
<td>EEC 1602</td>
<td>Behavioral Observation and Screening in Child Care</td>
</tr>
<tr>
<td>EEC 2002</td>
<td>Foundations of Child Care and Educational Administration</td>
</tr>
<tr>
<td>EEC 2272</td>
<td>Practices for Working with Young Children with Special Needs in Inclusive Settings</td>
</tr>
<tr>
<td>EEC 2500</td>
<td>Child Development Overview</td>
</tr>
<tr>
<td>EEC 2521</td>
<td>Child Care Regulations</td>
</tr>
<tr>
<td>EEC 2523</td>
<td>Leadership and Management of Child Care Programs</td>
</tr>
<tr>
<td>EEC 2043</td>
<td>In-service Training: Preparation for National CDA</td>
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### TOTAL PROGRAM HOURS

63
### Appendix B: Articulation Agreements

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree</th>
<th>Program(s)</th>
<th>Purpose</th>
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<td>Countryside High School</td>
<td>AS</td>
<td>Early Childhood Education</td>
<td>A total of nine credits may be awarded by SPC based on Early Childhood Education courses taken at the high school.</td>
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<td>East Lake High School</td>
<td>AS</td>
<td>Early Childhood Education</td>
<td>A total of nine credits may be awarded by SPC based on Early Childhood Education courses taken at the high school.</td>
</tr>
<tr>
<td>Largo High School</td>
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<td>Early Childhood Education</td>
<td>A total of nine credits may be awarded by SPC based on Early Childhood Education courses taken at the high school.</td>
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<td>Osceola High School</td>
<td>AS</td>
<td>Early Childhood Education</td>
<td>A total of nine credits may be awarded by SPC based on Early Childhood Education courses taken at the high school.</td>
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<tr>
<td>Seminole High School</td>
<td>AS</td>
<td>Early Childhood Education</td>
<td>A total of nine credits may be awarded by SPC based on Early Childhood Education courses taken at the high school.</td>
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<tr>
<td>Tarpon Springs High School</td>
<td>AS</td>
<td>Early Childhood Education</td>
<td>A total of nine credits may be awarded by SPC based on Early Childhood Education courses taken at the high school.</td>
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</table>
Appendix C: Advisory Board Committee Minutes and Recommendations, 2010-11

St. Petersburg College
Early Childhood Advisory Committee Meeting
Thursday, October 7, 2010

Members in Attendance: Anne Sullivan, Vikki Yates, Brett Engisch, Bonnie Touchton, Sandy Smith, Bonnie Fletcher, Claudia Decker

Guests: Gary Graham

5:00PM Welcome and Introductions – meeting opened by Anne Sullivan (Linda Lynch, Chairperson, unable to attend this evening)

Minutes of previous meeting read and accepted.

Topic: Old Business

1. Early Childhood Conference

Discussion: Update on conference. Approximately 300 attendees. Very positive feedback on keynote speaker and breakout sessions. Discussed forwarding attendee comments along with the thank you to Dr. White, Provost of campus.

Action: Anne with contact the Early Learning Coalition re: feedback and evaluation forms.

2. CONNECT MODULES: Frank Porter Graham Institute

Discussion: The UNC materials will continue to be used in the Special Needs classes. New modules are being created. Much of the material is appropriate for the follow-up class, EEC 2272, Practices and Strategies which is being developed as an elective course.

Action: Anne will update committee at Spring meeting

3. Infant/Toddler Courses

Discussion: Anne shared that specific coursework will be developed to meet the needs of infant/toddler caregivers possibly as an option in one of the major courses or as electives.

Action: Anne will update committee at Spring meeting
Appendix C: Advisory Board Committee Minutes and Recommendations, 2010-11, con’t

Topic: New Business

1. Continued increase in enrollment in online courses

Discussion: We continue to add additional sections of online courses. Positive feedback from students and from Children’s Forum which lists the degree program for their TEACH scholarship students.

Action: Continue development of additional online courses

2. New adjunct faculty

Discussion: Anne welcomed Brett as new adjunct and continued to request committee members “spread the word” re: need for instructors

Action: No action at this time

3. Infant/Toddler Conference

Discussion: Conference date set for January 29, 2011. Members asked to save the date and advertise along with recruiting presenters. This conference will have additional breakout sessions and potential for 400 participants.

Action: Anne will send info as flyer is developed

4. Articulation

Discussion: New legislation mandates articulation but language needs to be clarified re: National CDA and CDAE programs including those online programs on the DCF approved list

Action: Update at Spring meeting.

5. Student representation on committee

Discussion: We would like to have a student in the A.S. program on the Advisory Committee.

Action: Anne will recruit current students in the program and put names forward at the Spring meeting.

Guests and Community News and Sharing:

Gary discussed the Advisory Committee website and upcoming newsletter.
Appendix C: Advisory Board Committee Minutes and Recommendations, 2010-11, con’t

Claudia asked about a Family Service Worker certificate; she will contact Cheryl Kerr and update members via email and at Spring meeting.

Advisory Committee Recommendations:

1. Student representative on committee
2. Continued search for adjunct instructors
3. Explore increased technology use for online courses.

Adjourned at 6:35PM. Spring meeting will be held in May – date and time to be determined. Anne will email committee members in January.
Appendix D: Advisory Board Committee Minutes and Recommendations, 2009-10

St. Petersburg College
Early Childhood Advisory Committee Meeting
Tuesday, May 11, 2010

Members in Attendance: Anne Sullivan, Vikki Yates, Linda Lynch, Bonnie Touchton, Brett Engisch, Virginia Irving, Gino Cote, Laura Woodard

Guests: Gary Graham, Ann Hofmeister, Mona Jackson, Sandy Smith, Claudia Decker

6:35PM Welcome and Introductions

Minutes of previous meeting read and accepted.

Chair: Linda Lynch opened meeting with discussion of Old Business:

Topic: Old Business

1. Online Degree Offering

Discussion: Update on online enrollment. Anne will be meeting with CyberAdvisors on eCampus to facilitate enrollment of out of county students. Group viewed the additions and revisions to the ECE website.

Action: continue to request feedback re: any changes or additions to make the website more ‘user friendly’

2. Expanding Adjunct Faculty

Discussion: Increase in online enrollment especially drives the need for additional faculty; Adjunct Faculty Fair to be held at SPC later this month.

Action: Anne will update committee at Fall meeting

3. Infant/Toddler Conference

Discussion: Excellent numbers and very positive feedback from attendees

Action: proposed date for 2011 is January 28th; update at Fall meeting
Appendix D: Advisory Board Committee Minutes and Recommendations, 2009-10, con’t

Topic: New Business

1. Development of Demonstration/Model School

**Discussion:** Item moved to New Business since recent events have moved this initiative along. Sandy Smith shared potential use of PTEC South building; meeting tomorrow at site with members of the community team – JWB, CCC, Pinellas County Schools, SPC, Early Learning Coalition, Pinellas Health Department and City of St. Petersburg. Goal is to create a ‘model’ center to meet the needs of children and families and also to serve the professional development needs of early childhood providers and caregivers in our county.

**Action:** Updates at the initiative moves forward; Anne will send information via email to the Committee and full report will be provided at Fall meeting

2. CONNECT Module Pilot Program through UNC/Chapel Hill

**Discussion:** Update on online materials provided by the Frank Porter Graham Institute re: embedded interventions for young children with special needs. Anne used the materials in the Intro to Special Needs course this past session; very positive feedback from students; materials will be moved from the Intro course to the follow-up course, Practical Strategies (elective course in the A.S. degree)

**Action:** No action at this time

3. Discussion of 12-Credit Certificate in Preschool Education

**Discussion:** Description of 12-credit certificate on the Curriculum Frameworks at DOE which several Community Colleges are providing in their programs. Concerns from the committee included the confusion that might occur between the certificate (12 credits) and the full degree along with possible confusion with other mandated certificates etc (CDAE).

**Action:** the A.S. program will continue as currently offered
Appendix D: Advisory Board Committee Minutes and Recommendations, 2009-10, con’t

4. Infant/Toddler Courses

Discussion: Online enrollment may possibly increase student capacity and possibility of adding an Infant/Toddler track in the A.S. degree. Courses specifically for that age will be developed as possible options in the degree requirements, not as additional electives.

Action: Update at Fall meeting re: interest expressed in community and current enrollment figures

Topic: Community News and Sharing

Discussion: Bonnie shared information on a training held at St. Ignatius in Tarpon Springs and discussion continued about providing training in both north and south Pinellas. Mona distributed a flyer for an upcoming meeting with providers to open a dialogue about licensing concerns.

Gary discussed the Advisory Committee survey and showed the members the Advisory Committee website

Topic: Advisory Committee Recommendations

1. Continued involvement with the Demonstration Center project
2. Possible visit to other Reggio-inspired programs in our state
3. Possible development of a student chapter of Pinellas Early Childhood Association
4. Recruit a current student in the ECE program to join the Advisory Committee
Appendix D: Advisory Board Committee Minutes and Recommendations, 2009-10, con’t

St. Petersburg College
Early Childhood Advisory Committee Meeting
Tuesday, October 27, 2009

Members in Attendance: Anne Sullivan, Vikki Yates, Bonnie Fletcher, Sandra Erickson, Donna McMann, Brett Engisch, Virginia Irving, Susan Weber, Laura Woodard
Guests: Mona Jackson, Amy Brush

6:35PM Welcome and Introductions

Minutes of previous meeting read and accepted with correction to spelling of Donna McMann's name

Topic: Old Business

1. Early Childhood Website

Discussion: Anne updated on the website. We are getting very positive feedback from students who have called for information and been directed to the website. It is much easier for them to see the information and then they can call with specific questions

Action: maintain website and consider additions (possibly video etc.)

2. Materials for ECE classes

Discussion: Anne shared information on continued application for Perkins funds and also the need for new materials for the online courses. Anne is working on licensing agreements for possible video content.

Action: Anne will update committee at Spring meeting

3. Advising Sheets for AS/AA

Discussion: Advising sheets are working well for students and counselors in the Advising area appreciate the content.

Action: Anne will continue to update

Topic: New Business

1. Advisory visit to Edison State College
Appendix D: Advisory Board Committee Minutes and Recommendations, 2009-10, con’t

Discussion: Many members felt that the visit clarified some ideas surrounding what 'Reggio-inspired' means and what we, in our community, might want to best serve the needs of our children and families. Discussion continued about the need to provide inclusive services, but the stumbling block for all ideas is funding. Vikki offered possible YWCA site and all will continue to look at options.

Action: Anne will update members as opportunities arise.

2. Online degree offering

Discussion: Anne updated committee on availability of online A.S. degree; Children's Forum has TEACH scholarship recipients around the state who need online coursework. Many students are calling about the degree and increased enrollment will be a positive for the program.

Action: Anne is working on course approval for online sections and will update the committee in the Spring.

3. Expanding Adjunct Faculty

Discussion: With increased course offerings in both the blended and online courses, there is a need for increased adjunct faculty.

Action: all members will consider those who might be interested and qualified and Anne will offer update at the Spring meeting.

4. Infant/Toddler Conference

Discussion: The Infant/Toddler Conference is once again on the Gibbs campus on January 31st. We are looking forward to another successful conference.

Action: Conference proposals will be sent out soon; Anne will update on the Conference at the Spring meeting.

Topic: Community News and Sharing

Discussion: Discussion centered on continued interest in creating a demonstration school/center that would be an asset to our community.

Action: Members will continue to network re: demonstration sites and potential funding.

Topic: Advisory Committee Recommendations

The committee will continue to work toward actively participating in the development of an early childhood demonstration center.
Appendix E: Advisory Board Committee Minutes and Recommendations, 2008-09
St. Petersburg College
Early Childhood Advisory Committee Meeting
Friday, May 15, 2009

Members in Attendance: Anne Sullivan, Patty Lister (for Brett Engisch), Laura Woodard, Donna McCann, Linda Lynch, Bonnie Touchton, Vikki Yates, Bonnie Fletcher, Arlene Garcia, Jennifer Stowbridge, Susan Weber

Guest: Susan Burnett

1:06PM Welcome by Linda Lynch, Chairperson. Introduction of new members and guest.

Minutes of previous meeting read and accepted.

Topic: Old Business

1. Critical Thinking Initiative

Discussion: Anne updated members on the Critical Thinking Initiative. We will continue including specific critical thinking assignments in each of the ECE courses. Students improved as they completed more than one course which included the Critical Thinking Essay.

Action: Members will be updated on the Critical Thinking initiative at the Fall meeting.

2. Bachelor of Educational Studies degree at SPC

Discussion: Anne shared information on the new B.S. in Educational Studies which has two subplans in ECE: Preschool Education and PreKindergarten/Primary education. The degree is non-teacher-certification, however, students will complete coursework required by the state to apply for Part Two certification when they complete the degree. Anne asked for all to share the information with early childhood staff. The College of Education is working on additions to their website which will include the new degree. The first cohort group will begin this Fall.

Action: Anne will link this information to the new ECE website when available. All members will share this information with potential students for outreach and recruitment.
Appendix E: Advisory Board Committee Minutes and Recommendations, 2008-09, con’t

3. Early Childhood Conference

**Discussion:** This year’s conference will be held on the Gibbs campus on Saturday, August 22nd. The feedback from attendees last year was that they wanted more breakout sessions. The decision has been made to omit the keynote speaker and offer more sessions. The anticipated schedule will be 14 sessions to serve 400 attendees. The Social Arts building will be used for all sessions.

**Action:** Anne will share information on presenters etc. as the time nears.

4. Changes to AS degree to align with AA requirements

**Discussion:** Since so many students want to complete their AS degree and then go on to a Bachelor's degree, the AS program of study was revised. The ECE courses remain at 30 credits while the Support Courses were changed to facilitate student completion of the AA requirements. The degree continues at 63 credit hours. Students wishing to pursue the AA degree now only need one additional math course and one science lab.

**Action:** Anne is working on an advising sheet that reflects the changes.

**Topic: New Business**

1. Early Childhood Website

**Discussion:** Anne shared the new website which is located on the college homepage: www.spcollege.edu; under the Departments tab. This should facilitate outreach to students and also provide information on the degree. Each session's course schedule will also be included as a link. Thanks to Faith Ocasio on our Seminole campus for her assistance with this project.

**Action:** All members can send input re: the new website with ideas, additions and any information you feel would be most useful. Members will ask their staff to review to see if the website design is meeting our goals.

2. New materials for ECE classes

**Discussion:** Susan Burnett shared information about the Perkins dollars available to purchase materials. Many of the materials were displayed. We are grateful to have this financial support and it has allowed us to purchase, specifically, many DVD's and training materials.
Appendix E: Advisory Board Committee Minutes and Recommendations, 2008-09, con’t

3. Community News and Sharing

Discussion: Questions arose about the need to more science and music activities education for our students. Laura shared about her center's music program. There were several ideas about recruiting volunteers with music backgrounds and experience.

Donna and Bonnie Fletcher shared about new inclusive programs in PCS for three and four year old students. Also shared flyer about upcoming conference.

Bonnie Touchton shared about possible stimulus dollars and about the PIECE program.

Arlene addressed the partnership with SPC and the new classroom space dedicated at the Head Start building in Largo. Head Start has a federal mandate to have teachers with Bachelor degrees, 'in early childhood education or bachelor degrees with comparable coursework' The new BS degree in Ed Studies covers the requirement.

There was discussion of the need for a lab school and members expressed interest in visiting a school at Edison State College.

Action: Members will continue to share information and possibly link sites to the new ECE website.
We will continue to explore a trip to Edison State College to visit their new, Reggio-Inspired program.

The dates for the Fall meeting will be set as we continue to plan for a possible trip to Edison State College

Anne will send emails after communication with Elaine Schaeffer at Edison.

The Fall meeting is tentatively set for a Friday in October.

Meeting adjourned at 2:42PM
Appendix E: Advisory Board Committee Minutes and Recommendations, 2008-09, con’t

St. Petersburg College
Early Childhood Advisory Committee Meeting
Thursday, October 16, 2008

Members in Attendance: Anne Sullivan, Brett Engisch, Laura Woodard, Suzie Lewis, Virginia Irving, Bonnie Touchton, Angela Loring (for Susan Weber)
Guest: Peg Connell


Minutes of previous meeting read and accepted.

Topic:

1. Critical Thinking Project

Discussion: Shared sample critical thinking assignment for Early Childhood Development course. Each course in the ECE major will have a critical thinking assignment that will use the collegewide rubric for grading. Anne thanked Laura Woodard for sending in sample scenarios for future assignments and asked members to send ideas, thoughts and comments

Action: Members will be updated on the Critical Thinking initiative at the Spring meeting.

2. Bachelor of Educational Studies degree at SPC

Discussion: Anne discussed the development of the ECE plan within the Ed Studies degree. Courses are ready to be developed. Students may enroll now in the Ed Studies major. Anne provided a handout on the changes in the AS degree to better align the general education requirements with the AA requirements. This will assist students who need to complete the ECE degree and wish to go on to the College of Education

Action: Anne will continue working with Dean Naylor on the development of the program. Anticipate a cohort group starting in Fall, 2009.

3. Infant/Toddler Conference

Discussion: The date for the conference will be January 31, 2009. This has been a great opportunity for caregivers to participate in a professional conference and the college has been gracious in providing space and facilities, security and AV tech suppport.

Action: none required
Appendix E: Advisory Board Committee Minutes and Recommendations, 2008-09, con’t

4. JWB and Coalition Scholarships

Discussion: Information shared about scholarship opportunities. TEACH scholarship from the Children’s Forum has been refunded and Anne asked all to 'get the word out' to students and center directors. Also, encourage students to apply for financial aid through the college financial aid office. Many students do not realize they will qualify for some aid.

Action: Anne will provide information to current students

5. New pre-requisite requirements for reading and writing proficiency in the ECE program

Discussion: Anne shared that many of our students enter the program initially as non-degree seeking and do not take the College Placement Test. We are seeing an increase in students with difficulty reading the textbooks and completing the writing assignments. We will be placing a reading/writing level pre-requisite in the EEC 1603, Early Childhood Development course which should be the first course taken in the program. Members agreed that to raise the level of quality, increased literacy skills were very important. Discussed the impact on individual students and we will need to provide information on available tutoring and other support services.

Action: Anne will send members an email with detailed information.

Members would like to possibly meet in the early part of 2009. We will schedule the usual Spring meeting but poll the members via email regarding a meeting in February.

Spring meeting scheduled for May 15th at 12:15PM on the St. Petersburg/Gibbs campus, SA 309.

Meeting adjourned at 8:40PM
Appendix F: Advisory Board Committee Minutes and Recommendations, 2007-08
St. Petersburg College
Early Childhood Advisory Committee Meeting
Friday, May 9th, 2008

Members in Attendance: Anne Sullivan, Lynda Lynch, Brett Engisch, Shannon Holloway, Laura Woodard, Donna McMann, Gino Cote, Suzie Lewis, Jennifer Hahn, Vikki Yates

Guest: Susan Burnett

1:00PM Welcome by Anne Sullivan. Introduction of new members and guest.

Minutes of previous meeting read and accepted. Lynda Lynch accepted position of Chair for academic year 2008-09.

Topic:

1. QEP and Critical Thinking Project

Discussion: Reviewed the program's participation as a pilot program. Reported on the Critical Thinking activities each faculty member is developing. Anne reported on the Critical Thinking test that 15 ECE students will take next week.

Action: Members were asked to send possible 'scenarios' or 'case studies' that might allow students to discuss current issues in early childhood care and education.

2. Bachelor of Educational Studies degree at SPC

Discussion: Handout provided showing B.S. degree available in the COE. Discussion of need for students to have A.A. degree and three pre-requisite courses for COE admission. Members agreed that a non-certification degree would meet the need of professionals in early childhood care and education but we are all still concerned about what the State will require for VPK teachers.

Action: Anne will continue working on changes in A.S. degree to provide smooth transition for students from A.S. to A.A. degree.
Appendix F: Advisory Board Committee Minutes and Recommendations, 2007-08, con’t

3. Director Credential renewal course

**Discussion:** Information offered on EEC 2523 which meets the requirement to renew the Director Credential. Also discussed other courses which meet that requirement. The course is offered in a blended format but may be offered fully online in the future.

**Action:** No action required

4. JWB and Coalition Scholarships

**Discussion:** Information provided on current scholarships for ECE students. Members shared approval of funds for ECE professionals. Anne shared that many students do qualify for financial aid through other channels and asked all to encourage students/staff to apply in the Financial Aid department.

**Action:** Anne will provide information to current students

**Community News and Sharing:**

Donna McCann shared about the upcoming conference on June 6th and 7th. She will send information to the committee via email.

Suzie Lewis shared information on new Licensing requirements and meetings scheduled to inform providers.

Fall Meeting scheduled for October 16th - to be held at the Epicenter (dinner meeting)

Meeting adjourned at 2:35PM
Appendix F: Advisory Board Committee Minutes and Recommendations, 2007-08, con’t

AGENDA
EARLY CHILDHOOD EDUCATION ADVISORY COMMITTEE
SPRING MEETING
OCTOBER 2, 2007

1. WELCOME AND INTRODUCTIONS

2. CALL TO ORDER - Chairperson

3. READ AND APPROVE MINUTES OF SPRING MEETING

4. OLD BUSINESS
   Blended courses for all early childhood courses - update
   Foundation scholarships

5. NEW BUSINESS
   Infant/Toddler Conference - SPC/Gibbs campus
   SACS accreditation and QEP preparations
   WorkNet scholarships
   FCCECEN meeting Downtown - DCF and DOE/Bachelor degree requirement

6. COMMUNITY NEWS AND SHARING

7. PRIOR ADVISORY COMMITTEE RECOMMENDATIONS/ACTION TAKEN - Tarpon Springs classes
   Adjunct meeting - focus on professionalism in all courses

8. CURRENT ADVISORY COMMITTEE RECOMMENDATIONS/ACTION PLAN

7. SCHEDULE SPRING MEETING - DATE AND LOCATION

8. ADJOURN