Community Colleges Accreditation Project Action Plan

Exhibit 2

COLLEGE NAME: PREPARER'S NAME:

The following document contains your report preparation status. At the **end of each quarter you will be required to update your status and show the progress you have made.** The goal for completion of your report is the end of the 2nd quarter.

Quarterly Reporting Schedule for the Report Status:

1 st Quarter	March 31 st	Due April 30 th	Completed
2 nd Quarter	June 30 th	Due July 30 th	Completed
3 rd Quarter	September 30th	Due October 30 th	Completed
4 th Quarter	December 31st	Due January 30 th	Completed

Scoring explanation

100% = Ready to go into the report R1 = sent to Clayton for review 1 R2 = sent to Clayton for review 2 with grant writer 75% = Needs the final correction for the report 50% = Still needs approval from various committees and workgroups in order to be completed 25% = 1^{st} draft written but just started process 0% = Have not started this section

Part One: Program Context	100%	75%	50%	25%	0%	R1	R2	Comments
A: Program Identity								
Criterion 1: Mission and Role in Community								
The ECE Associate degree program has established a								
clear identity and role in its community and is								
responsive to community stakeholders								
B: Design of Professional Program								
Criterion 2: Conceptual framework								
The ECE degree program is based on a conceptual								
framework that is linked to the program's mission and								
values								
Criterion 3: Program of Studies								
The program of studies is a coherent series of courses								
and field experiences that promote student learning in								
relation to the NAEYC standards and supportive skills								
Criterion 4: Quality of Teaching								
The teaching strategies used by the program faculty								
reflect the characteristics, instructional methods, and								
evaluation strategies that are likely to promote student								
learning in relation to the NAEYC standards and								
supportive skills. They reflect the current professional								
knowledge base and are responsive to the								
characteristics of the program's students								
Criterion 5: Quality of Field Experiences								
The program's field experiences support students'								
learning in relation to the NAEYC standards								
C: Students								
Criterion 6: Qualifications and Characteristics of								
Students								
The program encourages enrollment of a diverse group								
of students who have potential to succeed as early								
childhood educators								

	100%	75%	50%	25% 0%	R1	R2	Comments
Criterion 7: Advising and Supporting Students							
The program ensures that students are adequately							
advised and supported							
D: Faculty							
Criterion 8: Qualifications and Composition of							
Faculty							
The program ensures that faculty demonstrate the							
qualifications and characteristics needed to promote							
students' learning in relation to the NAEYC standards							
and supportive skills							
Criterion 9: Professional Responsibilities							
Faculty responsibilities allow them to promote							
students' learning in relation to the NAYEC standards							
and supportive skills							
Criterion 10: Professional Development							
Faculty are provided with professional development							
that strengthens their ability to promote students'							
E: Supportive Infrastructure and Organization of							
Program							
Criterion 11: Program Organization and Guidance							
The program's organization and guidance are mission-							
driven and participatory, placing the needs of the							
students as its first priority.							
Criterion 12: Program Resources							
The program has sufficient resources to support its							
efforts to promote students' learning in relation to							
NAEYC standards and supportive skills							
Part Two: Program Content and Outcomes							
F: Learning Opportunities							
The program provides learning opportunities that							
explore key elements of the NAEYC Accreditation							
Standards and the Supportive Skills for associate							

degree programs. These learning opportunities are connected to and prepare students for assessment.								
	100%	75%	50%	25%	0%	R1	R2	Comments
G: Assessments and Evidence of Student								
Performance								
The program assesses and is documenting evidence of								
student performance related to the NAEYC Standards								
and Supportive Skills for associate degree programs.								
Data collected on student performance is used to make								
ongoing improvements in the program that respond to								
documented student needs.								