

MEMORANDUM

To: Board of Regents
From: Board Office
Date: January 31, 2000
Subject: Post-Audit Report on the Bachelor of Science in Early Childhood Education at Iowa State University

Recommended Action:

Receive the report on the Post Audit Review of the Bachelor of Science in Early Childhood Education at Iowa State University and approve continuation of the program.

Executive Summary:

Regent policy (*Procedural Guide*, Section 6.07) requires that a post-audit report be prepared for each new program five years after initial approval by the Board (1) to assess its progress during the five-year time period and (2) to ensure that the program is meeting original expectations. The program included today was presented for approval to the Board in 1992. The description of the program indicates to what extent it has met its originally stated purpose, the accuracy of enrollment projections, employment patterns, and accuracy of expenditure projections for faculty, staff, and equipment.

The post audit report on the Bachelor of Science in Early Childhood Education has now been reviewed by the Board Office and the Interinstitutional Committee on Educational Coordination (ICEC) and is recommended for approval.

This report addresses the following Key Result Areas (KRAs) and Objectives which are included in the Board's Strategic Plan:

KRA 1.0.0.0 Become the best public education enterprise in the United States.

Objective 1.1.0.0 Improve the quality of existing and newly created educational programs.

KRA 2.0.0.0 Provide access to educational, research, and service opportunities within the missions of the Regent institutions.

Objective 2.2.0.0 Evaluate annually and, where appropriate, make recommendations to meet relevant educational and service needs of the state.

KRA 4.0.0.0 Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.

Objective 4.2.0.0 Improve the operational effectiveness and efficiency of the institutions.

Objective 4.4.0.0 Strengthen public understanding and confidence in the Board of Regents, its governance authority, and the programs and services of the institutions under its jurisdiction by measurable indicators of legislative outcomes and public support to be annually reported to the Board.

Background:

The Regent post-audit process requires institutions to respond to several questions outlined in the *Procedural Guide*. Institutions must begin to collect the information when the program is approved and during each succeeding year in order to make the post-audit report accurate and informative. These questions/data requests in the *Procedural Guide* were last revised in May 1995. All institutions are reminded to inform appropriate department and college officials when a program is approved of what will be required in the post-audit report. Below is a list of the Board's post-audit review questions which are identified in the *Procedural Guide*.

1. Is this program now available in other Regent universities or in other colleges and universities in Iowa?
2. List actual headcount enrollment and credit hours generated by majors and separately for all others in this program for the last five years and estimate these items for the next three years. How many dropouts of this program can be identified over the last five years? What reasons were given for leaving the program?
3. What have been the employment (placement) experiences of any graduates of this program?
 - a) How many students have graduated (completed) this program (by year)?
 - b) What has been the success rate for graduates with respect to certification and/or licensure, if applicable?
 - c) How many undergraduate completers of the program have been accepted into graduate study programs?
 - d) What has been the success rate for obtaining jobs for graduates of the program: (1) in the field or a related field? (2) in nonrelated fields? (3) unemployed?
 - e) What has been the success rate for obtaining the preferred first job in the field by graduates of the program?
4. Has this program been fully accredited? If not, why not, and when is such accreditation anticipated?
5. Outline the current FTE staffing of the program and estimate future staffing needs for the next three years.

6. Outline the increases in expenditures that resulted from the adoption of this program, as well as estimate the increases, which will occur over the next three years.

Analysis:

In 1992, Iowa State University received approval to implement a Bachelor of Science program in Early Childhood Education in the College of Family and Consumer Sciences. This program was designed to meet the licensure standards for pre-kindergarten through third grade from the Iowa Department of Education. The university indicated in the program proposal that no new courses would be required; existing courses would be revised to emphasize the role of families in the development of infants and toddlers, pre-primary, and primary children. A review of the Post-Audit Report indicates that the program appears to meet the Board's criteria for Post-Audit Review.

1. Duplication? While ISU was the first Regent institution to offer this program, it is now available at eight other institutions in Iowa. ISU recently revised its program to meet the standards for Endorsement 100 (Unified Early Childhood Education). The program at ISU emphasizes that the basis of teaching practice rests on knowledge of human development, including human nutrition, and emphasizes the significance of cooperative work with families and professionals trained in a variety of disciplines in early childhood education.
2. Enrollment? The enrollment of majors has been lower than what was projected in the program proposal; however, the enrollment of non-majors has contributed to the total headcount enrollment in this program. The proposal had projected the enrollment of 382 majors in the first year with an increase to 402 by the fifth year; there was no non-major enrollment included. The post audit report indicates that there were 138 majors and 128 non-majors enrolled in the first year with an increase to 181 majors and 258 non-majors by the fifth year.
3. Graduates and Placement? There have been 278 graduates since 1994. These figures include graduates in Teaching Prekindergarten and Kindergarten Children (TPKC), a previous major at ISU which was replaced by the current Early Childhood Education Program. In the past five years, there have been eight dropouts. Contrary to Board policy, there has been no systematic tracking of the graduates to identify post-graduate and/or placement data; the estimates provided in the post-audit report are based on information regarding program graduates registered with Career Services but not all graduates register with the Career Services Office. The post-audit report also included results of exit interviews conducted of student teachers and letters of support from graduates and employers.
4. Accreditation? The program is designed to meet the precondition guidelines of the National Association for the Education of Young Children for basic programs in early

childhood education. The curriculum includes all of the skills and concepts included in the Teaching Prekindergarten-Kindergarten Children curriculum, which was evaluated as meeting the National Council for Accreditation of Teacher Education (NCATE) precondition guidelines. The program also meets the accreditation criteria of the American Association of Family and Consumer Sciences (AAFCS). AAFCS renewed the College of Family and Consumer Sciences accreditation for all programs recently. The State of Iowa Board of Educational Examiners - Teacher Licensure, has also approved the program.

5. Faculty/Staffing? During the 1999-2000 academic year, there are 6.6 faculty assigned to the program. Staffing for the next two years will remain the same and will require no additional faculty. The original proposal indicated that two additional faculty members would be hired during the first three years of the program. However, only one additional faculty member was hired because the department determined that there was a greater need for increased P & S support for student teaching supervision and advising rather than another faculty member.
6. Budget Increases? At the time of approval, the University indicated that there would be incremental costs for two additional faculty positions and for additional travel needed for student teaching supervision. In 1994, an additional faculty member was hired. In 1996, there was a net increase in staff costs resulting from the addition of advising and student teaching practica supervisory staff to provide better support for students and faculty. The net increase in costs for 1999 resulted from the need to offer more sections of teaching methods courses and support for special needs content instruction in the department of Curriculum and Instruction.

The post-audit report presented in this memorandum contains responses to the questions required by the Board for post-audit reviews and is recommended for approval. The program is fulfilling the goals identified at the time that the Board approved the program. It is recommended that the program be continued.

Diana Gonzalez

Approved:

Frank J. Stork