

New TAACCCT Data Specialist

I am very pleased to announce the newest Team Member on the Jefferson College TAACCCT Grant Team is Chris Baldwin, Ph.D. Chris comes to us originally from Southeast Missouri, and has training and background working in data research, program evaluation, administration and technology, and as a school psychologist. Beginning at Southeast Missouri State University, Chris earned his Bachelor of Science in Psychology; later he earned a Master of Science in Clinical Psychology at Missouri State University (formerly Southwest Missouri State University). After working in the field, Chris went on to earn his Doctoral in School Psychology with a specialization in research and statistics from Indiana State University. Dr. Baldwin has graced K-12 school systems in Indiana, Nebraska, Tennessee, and Missouri. He also worked for the Missouri Division of Youth Services as a Youth Specialist and the Missouri Department of Health and Senior Services as an Investigator for Abuse, Neglect, and Exploitation.

Chris Baldwin calls Hillsboro, Missouri his home now and shares it with his wife and two children. Chris was hired as the TAACCCT Grant Data Specialist. We feel very blessed to have someone with Dr. Baldwin's background and data/technology savvy.

written by Laura Klaus, TAACCCT Grant Project Manager

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Bill Sansagraw

Electronics Technology Instructor

Electronics Technology News



My name is Bill Sansagraw and I am the Electronics Technology instructor for the MoSTEMWINS TAACCCT grant. The two-semester certificate program is underway with its first cohort of students. The students range from traditional, non-traditional and first-time college students. The grant was developed to help unemployed, underemployed or individuals that are interested in building on their current skills. The classes are scheduled online, day and evening so students can choose what is best for them according to their schedule. This is a big selling point for the Electronics Certificate Program, because students need school to be flexible. I have students that are working full-time and would not be able to attend Jefferson College if it wasn't for this flexible schedule. The classes are hybrid design which means students complete their reading, discussion and homework at home and work in a lab setting at the college. This allows the students to have the ability to get the skills they need in a short period of time.

This program requires the students to be dedicated to their education and have the drive to finish what they have started. If students do get off track, they have the instructor and navigator to get them back on track. It is extremely important to catch students that are struggling as soon as possible, since this is a fast-paced certificate program. The students as well as myself are excited to get this semester underway. The electronics training they will receive will help them build skills that will carry them into their future careers!



by Chris DeGeare – Division Chair, Business & Technical Education

With the fall 2015 semester, Jefferson College implemented an integrated planning and advising system, Student Success Plan (SSP), to support students in the MoSTEMWINs Grant programs. SSP is an open source, customizable software package developed by Sinclair Community College. Our custom installation has been branded Personal Resource and Education Plan (PREP).

This technology, when combined with the support of caring people, has the potential to greatly improve student success. Students work with grant navigators (holistic advisors) who use PREP to maintain case notes, build a custom path to degree completion called My Academic Plan (MAP), track student progress, and identify helpful resources to address student challenges. Students then have access to their MAP, Action Plan, and resources via the Web.

PREP is an innovative student support initiative. Instead of keeping paper notes, navigators use a powerful journal feature to maintain case notes in PREP. Student notes from various campus systems are all presented in a central location in PREP, effectively eliminating silos and providing immediate access to navigators. Navigators and students no longer need to hunt for resources. Student challenges are aligned with support services in a robust, centralized database, curated with the help of support professionals within the college and community. When faced with a challenge, these resources are assigned to students as Action Plan items that provide ease of access and accountability.

Navigators have proven especially impactful in increasing student retention and completion. Jefferson College employs two grant navigators who have been using the new system to support MoSTEMWINs students since August. When asked about her experience with PREP, Health Professions Navigator Brenna Young said, "I am so excited to be using PREP. Being able to customize and save a student's degree map is so helpful to an advisor. I also appreciate that once the MAP is created, I get daily reports on my advisees. If a student deviates from their MAP, I am notified. This is an amazing resource!" Electronics Technology Navigator, Melissa Schall Willmore went on to say, "PREP is an amazing tool for storing all of the information you need for a student in one easy and accessible place. Not only does PREP house resources for students, it also lets you know at a quick glance if a student is missing any requirements for their degree or are struggling in any courses."

We are excited about this opportunity to improve student success through a unique combination of technology and personal relationships. Thanks to MoSTEMWINs, Jefferson College is now better equipped to PREP students for success!

CBE – Is It Coming To Jefferson College?

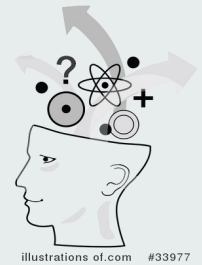
What is Competency-Based Education?

Competency-based education is a flexible way for students to get credit for what they know, build on their knowledge and skills by learning more at their own pace, and earn high quality degrees, certificates, and other credentials that help them in their lives and careers. Students in these programs show what they know and how well they know it through multiple ways of evaluating learning. This is another choice for learning offered at many institutions, through a variety of programs, with full support to help students when needed.

<http://www.cbenetwork.org/competency-based-education>

by Kenny Wilson – Division Chair, Health Occupation Programs

One of the clear directives from the Department of Labor in the Trade Adjustment Assistance Community College and Career Training (TAACCCT) Round IV Grant Program was the inclusion of Competency-Based Education (CBE) in new training programs. As defined by the American Council of Education, CBE is “an alternative to the credit hour-based system of credentialing. Student progress is based on demonstration of proficiency and/or mastery as measured through assessments and/or through application of credit for prior learning”. CBE programs of study are becoming more prevalent in the higher education landscape because of their perceived shortening of time to completion and potential student cost-savings. The implementation of CBE programs significantly challenges an institution’s standard operating processes including student financial aid, registration, transcription, and application of credit for prior learning. In an effort to examine the challenges associated with CBE program implementation, the MoSTEMWIn (MSW) Task Force has worked closely with the CBE Subcommittee of the Accreditation Committee to perform the necessary research concerning CBE at Jefferson College. The output of this subcommittee’s work is the “Competency-Based Education Discovery Document”.



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This CBE Subcommittee met for the first time on February 3, 2015. The Subcommittee was made up of a diverse group of faculty, administrators, and staff from across the college. Subcommittee members volunteered to participate in one of seven workgroups: Faculty, Curriculum, Student Services, Information Technology, Terms/Fee Structure, Scope/Sustainability, and Accreditation. The diligence of these workgroups can be seen in the Discovery Document’s 61 pages of questions and answers. The Discovery Document was submitted for initial reading to the Accreditation Committee on December 15, 2015. The Accreditation Committee will review the Discovery Document prior to the February 1, 2016 meeting. Following this meeting, it is anticipated that the Document will be disseminated across the campus through Jefferson College’s committee structure. The hope of the CBE Subcommittee is to have a final version of the Discovery Document fully vetted and completed by May 19, 2016.

The CBE Subcommittee is pleased with the overall quality of the Discovery Document and is excited to share this information with the Jefferson College community and with our MSW partners. The MSW Task Force is aware that many challenges still await before a CBE program of study is attempted at Jefferson College. The goal of the MSW Task Force is to bring a CBE program of study in the fall of 2016 or spring of 2017. It is an exciting time to be an educator!!!

It is the policy of Jefferson College that no person shall, on the basis of age, ancestry, color, creed, disability, genetic information, marital status, national origin, race, religion, sex, sexual orientation, or veteran status, be subject to discrimination in employment or in admission to any educational program or activity of the College. In compliance with Federal Rules and Regulations, Jefferson College has adopted a procedure for resolving complaints of discrimination. The procedure is available to any Jefferson College student, employee, or applicant who feels that he or she has been discriminated against in employment, student programs, or student activities.

The Disability Support Services Office (DSS) of Jefferson College is committed to the fulfillment of equal educational opportunities, autonomy and full inclusion for students with disabilities. Disability Support Services serves to determine and ensure appropriate accommodations for qualified students with documented disabilities, to assist students in self-advocacy and to ensure compliance with the ADA, ADAAA and Section 504 of the Rehabilitation Act. Students in need of accommodations can contact Disability Support Services at (636) 481-3158; ckueck@jeffco.edu.

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