

2007-2008 PLANNING/OUTCOMES DOCUMENT

Name of person(s) completing form:			Linda Aiken	Curriculum/Department:		Early Childhood Education
Purpose/Mission Statement:				Vision Statement: (3-5 years)		
The purpose of the Early Childhood Curriculum program is to enrich the lives of children and their families by educating competent and caring child care professionals, and to provide opportunities for SCC Early Childhood students that they would not otherwise have without an Associate Degree.				In the years to come we envision continuing to meet the educational goals of our students by providing alternative delivery methods to meet individual needs. These methods include evening courses, online courses, on-site courses and courses at each of SCC's campuses.		
Program Strengths:				Program Weaknesses:		
The Early Childhood Program typically meets the needs of the community by working in partnership with organizations that serve children and families. Our graduates are in demand and can be selective about their employment opportunities.				The current Early Childhood student is a childcare professional working 40 hours per week taking one or two courses per semester. In our attempt to offer alternative delivery methods we are losing some of the personal contact and influence we had with students in a classroom face-to-face setting.		
Program Opportunities:				Program Threats:		
Programs wishing to maintain the highest ratings in NC Licensing will need a larger proportion of degreed personnel.				Large organizations have cut back on training dollars and are financing fewer students. The focus appears to be to accelerate education options for employees closest to graduation. Childcare occupations continue to be "below average" for salaries. The Teacher Associate and General Education Transfer program enroll students who may have elected Early Childhood Associate in the past. The focus for childcare professionals to have a four-year degree instead of the two-year degree leads students to the Transfer program.		
Goal #	Values for Teaching	College Goals	2007-2008 Department Outcomes/Goals	Success Criteria (e.g. outcomes, enrollment increases)		Plan of Action (including resources needed)
1	2	1	<ul style="list-style-type: none"> • Students will demonstrate the ability to observe and record data about children 	80% of the students will score at least an 80% on the following:		Using computer based programs such as the Creative curriculum observation formats and the

			<p>for further analysis.</p> <ul style="list-style-type: none"> • Students will research child development growth scales for use with program planning. • Students will use the developmentally appropriate program guidelines for classroom planning. <p>Students will develop classroom procedures that support current health and safety regulations.</p>	<ul style="list-style-type: none"> • Infant, toddler developmental profiles, ITERS, and CDA competency standards. • Child skill checklists and ECERS. • Developmentally appropriate lesson plans for individual classrooms. • Regulated health and safety checklists. 	<p>Taskstream data analysis system; information will be generated to evaluate the level of competency of students and then further used to develop the delivery of prime concepts and competencies in early childhood classes.</p>
2	3 4	1	<ul style="list-style-type: none"> • Students will prepare a parent involvement plan. • Students will identify team building skills and communication skills on the job. <p>Students will visit and write reports about agencies in their area.</p>	<p>80% of the students will score at least an 80% on the following:</p> <ul style="list-style-type: none"> • Individualized Parent Involvement Plan project. • Co-op employer evaluations of student performance. <p>Agency and Internet reports.</p>	<p>Individualized early childhood information will be added to the co-operative education notebook to encompass a portfolio of parent involvement plans that the students can implement at their co-operative education work site. Continue to solicit feed back from employers concerning student performance.</p>
3	1 5 6	1	<ul style="list-style-type: none"> • Students will role-play ethical scenarios using the NAEYC Code of Ethical Conduct and identify ways to implement into the job setting. • Students will prepare lesson plans utilizing components of DAP, state and local regulations. • Students will prepare a portfolio to fulfill the requirements of the NC Early Childhood Administrator's Credential. • Students will research and write professional papers about early childhood topics. 	<p>80% of the students will score at least an 80% on the following:</p> <ul style="list-style-type: none"> • NAEYC role play of ethical scenarios. • Developmentally appropriate lesson plans for a variety of ages and abilities. • Early Childhood Administrator's portfolio. <p>Research reports on a variety of topics in early childhood.</p>	<p>Students in early childhood classes will utilize more web based resources to prepare portfolios and reports and to gather information for more developmentally appropriate lesson plans. Incorporate suggestions from the Early Childhood Advisory committee as to offerings and program of study suggestions to follow the current issues in the field.</p>

		<ul style="list-style-type: none"> Students will know and apply state and federal regulations as they demonstrate the ability to formulate and organize data which supports resources and procedures in early childhood. <p>Students will professionally demonstrate the ability to analyze critically and reflectively as they gain the knowledge to strengthen child development settings.</p>		
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Budget Item Description: (Budget items requested from college funds)	Current Year Budget (Total Request):	Ongoing Operational Budget:	Expansion Budget:
Supplies-	\$660.00	600	
Equipment-	\$500.00	550	
Travel-	\$1,500	2,000	500
Program Accreditation-			\$10,000 over several years.
Other-			
TOTALS	\$2,660	3,150	\$10,000

Goal	Criteria Results Be sure to utilize most current data available	End of Year Analysis (Goals achieved, impact of equipment purchased, improvements to your program, contingencies, etc.) Describe how you used the results to improve your program
1.	Goal was met. 95% of the students enrolled in EDU 119, 234, 153 and 259 completed the observation assignments with a score of 80% or above.	I have developed observation portfolios and use an enhancement booklet developed by the publishers of the text that I use for EDU 119 to record observations and analyze data. Results indicate that students are demonstrating effective observation and reflection skills important for early childhood educators.
2.	Goal was met. 80% of the students enrolled in the EDU 131 course and COE 111 class developed plans that received a score of 80% or above on the rating rubric.	I am developing a portfolio for students to organize their parent involvement plans. I tried Taskstream in the COE 111 and decided that it is not what is needed at this time for Early Childhood. When Taskstream is initiated as a campus wide portfolio program the results are better; the program requires a full time facilitator to maintain Taskstream so I don't plan to continue to use it. Results indicate that students are demonstrating the ability to effectively develop individualized parental involvement plans.
3.	Goal was met. Students completed all assignments with a rubric score of 90% or above in the EDU 261 and 262 classes.	I have developed portfolios that address the 5 NAEYC Standards to incorporate Child Growth, Interactions with families, observations, teaching and professionalism. I have grading rubrics that assess learning in these areas. I have added a reflective journal to COE 111. Results indicate that curriculum is effective in developing students' abilities to prepare portfolios and reports and to gather information for creating more developmentally appropriate lesson plans.