

PLANNING/OUTCOMES DOCUMENT

Name of person(s) completing form:	Thom Brooks	Curriculum/Department:	Occupational Education Assoc
Purpose/Mission Statement:		Vision Statement: (3-5 years)	
<p>We exist to provide quality occupational education training as preparation and certification for those teaching in vocational and technical fields (workforce education) at the secondary and post-secondary levels.</p>		<ul style="list-style-type: none"> • Southwestern Community College will be recognized as a leader in excellence and accessibility in occupational education in the state community college system. • We will transcend geographic barriers to deliver courses statewide, through alternate modalities, in flexible formats, while retaining the qualities of academic rigor and caring, supportive instruction. 	
Program Strengths:		Program Weaknesses:	
<p>The program has established a good working relationship with alternative licensing personnel at the NC Department of Public Instruction; they provide referrals and support to our efforts with lateral entry teachers. The online format of most of the courses is accessible to a larger audience of students, so we are meeting needs across the state. This program is only one of four in the state providing community college courses for lateral entry trade and industrial education (secondary) teachers. This is a very efficient program, with the only direct costs being instructional salaries.</p>		<p>This is a part-time program, and like most of those it would benefit from the efforts of a full-time instructor dedicated to program development. The highly specialized nature of many of the courses do not lend well for collaboration with other education programs or as elective credit for other majors.</p>	
Program Opportunities:		Program Threats:	
<p>There are numerous lateral entry trade and industrial teachers in North Carolina who need the courses offered in this program. We could potentially expand our enrollment significantly with better marketing and additional qualified instructors (or institutional support for the dean who teaches/coordinates the program). This program could also serve as a model for our institution's implementation of the broader lateral entry initiative that is currently being planned throughout the community college system.</p>		<p>The continued availability of qualified faculty and competition from other community colleges present the major threats to the occupational education program. Accessibility is the key to serving the working professionals who need this program. Some community colleges that are more centrally located in the state are able to offer weekend, or conference classes that may be more accessible or appealing to students. Another threat is that many of the students in this program only need one or two courses, so they are "special credit" majors at SCC. This often leads to misperceptions about the number of students served by this program.</p>	

Goal #	Values for Teaching	College Goals	2008–2009 Department Outcomes/Goals	Success Criteria (e.g. outcomes, enrollment increases)	Plan of Action (including resources needed)
1	6 9	1	Employers will be satisfied with the entry level skill of graduates from this program	95% of employers surveyed will indicate they are satisfied with the entry level skills of graduates from this program.	<ul style="list-style-type: none"> • Monitor the results of a survey of employers as conducted as part of the annual program review.
2	2 6	1	Graduates will be satisfied with the skills they achieved in this program.	90% of graduates surveyed will indicate they were satisfied with the skills gained from the program.	<ul style="list-style-type: none"> • Monitor results of survey of graduates as part of the annual program review.
3	2 6	1	Students will demonstrate an understanding of the history, foundations, and philosophy of trade and industrial education.	90% of the students will score a final grade of "B" or higher in an introduction to trade and industrial education course.	<ul style="list-style-type: none"> • Monitor results of student performance in an introduction to trade and industrial education course.
4	2 6	1	Students will use appropriate instructional methodologies and strategies to plan, organize, and deliver instruction in a workforce education discipline.	90% of students will score 80% or higher on a comprehensive lesson planning and teaching demonstration project.	<ul style="list-style-type: none"> • Utilize instructional resources specific for developing teaching strategies for career and technical education subjects. • Monitor results of student performance on lesson planning and teaching demonstration projects.

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.		
2.		
3.		
4.		