

ACADEMIC AFFAIRS
Mission Statement, Program Outcomes, and Assessment
For Associate Degree in Early Care and Education

Mission Statement:

To provide education for future teachers of Orangeburg and Calhoun Counties so that the graduate will have the skills, knowledge, and attitude necessary to effectively teach and provide nurturance for young children.

Program Outcomes:

Early Care and Education

Graduates with a degree in Early Care and Education should be able to demonstrate knowledge and skills in the following areas:

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| A. Define/relay role and responsibilities of parents in the early childhood curriculum | ECD 101, ECD 102, ECD 108, ECD 203 |
| B. Exhibit knowledge of infant/child growth and development | ECD 101, ECD 102, ECD 105, ECD 107, ECD 131, ECD 132, ECD 133, ECD 135, ECD 203, ECD 237, ECD 243 |
| C. Exhibit knowledge of assessments, observations, and interpretations | ECD 101, ECD 102, ECD 105, ECD 107, ECD 131, ECD 132, ECD 133, ECD 135, ECD 203, ECD 237, ECD 243 |
| D. Develop creative/age appropriate activities | ECD 101, ECD 102, ECD 105, ECD 107, ECD 131, ECD 132, ECD 133, ECD 135, ECD 203, ECD 237, ECD 243 |
| E. Develop working knowledge of standards for young children | ECD 101, ECD 102, ECD 105, ECD 107, ECD 131, ECD 132, ECD 133, ECD 135, ECD 203, ECD 237, ECD 243 |

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F. Evaluate curriculum models	ECD 101, ECD 237, ECD 243
G. Communicate on appropriate levels	ECD 101, ECD 102, ECD 105, ECD 107, ECD 108, ECD 131, ECD 132, ECD 133, ECD 135, ECD 201, ECD 203, ECD 237, ECD 243, ENG 102, ENG 102, ENG 165
H. Develop an awareness of the special needs child	ECD 101, ECD 102, ECD 107, ECD 203
I. Develop classroom management skills	ECD 101, ECD 102, ECD 105, ECD 203, ECD 243
J. Incorporate play in the curriculum	ECD 101, ECD 102, ECD 105, ECD 131, ECD 132, ECD 133, ECD 203, ECD 243
K. Demonstrate a working knowledge of health standards for young children	ECD 101, ECD 102, ECD 135, ECD 203
L. Demonstrate a working knowledge of nutrition standards for young children	ECD 101, ECD 102, ECD 135, ECD 203
M. Demonstrate a working knowledge of safety standards for young children	ECD 101, ECD 102, ECD 135, ECD 203
N. Perform infant/child CPR and First Aid	ECD 135, AHS 106
O. Exhibit professionalism and ethics	ECD 101, ECD 102, ECD 105, ECD 108, ECD 132, ECD 133, ECD 201, ECD 203, ECD 237, ECD 243
P. Develop familiarity with DSS, DHEC, and SC regulations	ECD 101, ECD 243
Q. Identify and use community resources	ECD 101, ECD 107, ECD 243
R. Demonstrate a knowledge of computers	OST 105, CPT 170

Assessment Methods:

Direct Student Learning Outcomes

This program has a capstone course, ECD 243: Supervised Field Experience. It includes direct assessment of student performance, including a series of projects that assess the student's overall understanding and physical abilities to perform all of the competencies in the program. In the past year 100% of all students attempting the capstone course completed with a C or better.

The students' early childhood academic knowledge is assessed through the Early Care and Education Exit Exam. Questions concerning all thirteen ECD courses are included on the exam. In the past year 100% of all Associate Degree students tested, earned a passing grade on the exam.

A new program was initiated to help prepare the students to take the PRAXIS I exam in order to pursue a baccalaureate degree at a four year institution. Students are currently involved in preparing for the PRAXIS I exam.

Indirect Student Learning Outcomes

The Program Coordinator reviews the following indirect measures of student and program success yearly, or as needed, to ensure program viability: grade distribution and failure rates; student evaluations; job placement results; employer satisfaction; enrollment statistics; retention rates: graduation rates; and enrollment in four-year institutions.

Retention

OCtech Benchmark #1 – The program will have retained in the following Fall semester not less than 60% of the new students who enrolled in the prior Fall semester.

- Over the last three years, program retention has been: 2002 (63%), 2003 (60%), and 2004 (44%).

Job Placement

OCtech benchmark #2 – Using the State Technical College System definitions for employment, not less than 80% of the graduates of the program will have secured employment in the field.

- Over the part three years, job placement has been: 2001 (100%), 2002 (90%), and 2003 (87.5%)

Graduation Rates

OCtech benchmark #3 – The number of graduates will average 25% of the average annual fall enrollment for the program.

- Over the past three years, graduation rates have been: 2001-2002 (10.96%), 2002-2003 (15.23%), and 2003-2004 (11.33%).

Indirect measures of program success

- Maintain or exceed an 80% or better level of job placement.
- Compile an Employer Satisfaction Survey to be implemented at the end of the Spring semester 2005.
- Incorporate 100% of validated DACUM competencies into Early Childhood Development course outlines with demonstrated student performances.

Review Process and Use of Results:

The Early Childhood Development program is a competency-driven curriculum. Its competencies are determined through qualified DACUM panels and are validated by professionals and the curriculum's own advisory committee. DACUMS are usually conducted every four years to ensure currency with the last DACUM. In between each DACUM the ECD Program Coordinator performs the following internal processes yearly as part of the strategic planning and review process.

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- Ensure that program outcomes are appropriate and current.
- Ensure that program outcomes are addressed in the exit competencies of at least one required course.
- Ensure that within those required courses that students demonstrate the desired program outcome either through written or performance-based tests and/or graded assignments.
- Ensure that successful completion of prerequisite courses is a satisfactory predictor of student success in subsequent courses.
- Monitor student performances in the capstone course against DACUM competencies.
- Review grade distribution and failure rates; student evaluations; job placement results; employer satisfaction survey; enrollment statistics; retention rates, and graduation rates.
- Ensure that the College Library can assure access to appropriate and current research materials.
- Provide feedback to the general education faculty on observed general education competencies and make recommendations as needed.
- Make a report to the advisory committee on assessment findings and solicit feedback.
- Work with Division Dean and the Curriculum Committee to revise syllabi and/or course/department offerings as needed.
- Conduct program self study as required by accrediting agencies.

What action(s) did the Program take this past academic year that improved and expanded student-learning outcomes?

Changes have been made within the Early Care and Education program to improve student success based on recommendations from our advisory committee, instructors, and DACUM panel. The DACUM panel consists of members of local early childhood facilities who would be in the position to hire our graduates or hold the same types of jobs as our graduates. The Panel meets separately from the Advisory Committee to discuss the competency requirements of the program and make recommendations for changes.

A new program was initiated to promote success for the Early Care and Education student in preparing for and taking the PRAXIS I exam. The Program Coordinator is currently working on an Infant/Toddler certificate to provide further student learning in a specialized area. The Program Coordinator is currently working on a National Association for the Education of Young Children (NAEYC) accreditation. The ECD program instructors have begun learning techniques for online enhancements to individual courses. Several items including class notes and information has been placed on line to assist students outside the classroom. Several ECD courses have been placed online in order to reach those students who find it difficult to attend regular classes.

Benchmark #1 Plan of Action: A large number of students are not retained because of social rather than academic reasons. Information gathered by the program coordinator shows that a number of students cannot enroll due to financial aid probation, financial hardships, and extenuating family circumstances. The ECD program will continue to search for ways to support the academic success of students.

Benchmark #3 Plan of Action: Many students with an ECD major are taking developmental courses, and cannot progress through the core courses until certain DVS courses are completed. This can extend the length of time it takes a student to graduate by one or two years. Changes are forthcoming for developmental education to smooth the transition from developmental to college level courses.