



EARLY CHILDHOOD EDUCATION

**Wisconsin Indianhead Technical College
10-307-1 Associate Degree**

**2013
Program Review
and
Improvement Plan**

CONTENTS

Catalog Page	1
Review Team Membership	3
Self-Study Reports	7
Perkins Data Review	25
Program Improvement Plan	31

Early Childhood Education

10-307-1 Associate Degree

Financial Aid Eligible

Program Overview

The Early Childhood Education program will prepare the student for a professional career in early childhood education. The student will learn to plan developmentally appropriate environments and activities that will promote optimal growth and development in young children.

Special Features

Earn an Early Childhood Education degree in two years or less through online classes, daytime or evening classes.

General Studies courses are offered in a variety of delivery methods including in-person, online, or ITV (Interactive Television).

Agreements between the Wisconsin Technical College System (WTCs) and the following baccalaureate degree-granting institutions allow graduates to transfer credits to:

- Cardinal Stritch University
- Lakeland College
- UW-La Crosse
- UW-Oshkosh
- UW-River Falls
- UW-Stevens Point
- UW-Stout
- UW-Superior
- UW-Whitewater

Contact the receiving institution for specific details.

Admission Requirements

Students in this program must:

- Complete application form and submit with fee (fee waiver may apply if previously submitted)
- Complete Accuplacer entrance assessment to determine placement (waiver may apply with acceptable alternative test scores and/or postsecondary degree completion)
- Review and sign the Functional Abilities Statement of Understanding
- Submit signed Caregiver Background Check Statement of Understanding
- Complete admissions interview with a WTC counselor (above requirements should be completed prior to interview)

Program-Specific Requirements

Students in this program must:

- Complete and sign Background Information Disclosure Form (BID)
 - Have an acceptable Wisconsin Caregiver Background Check or Minnesota Caregiver Background Check, as applicable
 - Information from the Caregiver Background Check may affect ability to secure fieldwork placement and the ability to find employment after graduation
 - Complete Staff Health Report - Child Care Provider form (physical form)
- There are four practicum experiences required in the Early Childhood Education program. Practicum 1 requires a minimum of 64 hours of off-campus field experience, and Practicum 2, 3, and 4 require a minimum of 128 hours of off-campus field experience. In-class contact time is also required as part of the practicum experience.

Student Profile

Students in the Early Childhood Education program should:

- Enjoy and respect children
- Exhibit a caring attitude
- Be flexible
- Use good judgment
- Be dependable
- Communicate effectively
- Be able to lift 50 pounds
- Be able to accept constructive feedback

Preparation for Admission

Students should strive to reach a comfort level in the following courses or skills:

- Applied Math
- Psychology
- Speech/Communications
- Family and Consumer Education
- English/Foreign Language
- Health/Food Choices
- Sociology
- Art

Program Outcomes

Employers will expect Early Childhood Education graduates to:

- Apply child development theory to practice
- Cultivate relationships with children, family, and the community
- Assess child growth and development
- Use best practices in teaching and learning
- Demonstrate professionalism
- Integrate health, safety, and nutrition practices

Collegewide outcomes and indicators will also be addressed to develop personal awareness, career effectiveness, and professionalism. See page 5 of the college catalog for a list of collegewide outcomes and indicators.

Career Outlook

The demand for early childhood professionals continues to increase as parents look for providers who can guide their child's development. The typical careers that are available after graduation include:

- Early Childhood Teacher (Child Care)
- Early Childhood Assistant Teacher
- Family Child Care Provider
- Infant or Toddler Teacher
- Nanny
- Early Childhood Special Needs Aide/Assistant
- Program Director/Administrator
- Public School Teacher Aide/Assistant
- Head Start Teacher/Assistant

Campus:



Ashland
New Richmond
Rice Lake
Superior

Curriculum

Number	Course Title	Credits
Technical Studies Courses		
10307148	ECE-Foundations of Early Childhood Education *	3
10307151	ECE-Infant & Toddler Development	3
10307166	ECE-Curriculum Planning	3
10307167	ECE-Health, Safety, & Nutrition *	3
10307174	ECE-Practicum 1	3
10307178	ECE-Art, Music, & Language Arts	3
10307179	ECE-Child Development *	3
10307187	ECE-Children with Differing Abilities *	3
10307188	ECE-Guiding Children's Behavior	3
10307192	ECE-Practicum 2 *▲	3
10307194	ECE-Math, Science, & Social Studies	3
10307195	ECE-Family & Community Relationships *	3
10307197	ECE-Practicum 3 *▲	3
10307198	ECE-Administering an Early Childhood Education Program	3
10307199	ECE-Practicum 4 *▲	3
		45
General Studies Courses*		
10801195	Written Communication ▲	3
10801198	Speech	3
10804123	Math with Business Applications ▲ or	3
10804107	College Mathematics ▲ or	
10804189	Introductory Statistics ▲ or	
10806112	Principles of Sustainability or	
10806122	Natural Sciences in Society	
10809172	Introduction to Diversity Studies	3
10809195	Economics or	
10809122	Introduction to American Government	3
10809196	Introduction to Sociology	3
10809198	Introduction to Psychology or	
10809188	Developmental Psychology	3
		21

ELECTIVES

3

PROGRAM REQUIREMENTS

69

- ▲ Requires a prerequisite and/or corequisite that must be completed with a grade point of 2.0 or better.
- * See page 40 for General Studies course descriptions.
- * Credit for Prior Learning not applicable for this course
- Also available online.



<http://wisconsinearlychildhood.org/programs/teach/>



Wisconsin's Child Care Rating Program
WTC offers a wide array of credit-based early childhood education courses, credentials, and degree options that align with the Youngstar requirements.

For more information, go to www.witc.edu/ece.

Course Descriptions

(See page 40 for General Studies course descriptions)

10307148

ECE: Foundations of Early Childhood Education - Credits: 3
This 3-credit course introduces you to the early childhood profession. Course competencies include: integrate strategies that support diversity and anti-bias perspectives; investigate the history of early childhood education; summarize types of early childhood education settings; identify the components of a quality early childhood education program; summarize responsibilities of early childhood education professionals; explore early childhood curriculum models; and analyze the principles of the WI Model Early Learning Standards.

10307151

ECE: Infant & Toddler Development - Credits: 3
In this 3-credit course you will study infant and toddler development as it applies to an early childhood education setting. Course competencies include: integrate strategies that support diversity and anti-bias perspectives; analyze development of infants and toddlers (conception to three years); correlate prenatal conditions with development; summarize child development theories; analyze the role of heredity and the environment; examine culturally and developmentally appropriate environments for infants and toddlers; examine the role of brain development in early learning (conception through age three); examine caregiving routines as curriculum.

10307166

ECE: Curriculum Planning - Credits: 3
This 3-credit course examines the components of curriculum planning in early childhood education. Course competencies include: integrate strategies that support diversity and anti-bias perspectives; examine the critical role of play; establish a developmentally appropriate environment; integrate Developmentally Appropriate Practices (DAP) into curriculum; develop activity plans that promote child development and learning; develop curriculum plans that promote child development and learning across all content areas; analyze early childhood curriculum models.

10307167

ECE: Health, Safety, & Nutrition - Credits: 3
This 3-credit course examines the topics of health, safety, and nutrition within the context of the early childhood educational setting. Course competencies include: integrate strategies that support diversity and anti-bias perspectives; follow governmental regulations and professional standards as they apply to health, safety, and nutrition; provide a safe early childhood environment; provide a healthy early childhood environment; plan nutritionally sound menus; adhere to child abuse and neglect mandates; apply Sudden Infant Death Syndrome (SIDS) risk reduction strategies; apply strategies to prevent the occurrence of Shaken Baby Syndrome (SBS); incorporate health, safety, and nutrition concepts into the children's curriculum.

10307174

ECE: Practicum 1 - Credits: 3
In this 3-credit practicum course you will learn about and apply the course competencies in an actual child care setting. The course competencies include: document children's behavior; explore the standards for quality early childhood education; explore strategies that support diversity and anti-bias perspectives; implement activities developed by the co-op teacher/instructor; demonstrate professional behavior; practice caregiving routines as curriculum; practice positive interpersonal skills with children and adults; analyze the guiding principles and the five developmental domains related to the WI Early Learning Standards; integrate the WI Early Learning Standards into the program's teaching cycle (ongoing assessment, planning and curriculum goals, and implementation); evaluate learning and assessment activities using the early learning standards for each individual child. Students must complete or have on file a Staff Health Report – Child Care Provider form (physical form) and current, valid Background Information Disclosure (BID) and Caregiver Background Check (annual Wisconsin and/or Minnesota as applicable) forms, as part of this course.

10307178

ECE: Art, Music, & Language Arts - Credits: 3
This 3-credit course will focus on beginning level curriculum development in the specific content areas of art, music, and language arts. Course competencies include: integrate strategies that support diversity and anti-bias perspectives; examine the critical role of play; establish a developmentally appropriate environment for art, music, and language arts; develop activity plans that promote child development and learning; analyze caregiving routines as curriculum; create developmentally appropriate language, literature, and literacy activities; create developmentally appropriate art activities; create developmentally appropriate music and movement activities.

10307179

ECE: Child Development - Credits: 3
The 3-credit course examines child development within the context of the early childhood education setting. Course competencies include: analyze social, cultural, and economic influences on child development; summarize child development theories; analyze development of children age three through age eight; summarize the methods and designs of child development research; analyze the role of heredity and the environment; examine the role of brain development in early learning (ages 3-8).

10307187

ECE: Children with Differing Abilities - Credits: 3
This 3-credit course focuses on the child with differing abilities in an early childhood education setting. Course competencies include: integrate strategies that support diversity and anti-bias perspectives; provide inclusive programs for young children; apply legal and ethical requirements including, but not limited to, ADA and IDEA; work collaboratively through the consultation process to embed intervention in natural based settings; differentiate between typical and exceptional development; analyze the differing abilities of children with physical, cognitive, health/medical, communication, and/or behavioral/emotional disorders; work collaboratively with community and professional resources; utilize an individual educational plan (IEP/IFSP) for children with developmental differences; adapt curriculum to meet the needs of children with developmental differences; cultivate partnerships with families who have children with developmental differences.

10307188

ECE: Guiding Children's Behavior - Credits: 3
This 3-credit course examines positive strategies to guide children's behavior in the early childhood education setting. Course competencies include: integrate strategies that support diversity and anti-bias perspectives; summarize early childhood guidance principles; analyze factors that affect the behavior of children; practice positive guidance strategies; develop guidance strategies to meet individual needs; create a guidance philosophy.

10307192

ECE: Practicum 2 - Credits: 3
In this 3-credit practicum course you will learn about and apply the course competencies in an actual child care setting. The course competencies include: identify children's growth and development; maintain the standards for quality early childhood education; practice strategies that support diversity and anti-bias perspectives; implement student teacher-developed activity plans; identify the elements of a developmentally appropriate environment; implement positive guidance strategies; demonstrate professional behavior; utilize caregiving routines as curriculum; utilize positive interpersonal skills with children; utilize positive interpersonal skills with adults. Students must complete or have on file a Staff Health Report – Child Care Provider form (physical form) and current, valid Background Information Disclosure (BID) and Caregiver Background Check (annual Wisconsin and/or Minnesota as applicable) forms, as part of this course. COREQUISITE: 10307174 ECE: Practicum 1.

10307194

ECE: Math, Science, & Social Studies - Credits: 3
This 3-credit course will focus on beginning level curriculum development in the specific content areas of math, science and social studies. Course competencies include: integrate strategies that support diversity and anti-bias perspectives; examine the critical role of play; establish a developmentally appropriate environment for math, science, and social studies; develop activity plans that promote child development and learning; create developmentally appropriate science activities; create developmentally appropriate math activities; create developmentally appropriate social studies activities.

10307195

ECE: Family & Community Relationships - Credits: 3
In this 3-credit course you will examine the role of relationships with family and community in early childhood education. Course competencies include: implement strategies that support diversity and anti-bias perspectives when working with families and community; analyze contemporary family patterns, trends, and relationships; utilize effective communication strategies; establish ongoing relationships with families; advocate for children and families; work collaboratively with community resources.

10307197

ECE: Practicum 3 - Credits: 3
In this 3-credit practicum course you will learn about and apply the course competencies in an actual child care setting. The course competencies include: assess children's growth and development; implement the standards for quality early childhood education; integrate strategies that support diversity and anti-bias perspectives; build meaningful curriculum; provide a developmentally appropriate environment; facilitate positive guidance strategies; evaluate one's own professional behaviors and practices; lead caregiving routines as curriculum; utilize positive interpersonal skills with children; utilize positive interpersonal skills with adults. Students must complete or have on file a Staff Health Report – Child Care Provider form (physical form) and current, valid Background Information Disclosure (BID) and Caregiver Background Check (annual Wisconsin and/or Minnesota as applicable) forms, as part of this course. COREQUISITE: 10307192 ECE: Practicum 2.

10307198

ECE: Administering an Early Childhood Education Program - Credits: 3
This 3-credit course focuses on the administration of an early childhood education program. Course competencies include: integrate strategies that support diversity and anti-bias perspectives; analyze the components of an ECE facility; design an ECE program; analyze the aspects of personnel supervision; outline financial components of an ECE program; apply laws and regulations related to an ECE facility; advocate for the early childhood profession.

10307199

ECE: Practicum 4 - Credits: 3
In this 3-credit practicum course you will learn about and apply the course competencies in an actual child care setting. Course competencies include: analyze children's growth and development based on assessment; integrate strategies that support diversity and anti-bias perspectives; promote professional behaviors and practices; implement meaningful curriculum; create respectful, reciprocal relationships; evaluate early childhood education programs for quality; explore professional options in early childhood education. Students must complete or have on file a Staff Health Report – Child Care Provider form (physical form) and current, valid Background Information Disclosure (BID) and Caregiver Background Check (annual Wisconsin and/or Minnesota as applicable) forms, as part of this course. COREQUISITE: 10307197 ECE: Practicum 3.

10307129

ECE: Ethics, Advocacy, and Leadership - Credits: 3
This course will develop an understanding of the relationship between the Code of Ethical Conduct, child advocacy, and leadership in an early childhood setting.

Graduate Employment Information

(WITC Graduate Survey Responses 2010-2011; for most recent data, go to witc.edu)

Number of graduates	31	Number employed	25	% employed in WITC district	59%
Number of responses	29	Percent employed	100%	Range of yearly salary	\$14,559-\$31,801
Number available for employment	25	Employed in related field	23	Average yearly salary	\$21,152

career vision

800.243.9482

witc.edu

2013-2014

85

TEAM MEMBERSHIP

ACADEMIC PROGRAM REVIEW PROFILE

Program Number & Name	
10-307-1 – Early Childhood Education	
Program Academic Dean	Title/Location
Laura Wassenaar	Divisional Dean/Superior
Team Lead(s)	Title/Location
Kari Merritt	Early Childhood Education Instructor - Ashland
Team Members	Title/Location
Lisa Brown	Early Childhood Education Instructor - Superior
Kris Bernacki	Counselor – Rice Lake
Karen Hoglund	Admissions Advisor – Ashland
Wendy Dusek	Natural Sciences Instructor – New Richmond
Steve Miller	Industrial Maintenance Technician – Superior

Program Information:			
Capacity (new students admitted/year):		92	
Number of Faculty:	FT: 5	PT: 2	
Statewide Curriculum:	Yes? X	No?	
Number of Technical Studies Courses in each of the following delivery modes: (there may be duplication for courses offered in multiple modes)			
	<i>Classroom:</i>	15	
	<i>Online:</i>	6	
	<i>ITV/IP:</i>		
	<i>In Person/Web Blended:</i>	All have Bb presence	

Program Accredited by:	NA
Date of Last Accreditation	
Date of Next Accreditation	
Is a visit required? If so, when is the next visit?	
Program Licensed by:	NA
Date of Last Licensing:	
Date of Next Licensing:	
Is a visit required? If so, when is the next visit?	
Please list other program memberships:	ACCESS: American Associate Degree Early Childhood Educators
	National Association for the Education of Young Children
	Wisconsin Early Childhood Association

Note: The accreditation, licensing, and membership information listed above will be listed in the annual WITC Fact Book.

SELF-STUDY REPORT

SELF-STUDY SUMMARY REPORT

Program Information	
Program Name: Early Childhood Education	Team Chair: Kari Merritt
Academic Dean:	Divisional Dean: Laura Wassenaar
Process Used to Complete the Self-Study	
Meeting format (in-person, IP, conference calls etc.)	In person and e-mail correspondence.
Number of meetings	One full day in person meeting.
How was the self-study handled? (as a group, assigned to individuals to report back to group, etc.)	Met as a group for a full day meeting with follow up e-mails.
Additional comments:	
Summary of Findings	
As you completed this self study section of the program review, what areas "stand out" in your program? Please explain.	The positive perception of the program across the college.
What has surprised you? Please explain.	The differences across the college in regard to support offered by student services. Need to do some investigating to assure students are receiving all the appropriate services.
List two or three of the items identified through your self-study that you will focus on to make improvements to your program.	Exploration of the PSA process to assure best practice is being observed. Diversify Advisory Committee membership. Collaboration with general education faculty.
When/where in your program will you implement these improvements?	Improvements and exploration would take place over the next two years.
What methods (direct or indirect) will you use to assess the success of this implementation?	Updated PSA process. Review of Advisory Committee membership. Implement innovative collaborative efforts with general education faculty.
What new outcomes or benchmarks do you hope to achieve through these recommended changes?	
Additional comments:	

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Early Childhood Education Category: WITC Program Statistics <i>(fill out a Self-Study Category Sheet for each section of the self-study. (Additional sections may be added if desired))</i>			
PLUSES (Strengths)		DELTAS (Opportunities)	
-Graduation rate is up.		-Retention – on line difficulties? -Enrollment – alternative offerings, low “traditional” classrooms.	
Select one PLUS item and explain the root cause:	Graduation rate is up.		
Select one DELTA item and explain the root cause:	Online offerings will take away from “traditional” classroom enrollment (alternative offerings).		
What items in this category MUST be addressed on our improvement plan?			
What items in this category MIGHT be addressed on the improvement plan?	Analyze retention statistics between online offerings and face-to-face classes.		
What items in this category may be considered a BEST PRACTICE OR INNOVATION?			
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
		X	
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Early Childhood Education Category: Curriculum <i>(fill out a Self-Study Category Sheet for each section of the self-study. (Additional sections may be added if desired))</i>			
PLUSES (Strengths)		DELTAS (Opportunities)	
-Innovative curriculum – willingness to change. -Look at obstacles as challenges. -Statewide curriculum. -Try new approaches. -De-accel (academic support).		-De-accel (risk for retention-job out).	
Select one PLUS item and explain the root cause:	Program follows an approved statewide curriculum with faculty being involved at the state level regarding updates and potential revisions.		
Select one DELTA item and explain the root cause:			
What items in this category MUST be addressed on our improvement plan?			
What items in this category MIGHT be addressed on the improvement plan?			
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	A willingness by faculty to reflect and evaluate the process of curriculum implementation and revision to assure best practice.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
			X
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Early Childhood Education Category: Assessment of student learning			
PLUSES (Strengths)		DELTAS (Opportunities)	
-Correlation of competencies and program outcomes is transparent. -Individuality amongst faculty in assessment. -Common rubric for practicum. -See obstacles as challenges. -Instructors are flexible and conscientious. -Program Summative Assessment. -Advocate for student learning.		-Program Summative Assessment – examine process.	
Select one PLUS item and explain the root cause:	Correlation of competencies to program outcomes is a transparent process.		
Select one DELTA item and explain the root cause:	Program Summative Assessment process to be explored.		
What items in this category MUST be addressed on our improvement plan?	Explore the process of implementing the Program Summative Assessment to identify best practices.		
What items in this category MIGHT be addressed on the improvement plan?			
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	Understanding of the role of assessment in evaluating student learning.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
			X
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Early Childhood Education Category: Advisory Committees <i>(fill out a Self-Study Category Sheet for each section of the self-study. (Additional sections may be added if desired))</i>			
PLUSES (Strengths)		DELTAS (Opportunities)	
-Listen to students/community and make adjustments. -Diverse committee – effective.		-More active role of students services/counselors on the committee.	
Select one PLUS item and explain the root cause:	Listen to community and respond with curriculum changes. Groups share input.		
Select one DELTA item and explain the root cause:	Increase advisory board to represent student services (diverse committee).		
What items in this category MUST be addressed on our improvement plan?	More active role of student services/counselors. Assure that all campuses have this representation on their committee.		
What items in this category MIGHT be addressed on the improvement plan?			
What items in this category may be considered a BEST PRACTICE OR INNOVATION?			
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
		X	
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Early Childhood Education Category: Equipment and Facilities <i>(fill out a Self-Study Category Sheet for each section of the self-study. (Additional sections may be added if desired))</i>			
PLUSES (Strengths)		DELTAS (Opportunities)	
		-Out of the garage (Ashland). -Moving from Learning Commons to main campus (New Richmond).	
Select one PLUS item and explain the root cause:			
Select one DELTA item and explain the root cause:	The main ECE classroom on the Ashland campus will be remodeled during the summer of 2013.		
What items in this category MUST be addressed on our improvement plan?			
What items in this category MIGHT be addressed on the improvement plan?			
What items in this category may be considered a BEST PRACTICE OR INNOVATION?			
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
			X
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category	
<p>Program: Early Childhood Education</p> <p>Category: Staff Development and Program Innovation</p> <p><i>Fill out a Self-Study Category Sheet for each section of the self-study. (Additional sections may be added if desired)</i></p>	
PLUSES (Strengths)	DELTAS (Opportunities)
<ul style="list-style-type: none"> -Innovative curriculum. -Cohesive division – listen/learn from each other. -Supportive Dean. -Willingness to change. -“Walk the talk”. -See obstacles as challenges. -Supportive of online learning. -Study abroad opportunity (Scotland). -Exemplary professionalism of faculty. -Representation at state level (committees, etc.). -Innovative with budget/class offerings, etc. 	<ul style="list-style-type: none"> -Stretched thin, in part because of innovation and piloting.
<p>Select one PLUS item and explain the root cause:</p>	<p>Look at obstacles as challenges which leads to innovation that is supported by the Dean.</p>
<p>Select one DELTA item and explain the root cause:</p>	<p>Because the faculty embraces innovation, they often pilot new mandates. This can lead to the faculty being stretched thin.</p>
<p>What items in this category MUST be addressed on our improvement plan?</p>	
<p>What items in this category MIGHT be addressed on the improvement plan?</p>	
<p>What items in this category may be considered a BEST PRACTICE OR INNOVATION?</p>	<p>E-Child curriculum developed to be innovative, blended, hands on.</p> <p>Offering of study abroad opportunity in Scotland for students.</p> <p>Innovation to accommodate all students interested in the program while still addressing all demands of the current students.</p>

Team Rating

Please indicate by an **(X)** the team rating of your program on this category.

<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
			X
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Early Childhood Education Category: Collaboration Across the College <i>(fill out a Self-Study Category Sheet for each section of the self-study. (Additional sections may be added if desired))</i>			
PLUSES (Strengths)		DELTAS (Opportunities)	
-“Walk the talk” and continue to talk. -Collaborate across college. -Positive perception of faculty.		-More active role of student services/ counselors/career specialists with Advisory Committee/registration/recruitment. -Examine role of accommodation specialists on all campuses. -Collaborate with general education faculty.	
Select one PLUS item and explain the root cause:	Positive perception of faculty across the college.		
Select one DELTA item and explain the root cause:	Collaborate with general education faculty and student services could be more cohesive but time and awareness hinders this process.		
What items in this category MUST be addressed on our improvement plan?			
What items in this category MIGHT be addressed on the improvement plan?	Collaborate more with general education faculty and student services.		
What items in this category may be considered a BEST PRACTICE OR INNOVATION?			
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
			X
Additional Comments: (optional)			

Perkins Data Review

PERKINS DATA REVIEW

(replaces QRP Analysis for 2013 reviews only)

Program and Category			
Program: Early Childhood Education Category: Perkins Data Review			
PLUSSES (Strengths)		DELTAS (Opportunities)	
-Job placement percentage is high. -Technical course completion percentage is high.		-Degree attainment. -Retention.	
Select one PLUS item and explain the root cause:	We don't flood the market with graduates. Because of this, there are opportunities for employment.		
Select one DELTA item and explain the root cause:	Personal barriers seem to be an issue with some students. Early counselor referral could assist in addressing the issue; there may be a level of remediation necessary as indicated by a 47.78 GS course completion percent.		
What items in this category MUST be addressed on our improvement plan?	It is important for us to address the retention issues and also investigate why students are not finishing and obtaining a degree. Will be reviewing data in the future to see if moving to de-accelerated format increases degree attainment.		
What items in this category MIGHT be addressed on the improvement plan?	Academic advising is necessary to ensure our students are, and stay on track. This will help retention as well as graduation rates. Remediation and support for GS courses may improve retention (and graduation) rates also.		
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	90% job placement percent at 6 months.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations — few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
		X	
Additional Comments: (optional)			

FUTURE TRENDS AND EXTERNAL FACTORS

Program	Early Childhood Education
Future Trends	
•	Online learning.
•	Alternative class offerings (evenings/weekends).
•	Articulation requirements/suggestions.
•	
•	
External Factors	
•	“State of the state/nation” – budgetary and climate.
•	Low wages.
•	Students who “job out”.
•	
•	
Employment Trends	
Local	
•	Programs being cut because of funding
•	
State	
•	Programs being cut – Head Start, etc.
•	

2013 Improvement Plan

ACADEMIC PROGRAM IMPROVEMENT PLAN

-PROGRAM: Early Childhood Education				
Defined Outcome: Explore Program Summative Assessment process (Assessment of Student Learning category)	<i>Perkins?</i>	Responsibility	Timeline	Resources
Action Plan/Action Items: <i>Faculty will align program outcomes with course assignments to assure students meet program outcomes. This will require faculty to collaborate, update and evaluate assignments required in courses as well as how we assess students.</i>		Early Childhood Education Faculty	Spring 2014-Fall 2015	Time – possible Teaching/Learning Days
WTCS QRP Indicator Name & Number: (from those potential solutions selected from the WTCS QRPDS Analysis)				

Update: *(A mid-year and year-end update will be required each year during implementation.)*

May 2014:

ECE faculty have met three full days and have reviewed all EC content courses. During these meetings faculty shared best practice as well as identified a common assignment(s) that will meet program outcomes. A master list of these assignments will be developed and shared with all ECE faculty.

January 2015:

A master list of assignments was shared with ECE faculty. Faculty will meet in January to review master list as well as compile assignments in a usable format.

June 2015:

Faculty met in January to review master list of assignments. Assignments were updated and shared in a common One Drive account for easier access.

January 2016:

Faculty continue to make improvements to the shared assignments including noting course competencies on the assignment as well as in the learning plans.

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Early Childhood Education			
Defined Outcome: Diverse Advisory Committees	Perkins?	Responsibility	Timeline	Resources
Action Plan/Action Items: <i>Assure that all campus Advisory Committees have diverse representation, including Student Services.</i>		Early Childhood Education Faculty	Spring 2014 for Fall 2015 Implementation	Time
WTCS QRP Indicator Name & Number: (from those potential solutions selected from the WTCS QRPDS Analysis)				

Update: *(A mid-year and year-end update will be required each year during implementation.)*

May 2014:

Faculty from all four campuses will review and update advisory committee membership for the upcoming 2014-2015 school year.

January 2015:

Advisory committee memberships have been updated on all four campuses.

June 2015:

Advisory committee memberships are updated on all four campuses. Each location has also added a 4-year college or university representative.

January 2016:

Advisory committee membership continues to be reviewed/updated on all four campuses. Diverse representation on committees has made for thoughtful and useful discussion and recommendations at committee meetings.

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Early Childhood Education			
<i>Defined Outcome:</i> Collaborate with general education faculty (Collaboration Across the College)	<i>Perkins?</i>	Responsibility	Timeline	Resources
<i>Action Plan/Action Items:</i> <i>Work/Meet with general education faculty to explore opportunities for collaboration on specific topics covered in the general education studies area that support the curriculum in early childhood.</i>		Early Childhood Education Faculty/General Education Faculty	2014-2015 school year	Time
<i>WTCS QRP Indicator Name & Number: (from those potential solutions selected from the WTCS QRPDS Analysis)</i>				

Update: *(A mid-year and year-end update will be required each year during implementation.)*

May 2014:

Will plan for upcoming 2014-2015 school year.

January 2015:

ECE Faculty will share best practices from their campus that could be replicated at other campuses.

June 2015:

Best practices were shared so faculty could attempt replication at their campuses.

January 2016:

Collaboration with general education faculty continues at all four campuses. Sharing of ideas between faculty is leading to assignments that support our early childhood curriculum.