



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
H. Martin Lancaster, President

February 7, 2002

RESPONSE DEADLINE: FEBRUARY 22, 2002

MEMORANDUM

TO: Early Childhood Department Chair

FROM: Kristi Snuggs, Program Coordinator
Early Childhood & Public Service Technologies

SUBJECT: Project CONTACT Early Childhood Program Community College Survey

In November 2001, every Early Childhood Department in the North Carolina Community College System received a **Project CONTACT Early Childhood Program Community College Survey**. This questionnaire was designed in collaboration with the Frank Porter Graham Child Development Institute to collect information that will assist us in compiling data to improve the capacity of your early childhood department to compete in the Internet based distance learning market.

The survey requested information that is not accessible from any other source. If we are to improve the capacity of early childhood departments to meet the growing demand for more accessible and high quality courses, we must take the lead in creating a database of information. Your feedback is critical. With this information we can target our efforts specifically to your needs.

The survey data will be used to improve the capacity of our state to raise resources to assist you in your work. Below is a list of how this information will be used:

- Guide the Early Childhood Curriculum Improvement Process currently under consideration.

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E-mail

Early Childhood Department Chair

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- Provide data to build grant proposals for Instructor training.
- Increase the state's ability to target training and resource development efforts to meet the actual needs of community college faculty.
- Provide data to build the capacity of your early childhood department to teach through distance learning.
- Enhance the ability of the state to provide accessible education to child care teachers, anytime, anywhere.
- Increase available information about the high impact of early childhood programs on each college campus.
- Inform state and local efforts to increase the supply and quality of early childhood courses that support quality child care initiatives including Smart Start, NC Institute for Early Childhood Professional Development, NC Division of Child Development, and NC Department of Public Instruction initiatives.
- Increase the ability of local campuses to advocate and secure articulation agreements with four-year institutions.

Together we can make the case for your needs. Another copy of the survey is attached. I am available to assist you at (919) 733-7051 Ext. 427, as is Debra Torrence, Frank Porter Graham Child Development Institute at (919) 962.5777.

Please complete the survey and return it **no later than February 22, 2002.**

KS/ah

Attachment

c: Presidents

Chief Academic Officers

Debra Torrence

Judith Mann



**Project CONTACT
Early Childhood Program Community College Survey
Fall 2001**

Section I: INSTITUTION INFORMATION

- 1. Institution Name _____
- 2. Service Delivery Area for Institution (counties served) _____
- 3. Survey Contact Person _____
 Phone _____ Fax _____ E-mail _____
- 4. Other Survey Respondents:
 - a. Name _____ Department _____
 Title _____ Phone _____
 - b. Name _____ Department _____
 Title _____ Phone _____
 - c. Name _____ Department _____
 Title _____ Phone _____
 - d. Name _____ Department _____
 Title _____ Phone _____
- 5. Chief Academic Officer (*responsible for Early Childhood*) _____
- 6. Department Name (*responsible for Early Childhood*) _____
 Department Chair or Coordinator _____
- 7. Early Childhood Program Chair _____
 Phone _____ Fax _____ E-mail _____



Section II: STUDENT POPULATION SERVED BY COLLEGE

1. Overall Total Institution

- a. Total Institutional Student Body #_____
- b. Enrollment Part Time %_____ Full Time %_____
- c. Gender Female %_____ Male %_____
- d. Ethnicity African American %____Caucasian %____Latino %____Other % ____
- e. Total Receiving Financial Aid % _____

2. Department with Oversight for the Early Childhood Program

- a. Total Department Student Body #_____
- b. Enrollment Part Time %_____ Full Time %_____
- c. Gender Female %_____ Male %_____
- d. Ethnicity African American %____Caucasian %____Latino %____Other %____
- e. Total Receiving Financial Aid % _____

3. Early Childhood Program Students Enrolled in a College Transfer Program

- a. Total Student Body in Early Childhood College Transfer Program #_____

Please give % based on total Early Childhood college transfer student body.

- b. Enrollment Part Time %_____ Full Time %_____
- c. Gender Female %_____ Male %_____
- d. Ethnicity African American %____Caucasian %____Latino %____
Other %_____
- e. Total Receiving Financial Aid % _____
- f. Total FTE's generated by early childhood college transfer students, Fall semester 2001 # _____



4. Early Childhood Program Students Enrolled in Degree Program

a. Total Student Body in Early Childhood Degree Program # _____

Please give % based on total Early Childhood Degree Program student body.

b. Enrollment Part Time % _____ Full Time % _____

c. Gender Female % _____ Male % _____

d. Ethnicity African American % _____ Caucasian % _____ Latino % _____
Other % _____

e. Total Receiving Financial Aid % _____

f. Total **FTE's** generated by the early childhood degree program students, Fall semester 2001 # _____

Section III: EARLY CHILDHOOD PROGRAM FACULTY

5. General Information on Early Childhood Program Faculty

a. Total number of Faculty who teach for the early childhood program # _____

Please give % based on the total number of early childhood faculty.

b. Employment Part Time % _____ Full Time % _____

c. Tenure Tenured % _____ Non-Tenured % _____

d. Gender Female % _____ Male % _____

e. Ethnicity African American % _____ Caucasian % _____ Latino % _____
Other % _____



6. Faculty Roles, Background, & Professional Growth Activities

Please assign each member of the early childhood faculty a number to complete the next two tables.

| Faculty # | Role in Program | Full or Part Time | Tenure Yes/No | Highest Degree Earned | # Years In Early Childhood | Field Continued Professional Growth Activities 10/00-10/01 |
|------------------|------------------------|--------------------------|----------------------|------------------------------|-----------------------------------|---|
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7. Faculty Course Assignments

Please use the same faculty numbers, as used above, to complete this table.

| Faculty # | Spring 2001 | Summer 2001 | Fall 2001 |
|------------------|--------------------|--------------------|------------------|
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8. General Information About Early Childhood Courses and Faculty Responsibilities

- a. Total number of **FTE's** offered by the early childhood program:
 Spring 2001 # _____ Summer 2001 # _____ Fall 2001 # _____
- b. Average number of courses taught by early childhood **Full Time Faculty**
 Spring 2001 # _____ Summer 2001 # _____ Fall 2001 # _____
- c. Average number of courses taught by the early childhood **Part Time Faculty**
 Spring 2001 # _____ Summer 2001 # _____ Fall 2001 # _____
- d. Number of early childhood and administrator credential sessions offered in 2001 (to date)# _____
- e. Does the early childhood program have an articulation policy in place with other institutions of higher education? _____ Yes _____ No. (If Yes please attach the articulation agreement to the survey.)

Section IV: Distance Education Needs & Resources

9. Early Childhood Faculty Involvement in Distance Education

- a. Number of faculty currently teaching distance education classes # _____
- b. Number of faculty who have received specific training on distance education strategies # _____
 (Blackboard software, hardware use, other)
- c. Estimated percentage of faculty who have a web site for at least one of the courses they teach
 % _____
- d. Estimated percentage of faculty who have a personal e-mail address % _____
- e. Estimated percentage of faculty who are comfortable using web-based materials, texts, video streaming, or virtual field trips as part of their instruction % _____

10. Courses offered at a Distance

Please list all early childhood education courses offered regularly at a distance, providing a title and number. Place a check mark next to all distance learning strategies that apply to each course.

Early Childhood Courses Using Distance Education

| Course Title & Number (EDU 280) | Internet Course | College by Cassette | Tele-classes | Information Highway | Corres-pondence Class | No time on campus required |
|---------------------------------|-----------------|---------------------|--------------|---------------------|-----------------------|----------------------------|
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11. Early Childhood Program Faculty Access to Office Equipment and Support

Please check all equipment that the Early Childhood faculty have easy access to; equipment located in the same building, floor, office.)

- _____ VCR/TV units (building)
- _____ Fax Machine (building)
- _____ Computer with Internet (office)
- _____ Printer (floor)
- _____ Email (office)
- _____ Direct phone line (office)
- _____ Conference Call (building)
- _____ Distance Learning Classroom (building)

12. Specific Technology Support Available to Early Childhood Faculty

Please check all that are appropriate and provide information if requested.

- _____ Technology support specialists (ratio : faculty and staff) _____:_____
- _____ Personnel Preparation on Technology (please attach list)
- _____ Personnel Preparation on Distance Education (please attach list)
- _____ Technology plan for campus (please attach a copy)
- _____ Technology partnerships with business (please attach list)
- _____ Technology partnerships with community (please attach list)
- _____ Technology section of the college strategic plan (please attach)



13. Campus/College Support and Available Resources: (Check all that apply.)

- Travel funds to observation sites
- Distance learning staff development for instructors
- Association meetings (2/year)
- Conference fees/travel expenses
- Publications related to distance education
- Professional association dues
- Web site for early childhood education & links to relevant sites
- CIP (Curriculum Improvement Project)
- Newsletter (electronic) with articles re. distance learning
- Access to an Electronic Library
- Support for the use of technology
- Support for the provision of Distance Learning
- On-line services for application, registrations, and financial aid
- On-line access to bookstore
- On-line access to advising
- On-line access to catalogs, course listings, and other academic materials
- On-line access to articulation and transfer policies
- On-line access to student's records (for students and advisors)
- On-line access to technical support and orientations for distance education
- On-line participation in student organizations and government
- On-line financial aid services and forms
- On-line course syllabi
- On-line counseling support
- On-line access to student activities

14. What ways do you currently communicate? (Please check the ones you use most frequently.)

- Email
- Telephone
- Fax
- Letter
- Other _____

15. If a computer based communication system with other colleges and colleagues was available how would you use it? (Please check all that apply)

- Mentoring
- Ideas for instruction
- Materials for instructions
- Emotional support
- Tips on distance learning
- Online links and resources
- Assessment strategies

02/07/02



- _____ Current research
- _____ Virtual field trip locations
- _____ Other ()
- _____ Other ()
- _____ Other ()

Thank you for taking time to complete this survey, we appreciate your valuable input.