



2020

Early Childhood Education & Family Studies Program Review

Columbia Gorge Community College

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CGCC

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Section One: Mission and Goals

A. Describe the mission of the program.

In July of 2018, Dr. Marta Cronin became the president of Columbia Gorge Community College (CGCC), with her, she brought new energy, a commitment to innovation, and a vision to transform CGCC into a destination college where students come from all over to “start here and go anywhere.” The timing of this program review couldn’t be more perfect because as a survey participant commented, “This program has needed to be updated for a long time” ([Appendix 1](#)). Since this program’s inception we have been known by many names including Early Childhood Education (ECE), Early Education and Family Studies (EEFS), and currently, Early Childhood Education and Family Studies (ECEFS). With each new name there were minor changes, but today our department and our community are ready for a major redesign. There are three main reasons we should redesign our program now.

1. Increase the quality of our program and our graduates
2. Increase enrollment
3. Improve retention and graduation rates

At the end of this review, you will be presented with our ECE Redesign Proposal. Our CTE Dean, Mary Kramer, ECEFS Advisory Committee, current and prospective students, and additional community members all strongly support this proposal. We believe our redesign will allow us to accomplish all three objectives listed above and assist us in becoming a vibrant, high-quality program that attracts students from around the state.

Mission:

We engage early childhood educators in reflective and collaborative learning that combines both theory and practice to sufficiently prepare them to provide high-quality, culturally responsive care and education for children, birth to age 8, in partnership with their families, as defined by the standards of the National Association for the Education of Young Children.

Vision:

We engaged stakeholders in the process of creating a shared vision for the “Graduate of the Future”, see [Appendix 2](#) for more details.

B. Describe program alignment with CGCC Mission/Core Themes

Columbia Gorge Community College builds dreams and transforms lives by providing lifelong educational programs that strengthen our community.

In our program, we have two main types of students, students dreaming to become early childhood professionals, and students who are already working in the field. For the latter group, they often need to obtain a specific educational level (certificate, degree, or number of credits)

to maintain employment or to advance their career and increase their income. The certificates and AAS degree we offer are intended to create high-quality early childhood professionals who provide care and education in our community. Providing children with high-quality learning experiences will certainly strengthen our community. We are also strengthening our early childhood community by increasing the number of qualified early childhood professionals who can both model and advocate for developmentally and culturally appropriate practices which helps to further professionalize our field.

Core Theme A: Building Dreams – Access

Our program is actively partnering with Hood River Valley High School (HRVHS) and their Career Pathways teacher, Rebecca Swartzentruber, to create Dual Credit options for HRVHS students starting fall of 2020. We are also witnessing an increase of high school students utilizing Expanded Options to enroll in our fully online ECE, HEC, and HE courses. In the following years, we will reach out to other high schools in CGCC's service area to create partnerships and pathways. We will also continue to attend Student Outreach and Recruitment events to increase our visibility and engagement with our community.

Core Theme B: Transforming Lives – Education

One area that our program excels at is a high employment rate for our graduates. This information has not been consistently recorded in the past, but as an example, two of the seven cohort students from 2018-2020 received employment shortly after beginning their practicum. Two additional students received promotions and wage increases before completing year one of the program. Currently, all of the students in our program, including those from earlier cohorts, are employed locally in the early childhood field.

Core Theme C: Strengthening Our Communities – Partnerships

The ECEFS program is very fortunate to have a passionately engaged Advisory Committee. We have several long-standing members, who are also leaders and employers in the local early childhood community. They have helped inform us of the quality of our graduates as well as strategize ways to improve our program.

The remaining components of the *Core Themes*, including affordability, retention and completion rates and student outcome proficiency are not as strongly aligned as we would like. We will share more information on this in the following sections, including how we plan to redesign our program to address those issues and several others.

Section Two: Previous Review's Recommendations, Action, and Analysis

A. List recommendations from previous reviews

2009 Weaknesses and Recommendations

Weaknesses:

Fragmented program. There is no system to tie the classes together so students can see the big picture. Instructors are not all on the same page. They don't know what is being taught in other classes. **"The bar is set way too low."** **Lack of communication** between instructional administration, student services, part-time instructors and students. **Students lacking informational literacy and technology skills.**

Recommendations:

Add to our current courses (electives, information literacy, writing, portfolio development skills [with] technology. Instructors should require a set standard for written assignments. **Require APA format.** Instructors should support and facilitate the use of technology, speaking and research skills for all core classes. Use scoring rubrics for writing, speaking, and research. All instructors will guide students in the collection of artifacts. Explore ways to keep part-time faculty involved in department planning and development. Develop links between course assignments, portfolio development, and the Course Learning Outcomes and College Core Outcomes.

2015 Recommendations

Hire a full-time instructor to keep the department updated on college requirements and changes. Have a budget that isn't shared with the Welding department. Offer certificate and degree courses each year instead of the 2-year cycle. Continue aligning all courses, portfolio and CCOG's with the National Association for the Education of Young Children (NAEYC), and Oregon Core Basic Knowledge (now called Oregon Core Knowledge Categories, or OCKC). Include APA writing and math activities in all courses. Develop and use the same writing rubric. Design, develop and implement math and writing electives. **Develop a 1-credit orientation class** for students to get started for practicum and understand program expectations. Schedule monthly meetings with faculty (f2f or online). **Continue to improve communication between the department and student services advisors** to ensure accurate information is dispensed to students about department programs, courses, and requirements.

B. Summarize actions taken in response to recommendations.

All instructors require APA format for papers. Most courses require speaking, research, and technology skills. A variety of rubrics are used for writing, speaking and research. Created an ECE shared drive to provide all instructors will access to the same materials (rubrics, syllabi, and additional information). Currently creating a master list of Artifacts & Associated Courses

available in ECE shared drive. A 2-credit Practicum Orientation course was created. CTE Dean & CTE Department Co-Chair have met with Student Services to share information about our program. Kelly Sullivan, the designated ECEFS Advisor is a member of our ECEFS Advisory Committee and attends our meetings regularly. CTE Dept. Co-Chair worked with Oregon Center for Career Development (OCCD) in summer of 2019 to modify Core Knowledge Categories (CKC) for our courses so our CPC was equivalent to a Step 7, and our 45-credit certificate was equivalent to a Step 8, as we were advertising (only a few courses needed their CKC adjusted).

C. Please describe other actions taken that were not based on previous review recommendations. What assessment, evidence, or need prompted these actions?

The 2018-2020 cohort was struggling to complete the required practicum hours on top of their other responsibilities and coursework. To prevent losing any more students from the cohort, we worked with students and the ECEFS Advisory Committee to strategize possible solutions. In the end, we decided that students would be allowed to “bank” a certain percentage of practicum hours during school breaks, including summer break. This also prompted us to discuss how many practicum hours were truly necessary and to begin brainstorming new requirements.

Starting with the 2020-2022 cohort, we plan to implement an e-Portfolio instead of the old paper version we’ve been using. This was prompted by discussions with the Assessment Team and other CGCC programs that were interested. We have a draft outline and a Google Sites template specifically for ECEFS, but we will work on finalizing details over the summer. Making this change, we feel, will support students in obtaining employment or promotions after graduation, but also help students “see the big picture” of what they have gained in their time at CGCC.

During the 2018-2019 school year, we noticed several of our ECEFS students were struggling with writing assignments. Upon reviewing artifacts from alumni’s practicum portfolios, it was clear that this was a long-standing issue. The CTE Dean, Mary Kramer, shared information with us about the Integrated Education & Training (IET) program that other community colleges have been using with a high success rate. Starting Winter Term 2020, we partnered with Matt Fitzpatrick, the Pre-College Pathways & Transition Advisor, to pilot a small-scale version of an IET program. One evening a week, A. Mickels and M. Fitzpatrick held a “Student Support Lab” open to students in A. Mickels’ ECE 234: Introduction to Children with Special Needs course. Five of the eighteen students in the class were encouraged to participate in this lab. Only one student has consistently utilized it, but her writing has improved significantly. We will offer this support lab again during Spring Term 2020, but we’d like to make some changes to increase participation. Starting Fall Term 2020, we’d like to offer it as a credit course.

D. Provide results and analysis of each action taken.

All instructors requiring APA format helps with program cohesion, however, most of our students, including those who have successfully passed WR 115 and WR 121, aren't familiar with APA format, since the writing department teaches students to use MLA. Requiring students to use APA isn't going to increase their writing skills unless we provide them with more writing support.

Creating assignments that require students to utilize technology, and scheduling class time in the computer lab has allowed students, with limited technological skills, to have support from their instructor and their peers. This has resulted in tremendous growth and increased comfort with technology for all students.

Members of the Advisory Committee who host our practicum students expressed a strong appreciation for the practicum orientation course. One member stated that students came in better prepared and were able to start completing hours much quicker than in the past.

Having Kelly Sullivan, an academic advisory, participate as an active member of our ECEFS Advisory Committee has helped create a strong relationship between our departments. She is well informed of our program structure and our students' needs, and she provides us with valuable insight and guidance, especially during our redesign efforts.

Working with Oregon Center for Career Development (OCCD) to ensure our certificates were equivalent to a Step 7 and Step 8, allowed one student, in particular, the ability to obtain a promotion.

Due to our "banking" hours solution, we didn't lose any additional students from the 2018-2020 cohort.

Section Three: Current Department Assessment – Describe, Assess, Analyze & Identify Needs

A. Student Learning

1. Course-Level Outcome Achievement:

KEY						
R. Hull	R. Hendershot	K. Byers	K. Kissinger	A. Mickels	E. Greenway	C. Cunningham
COURSE	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ECE 120	12 = A 4 = B 1 = C		6 = A 2 = B 3 = F		6 = A 1 = F	

ECE 121	14 = A 2 = B 2 = C 3 = F		7 = A 1 = B		9 = A 1 = B	
ECE 130A	10 = A 4 = B 1 = C 1 = F		8 = A		6 = A 1 = D	
HEC 201	18 = A 4 = B 5 = C 2 = F		13 = A 1 = B 2 = C 2 = F		10 = A 2 = B	
ECE 122	15 = A 3 = B 3 = C		10 = A 1 = C		12 = A 2 = C 1 = F	
ECE 134	16 = A 1 = F		7 = A		7 = A 1 = B	
ECE 130B	12 = A 4 = C 1 = F		7 = A		8 = A 1 = B	
HE 262	18 = A 4 = B 5 = C 2 = F		12 = A 3 = F		16 = A 1 = B 2 = F	
ECE 123	17 = A 1 = B 1 = D		7 = A		10 = A	
ECE 124	25 = A 2 = B 1 = C		7 = A B = 2		4 = A 5 = B	
ECE 135	1 = A	14 = A	8 = A		8 = A	
ECE 130C	1 = A	10 = A 2 = B 2 = C	6 = A 2 = B		8 = A	
ECE 221		11 = A 1 = B		10 = A		7 = A
ECE 224		14 = A 4 = B 4 = C		6 = A 1 = B		5 = A 2 = C 1 = F 1 = I
HEC 226		23 = A 2 = F		15 = A 3 = B 3 = F		9 = A 7 = B 5 = C 1 = D 7 = F

						1 = I
ECE 200		14 = A		8 = A		TBD
ECE 234		13 = A 2 = B 1 = D 2 = F		1 = A 1 = B 1 = C		TBD
ECE 264		14 = A		10 = A		TBD
ECE 260A		8 = A 3 = B 3 = C		8 = A 1 = B 1 = C		TBD
ECE 236		13 = A 4 = B 2 = C		3 = A 1 = C		TBD
ECE 265		15 = A		9 = A		TBD
ECE 260B		8 = A 1 = B 6 = C		9 = A		TBD

Total # of A's = 726/913 (79.5%)

Total # of B's = 74/913 (8.1%)

Total # of C's = 48/913 (5.3%)

Total # of D's = 3/913 (.3%)

Total # of F's = 60/913 (6.6%)

Total # of Incompletes = 2/913 (.2%)

Analysis:

We have an extraordinarily high percentage of students earning A's. It may indicate courses are not challenging enough, or that the students are highly driven to master the intended course outcomes. In the past, there were complaints that "the bar is set way too low" and we want to be sure we are structuring our courses and teaching practices to ensure high-quality graduates. Currently, each instructor has their way of grading and the type of finals (projects, papers, presentations, or tests) and their weight varies. As a department, we need to spend some time reflecting on our grading practices and determine what changes, if any, are necessary to provide the appropriate level of rigor.

Assessment-Driven Changes:

The changes made to improve the attainment of course-level student learning outcome are conducted primarily on an individual basis. Throughout the term, instructors make modifications to scaffold their student's learning. This may include providing additional materials, removing materials, modifying assignments and their due dates, and many other strategies. Annually, each instructor completes at least one course assessment and uses the data to make modifications to their course before the next time it is offered.

In reviewing completed course assessments, instructors frequently noted that no changes were necessary because students were meeting expectations. Two main issues were impacting student success, poor attendance, and missing assignments. K. Byers' plan to address these issues included "giving students more time in class to finish missing journal reflections, offering more extra credit for missing assignments, and discussions in class concerning students journal reflections and learning from the text readings required" (Fall 2014, ECE 120). For ECE 236 (Winter 2016), she also "decided to increase the points earned for attendance and participation because it is vital for their learning and success in the course." A. Mickels planned to "rearrange some of the due dates for assignments so that it isn't so heavy towards the end of the term" (Spring 2018, ECE 234).

Changes, not related to attendance and missing assignments, included using more materials and hands-on experiences, time helping students with technology, using a new writing rubric, having more experienced students act as small group discussion "facilitators", having class time be more activity-focused, utilizing pre and post-self-assessments, and adding a way for students to ask questions anonymously. (Additional details are available in [Appendix 3](#)).

Some of the changes mentioned above could contribute to students earning higher grades, but not necessarily mastering outcomes. For example, the assignments we choose for our class should be directed at mastering course outcomes, if a student doesn't turn in the assignment and instead completes an unrelated extra-credit assignment, they are not likely to master the outcome. We also need to be sure we are setting high standards for our students and providing them with the tools and support to reach those standards, and not "lowering the bar".

Due to high faculty turn-over, many changes were not implemented, and with courses on an every other year rotation, most instructors have not had the chance to implement their desired changes or to assess their effectiveness.

2. Degree/Certificate/Program-Level Outcomes:

Target: Outcomes 1 – 4: 80% of the students earning C or higher, and Outcomes 5 – 8: 80% of the students earning B or higher, 50% earning C or higher

Outcomes for AAS Degree								
Year	Outcome 1 Child Development	Outcome 2 Family & Community	Outcome 3 Observation & Assessment	Outcome 4 Developmentally Appropriate	Outcome 5 Professional	Outcome 6 Ethical	Outcome 7 Collaborative Learner	Outcome 8 Advocate
2015-16	Met	Met	Met	Met	Met	Not Assessed	Met	Met

2017-18	Met	Met	Met	Met	Met	Met	Met	Met
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Outcomes for 1-Year Certificate						
Year	Outcome 1 Child Development	Outcome 2 Family & Community	Outcome 3 Observation & Assessment	Outcome 4 Developmentally Appropriate	Outcome 5 Professional	Outcome 6 Collaborative Learner
2016-17	Met	Met	Met	Met	Met	Met
2018-19	Met	Met	Met	Met	Met	Met

Outcomes for Career Pathway Certificate			
Year	Outcome 1 Child Development	Outcome 2 Family & Community	Outcome 3 Observation & Assessment
2016-17	Met	Met	Met
2018-19	Met	Met	Met

Analysis:

Student achievement, whether they “met” the criteria, is determined by grades. There are two challenges with this, the first is that the grades could be inflated, and the second, is the grade might not equate to the mastery of outcomes. In the spring of 2018, our department discussed using students’ practicum portfolios (in year 2) that are assessed using NAEYC Professional Preparation Standards as a competency-based approach to measure program outcomes. However, we continued to use overall class grades, but only the grades for practicum as our criteria.

Moving forward, we plan to first modify our program outcomes to ensure they align with all 6 NAEYC standards: (1) Promoting Child Development & Learning, (2) Building Family and Community Relationships, (3) Observing, Documenting, and Assessing to Support Young Children and Families, (4) Using Developmentally Effective Approaches, (5) Using Content Knowledge to Build Meaningful Curriculum, and (6) Becoming a Professional.

We will also work to revise the Artifact Grading Rubric, and each instructor will use it for at least one assignment per course. The artifact will be added to the student’s e-Portfolio and their practicum instructor would grade it a second time, and their final competency level would

be determined by averaging the two scores. As we work on the master list of Artifacts & Associated Courses, we intend to provide students with a minimum of two possible artifacts per outcome. Between those two artifacts, every “Key element” (i.e. 1a, 1b, and 1c) for the standard must be addressed. All instructors will have access to the e-Portfolios and will have a better idea of which standards and key elements students are struggling with, and then will adjust current or upcoming courses to support the students as needed. The assessment of artifacts will be used in place of course grades to determine if students are meeting certificate, degree, and program-level outcomes.

3. Core Learning Outcomes:

As our new instructors become more familiar with the intended course outcomes for the courses they teach, they have begun to look more closely at the program and institutional learning outcomes. Rubrics for the Core Learning Outcomes are starting to be used in classes, specifically the rubrics for Oral and Written Communication. After our last All-Staff meeting, R. Hull was inspired to add an activity to her course that looks at global systems related to early care and education for CLO #5 – Community and Environmental Responsibility Rubric. As we develop new courses and revise current courses, we will be sure to track which courses address Core Outcomes, and at what level, just as they did in the 2014-2015 Program Review “Appendix #5 ECE&FS Core Outcome Mapping”.

B. Curriculum

1. Alignment with professional and national standards and/or university transfer

Necessary Course Changes:

At the national level, based on NAEYC standards, we have room for improvement. The intended course outcomes for most of our courses have changed very little over the years, and some contain language that is no longer considered appropriate or best practice. For example, our ECE 234: Introduction to Children with Special Needs, asks students to “apply strategies for mainstreaming”, but **inclusion is the goal**.

Another example is HEC 201: Family Partnerships, we should broaden it to family **and** community partnerships which are reflected in NAEYC’s 4th standard.

NAEYC’s 6th standard, “Becoming a Professional”, includes a strong focus in **advocacy**, and our ECE 200: The Professional in ECE and Family Studies, does not include an intended outcome directed at advocacy.

Neither ECE 121: Observation & Guidance 1, or ECE 221: Observation & Guidance 2 include the **use of technology** in documentation, assessment and data collection as an intended outcome.

Based on input from the ECE Redesign Survey, students would prefer to complete their first practicum on campus at our own lab-school (child care center) with quality mentorship. Students are frustrated and feel they are mostly learning what not to do.

New Courses Needed:

NAEYC is currently revising their standards, and based on the 2nd draft, they are modifying some of the “key elements” language. There is an increased emphasis on respecting and valuing diversity, incorporating experiences with technology for children, utilizing technology for professional purposes, applying anti-bias practices and using culturally and **linguistically relevant** evidence-based teaching skills and strategies. Of these, we do not currently offer a course focused on supporting children who are dual-language learners. Based on our increasing population of Spanish speaking children, a course such as this would be incredibly valuable for our ECEFS students.

The 5th standard focuses on using content knowledge to build meaningful curriculum, and the areas include language & literacy; the arts – music, creative movement, dance drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies. Of these areas, we do not have core courses focused on **the arts, math, or science**.

Additional courses that were identified through the ECE Redesign Survey, include resiliency and wellness for educators, guidance and classroom management, advocacy, trauma-informed care, home visiting, as well as the courses mentioned above. The ECEFS department and the Advisory Committee agree with these recommendations especially **resiliency and wellness**, and **trauma-informed care**.

Certificate Changes:

Based on feedback from our ECEFS Advisory Committee, the CPC we currently offer is “antiquated”. It provides the necessary content knowledge and hours to achieve a “Step 7” in the Oregon Registry (typically called ORO). Per licensing requirements, an individual cannot be left alone with children until they reach a Step 8. Most employers are not looking to hire someone at a Step 7. A Step 8 requires a minimum of 30 credits within certain CKCs. We propose suspending our current CPC and creating a new certificate.

University Transfer:

We currently have no articulation agreements in place with four-year universities.

In the last ten years, the ECE field has steadily increased the educational requirements for specific positions, for example, Head Start and Preschool Promise programs are looking to hire preschool teachers with bachelor’s degrees. Since a bachelor’s degree is a necessity for many of

our graduates, we want to ensure they have a clear path forward after earning their associate degree with us.

For that reason, we would like to create an Associate of Science (AS) in ECE with articulation agreements in place at Southern Oregon University (SOU) and Eastern Oregon University (EOU). Both universities offer fully online bachelor's degrees in ECE and would allow students to live and work locally while they complete their degrees. Even though an AAOT is more widely accepted, it currently limits Career & Technical Education (CTE) credits to 12. We have designed an AS with 30 ECE credits that would fulfill SOU and EOU's requirements and allow students to transfer in as juniors.

Based on the ECE Redesign Survey, there is considerable support in favor of us offering an applied baccalaureate. Out of 51 responses, 71% replied "definitely yes" and an additional 20% replied "Probably yes." This is something we would like to explore further.

ECEFS Advisory Committee:

As stated in this review, under "Core Theme 3: Strengthening Our Communities – Partnerships", we have a very strong relationship with our Advisory Committee. Currently, Mid-Columbia Children's Council sends one or two representatives, recently it has been Karen Stafford (Education & Disabilities Manager) and Velvet Cooley (Associate Director). Jennifer Ericksen de Heredia (OCDP Program Director for Hood River and Wasco Counties), Valerie Kendrick (Director for Great 'n Small), Nancey Patten (Director of Child Care Partners), and Kelly Sullivan (Advisor @ CGCC) attend regularly. We recently added two new members, Rebecca Swartzentruber and Gus Hedberg from Hood River County and hope to engage additional members from Washington State over the next year. In the future, we would also like to see students participate as well.

Regarding this review, our ECEFS Advisory Committee wanted to play a larger role in the process, so we increased the number of committee meetings from 2 per year to 4. We had a strong turnout at our "Let's Plan Together" community meeting where we presented the draft Redesign Proposal, and our Advisory Committee and other attendees enthusiastically supported it.

Future Employment Forecast:

State of Oregon Employment Department: Occupation Profiles

Preschool Teachers

REGION	Employment		Percent Change	Projected Annual Openings		
	2017	2027		Openings	Replacement	Total
Columbia Gorge	130	149	14.6%	2	14	16

Oregon Totals	6,992	8,114	16.0%	112	728	840
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Wage Range

AREA	Percentile					Average Hourly	Average Annual
	10 th	25 th	50 th	75 th	90 th		
Columbia Gorge	\$12.03	\$12.97	\$14.34	\$15.97	\$18.26	\$15.00	\$31,191
Oregon Totals	\$11.59	\$12.26	\$14.19	\$16.85	\$19.01	\$14.60	\$30,363

The total number of job openings is projected to be much larger than most occupations in Oregon through 2027 and is expected to grow at a somewhat faster rate than the statewide average growth rate for all occupations through 2027.

Typical entry-level education for this occupation is an associate degree. Those with bachelor's degrees have a competitive advantage.

2. Enrollment

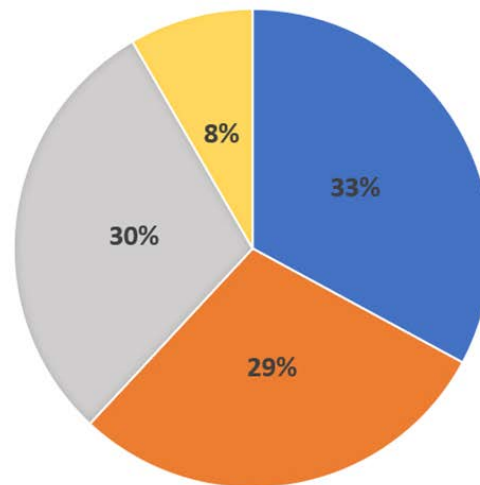
Over the past 5 years, our cohort size (in fall of even years) has decreased from 21 to 7 students (based on enrollment in ECE 120: Introduction to Early Education & Family Studies). Granted, from fall 2010 to summer 2019, 92% of our students enrolled between part-time and three-quarter time, with no students taking more than 15 credits per term even though our degree requires between 17 and 18 credits during year two of the program as illustrated in Figure 1. As a result, our class sizes have not been consistent, with a low of 4 and a high of 22 students, averaging around 12 students per class for 2014-2019, compared to an average of 13 in 2011-2014 (data for 2010 not available).

Figure 1

AVERAGE # OF CREDITS ECEFS STUDENTS COMPLETE/TERM

FALL 2010 TO SUMMER 2019

■ 1-5.9 ■ 6-8.9 ■ 9-11.9 ■ 12.0-15



Inconsistent class sizes have been a challenge for our program from the start and often resulted in canceled classes that unintentionally extended students' graduation dates. In the fall of 2010, we moved to a cohort model to provide students with a reliable class schedule which enabled students to graduate with an AAS degree in two years. Even with this change, from 2010 to 2015, we were still encountering a **41% reduction in enrollment for year 2 courses** and this trend continues for 2015 to 2020, except for our year 2 courses (ECE 234 and ECE 236) that do not have prerequisites. Although a 41% reduction seems alarming, it is important to remember that we offer each course once every other year, which equates to a class being offered between 2 and 3 times during a 5-year window, and we have a small cohort of students so one student, plus or minus, can make a drastic impact on the figures presented in this program review.

Enrollment 2014-2019

Subject/Co..	Title	Academic Year					Grand T..
		2014-15	2015-16	2016-17	2017-18	2018-19	
ECE 120	INTRO EARLY ED & FAM S..	21		11		7	39
ECE 121	OBSERVATION & GUIDAN..	21		8		10	39
ECE 122	ENVIRONMENTS & CURRI..	21		11		15	47
ECE 123	ENVIRONMENTS AND CU..	19		7		10	36
ECE 124	MULTICULTURAL PRACTIC..	28		9		9	46
ECE 130A	PRACTICUM ORIENTATION			8		7	15
	PRACTICUM SEMINAR 1	16					16
ECE 130B	PRACTICUM SEMINAR 1			7		9	16
	PRACTICUM SEMINAR 2	17					17
ECE 130C	PRACTICUM SEMINAR 2		14	8		8	30
	PRACTICUM SEMINAR 3	1					1
ECE 133	PRACTICUM 1	16					16
ECE 134	PRACTICUM 1			7		8	15
	PRACTICUM 2	17					17
ECE 135	PRACTICUM 2		14	8		8	30
	PRACTICUM 3	1					1
ECE 175A	INFANT/TODDLER CAREGI..	18					18
ECE 175B	I/TOD CARE-GROUP CARE	18					18
ECE 175C	I/TOD CARE-SOC/EMOTIO..	21					21
ECE 175D	I/TOD CARE-FAMILY RELA	19					19
ECE 177	MULTI-AGE GROUPS			14	2	18	34
ECE 179	CHILD PORTFOLIOS IN ECE				11		11
ECE 185	FIELD TRIPS IN EARLY CHI..	11					11
ECE 187	COOKING EXP FOR YOUN..			5			5
ECE 188	BLOCK PLAY, WOODWOR..	7				9	16
ECE 200	THE PROFESSIONAL IN EC..		14		8		22
ECE 221	OBSERVATION AND GUID..		12		10		22
ECE 224	MULTICULT. PRACT: CURR..		22		7		29
ECE 234	CHILDREN W/SPECIAL NE..		18		3		21
ECE 236	LANG & LITERACY IN ECE		19		4		23
ECE 260A	ADVANCED PRACTICUM S..		14		10		24
ECE 260B	ADVANCED PRACTICUM S..		15		9		24
ECE 264	ADVANCED PRACTICUM 1		14		10		24
ECE 265	ADVANCED PRACTICUM 2		15		9		24
HE 262	CHILD HEALTH,NUTRITIO..	29		15		19	63
HEC 201	FAMILY PARTNERSHIP ED..			18		12	30
	FAMILY PARTNERSHIPS I..	27					27
HEC 226	CHILD DEVELOPMENT		25		21		46
Grand Total		328	196	136	104	149	913

Retention:

Even though our enrollment drops during year 2 of our program and it can make our retention rate look horrendously low. If you base the retention rate on students who took a 100-level course in year 1 and returned for a 200-level course the next year it would be **9.22%**. However, nearly 30% of students taking ECE courses are non-ECE majors, and our courses with the fewest prerequisites are offered during year one so few of them return for a 200-level course. If you look only at ECE majors, the rate is significantly higher.

	Year 1 ECE 100 Level	Year 2 ECE 200 Level	Retention Rate
2014-2016	30	18	60%
2016-2018	12	7	58.33%
2018-2020	12	10	83.33%

If we look at retention for new cohorts, the number drops, but so does the sample size.

	Year 1 ECE 120	Year 2 ECE 200 Level	Retention Rate
2014-2016	14	6	43%
2016-2018	5	2	40%
2018-2020	4	3	75%

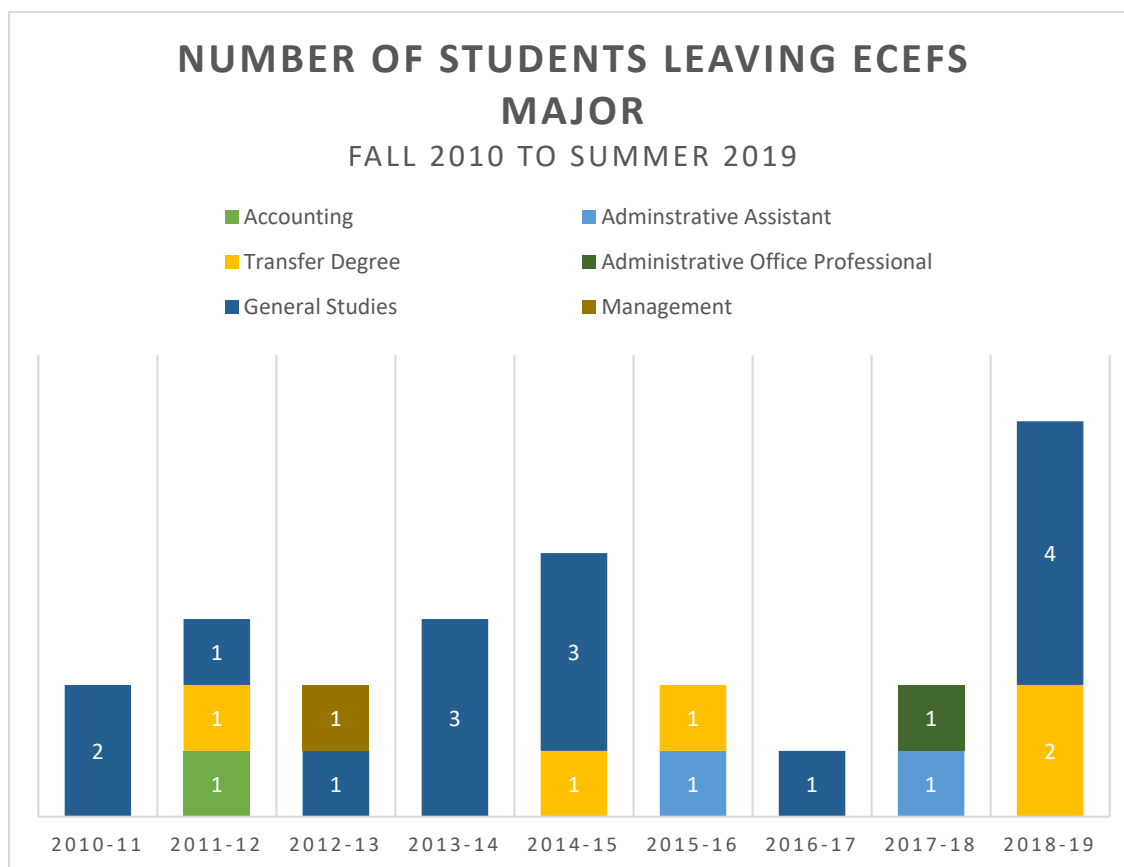
Another thing to keep in mind is that **92% of ECEFS students attend part-time and 59% of them complete their associate degree in 4 or more years**. With the current cohort model, students “pop” in and out of classes over several years as they wait for certain courses to be offered. Some of our courses are sequential (i.e. ECE 121: Observation & Guidance 1, and ECE 221: Observation & Guidance 2), and others require multiple prerequisites which can be challenging for students to navigate and may be discouraging them from completing their required courses. If a student wants to earn the CPC attending part-time, it will take them 3 years to complete and one of those years there wouldn’t be any required coursing offered. Also, ECEFS courses are held on various days and times throughout the year based on instructor availability, with some starting as early as 3 pm during the week and others being offered fully online. **An inconsistent schedule poses significant challenges for students who are currently working full-time.**

Certificates & Degree Awarded:

Award Year	Certificate	Degree
2010-11	Not available	Not available
2011-12	1	2
2012-13	1	7
2013-14	8	7

2014-15	8	1
2015-16	3	10
2016-17	6	2
2017-18	3	6
2018-19	4	4
Total Awarded	34	39

We average around 4 certificates and 4 degrees awarded per year, but if you look closely at the data you can see that awarding 8 certificates in year 1 doesn't equate to 8 degrees awarded the following year. These numbers can be explained by our part-time enrollment, but you may be asking yourself, "if the average class size is 12 students, why are more certificates and degrees not being awarded yearly?" After some research, we discovered that we were losing between 1 and 6 students a year, and those students were transferring to different majors.



As you can see 15 out of the 25 students leaving ECEFS from 2010 to 2019 are switching to a General Studies degree. It was shared with us that a common reason for this is to avoid the 240 hours of advanced practicum. Another possible explanation is General Education courses AND ECEFS courses can both be taken for the degree, plus, the delivery modes (f2f, hybrid, and online), and times of day (for f2f) General Education courses are offered, likely fit into a part-time student's schedule more easily and may allow for an earlier graduation date.

Current & Projected Demand & Enrollment:

Unfortunately, Oregon is experiencing a “child care desert” and many families are struggling to find early care and education options for their young children and programs have staff positions open that they are unable to fill due to a lack of qualified applicants.

On May 20, 2019, Oregon signed the Student Success Act into law. Annual funding of \$200 million will support the expansion of existing early care and education programs for infants, toddlers, and preschoolers. The funding will also invest in the early childhood workforce.

There is a high need for early childhood professionals with associate and bachelor’s degrees in our region, and it is forecasted to increase. As new scholarship dollars become available, more residents in our counties, and those across the river, will start looking at higher education options for ECE degrees. If we make some necessary improvements to our program, we believe our enrollment will increase by a minimum of 25%.

We also believe that if we offered a stackable business certificate, it would provide our graduates with the knowledge necessary to open their own programs, or move into a higher paying director position. When we shared the proposal at the “Let’s Plan Together” meeting, a strong percentage of the participants were current early childhood care and education business owners (including home-based programs), and they expressed a strong interest in pursuing the certificate, if we were to offer it.

C. Teaching and Faculty Development

1. Evaluate your department’s incorporation of instructional best practices and their effectiveness on student learning

As noted in our mission statement, we believe in creating collaborative learning experiences that are rich in reflection and encourage continuous growth. Working with adult learners we understand they need to feel safe and supported to take risks and grow, both personally and professionally. We strive to provide a safe, respectful, and stimulating environment in our physical and virtual classrooms. All learners, including adults, enjoy learning about things they are interested in, so we try to provide choices and scaffolding whenever possible as we explore theory and practice. Students experience hands-on activities, engage in discussions, go on site visits, listen to guest speakers, and complete projects (potential artifacts) that prepare them for the field.

Based on numerous Student Course Evaluations, our students appreciate all the instructional practices mentioned above. When students are present for class, these practices support students in meeting the intended outcomes.

2. Describe your department's professional development activities since the last review and evaluate their effectiveness to improve teaching and learning

To keep our ECEFS program up to date on the current state and national trends, 1 to 2 ECEFS instructors have attended the Grand Articulation Summit (GAS) for the last 2 years. After the 2019 GAS, A. Mickels stayed for the ORAEYC spring conference and attended sessions focused on creating environments for infants and toddlers, as well as identifying biases. A. Mickels also attended the NWeLearn conference in 2018 and 2019 and gained a better understanding of how to apply universal design principles in virtual classrooms, establish a virtual presence and increase engagement, and utilize accessibility features in an online environment. Most of our instructors have attended fall and spring In-Service days, and complete additional training hours with their other employer. To increase the quality of our online classes, both R. Hull and A. Mickels completed the Applying the Quality Matters Rubric (APPQMR) two-week long course.

3. Describe how your department faculty have supported the college's mission and vision outside their primary teaching responsibilities. This can include college committee work, community outreach, co-curricular activities

During the summer of 2019, the ECEFS Department partnered with Child Care Partners to offer an additional 1-credit elective class, ECE 188: Block Play & Woodworking for Young Children. All 15 students attended on scholarships and as a condition of their scholarship, they were to provide a free woodworking workshop for young children in the community. We ended up holding two sessions, one in Spanish and one in English.

To increase our program's visibility and enrollment, the CTE Dept. Co-Chair, A. Mickels, has participated in 5 different outreach events, held on and off-campus, in the last year. For one of those events, she had lunch with students and became a student mentor of two mentees. They also participate in monthly "Community College Collaboration Calls" organized by the OCCD and are active in other campus committees such as Leadership Council, and Curriculum Committee. R. Hull has visited her local high school to share about ECE and options at CGCC.

4. Use data to analyze and evaluate whether the quantity and balance of full and part time faculty is adequate to meet the needs of the program

Our program is currently led 100% by adjunct faculty. As noted in the recommendations of prior program reviews, the ECEFS Department desires to have at least one full-time instructor. This is still desired today, and we feel a full-time instructor is required to take our program to the next level. They would need to lead the redesign, which includes creating three stackable certificates, and likely two new degrees (an AAS and AS). Beyond that, they would be responsible for increasing enrollment and improving retention and completion rates. With

those additional duties, and the plan to increase credits offered each year by about 14 credits, there would still be a need for 1 to 2 adjunct instructors.

D. Budget

1. Analyze and describe adequacy of budget for meeting the needs of the program/department

The current budget allows us to maintain the status quo, but we believe if we don't make any changes our enrollment, retention, and completion rates will continue to drop and will likely place this program in jeopardy of being "sunsetted". To see all those rates increase, we need to include the cost of one full-time instructor into our budget.

[See Appendix 4:](#) Budget, for additional information. Please keep in mind ECEFS still shares a budget with welding.

Section Four: Recommendations

Based on the analysis of the needs identified in Sections Two and Three:

A. Provide recommendations for the next review cycle.

To increase enrollment, and improve retention and completion rates, we need to redesign our program. The main issues we identified during this review process were:

1. Every other year start date & sequential courses (i.e. ECE 121, before ECE 221)
 - If a student wants to start, but the program is in year 2, they are likely to choose an online degree option at another college that starts now.
 - If a student misses the first level in a sequence, drops the class, or doesn't pass one class it can postpone graduation by 2 years.
2. Full-time enrollment of 16 to 18 credits per term (for the second year)
 - Many ECEFS students cannot attend full-time. 92% take 11 credits or less per term.
3. 420 practicum hours
 - This is challenging if a student works outside of the field, or works in the field, but can't use their place of employment as their practicum site.
4. Gaps in content & out-of-date outcomes
 - Trauma-informed care, supporting dual language learners, the arts, resiliency & wellness for educators, advocacy, technology to support learning & assessment, guidance & classroom management
5. No clear transferability pathways to a 4-year college
 - A.A.S. is intended to lead directly into the workforce. If a student transfers to a 4-year college, they will need to take additional General Education credits to be a junior.

Our redesign proposal addresses all the issues listed above.

1. It provides a yearly start date, but only increases ECE courses taught by an average of 14 credits per year. If we had offered year one and year two courses of the current model simultaneously it would've required an average increase of 36 credits per year.
2. Students have the option of part-time or full-time enrollment. Courses run year-round and never requires students to take more than 15 credits per term.
3. Practicum hours were reduced by 300 hours, and now total 120 hours split between two practicum courses.
4. Increased content. Plan to offer all the courses noted above.
5. Includes an A.S. designed to articulate with EOU and SOU that offer fully online bachelor's degrees in ECE.

ECE Redesign Proposal

KEY	
	Aligns w/ Ed Pathway
	New course

Early Childhood Education - Certificate 1

30 credits (Step 8)

Requirements:

- **Prerequisites:** WR 90*; RD 90*; MTH 20* (or higher placement scores)
- **Recommended Prerequisite:** CAS 103W
- **Practicum Pre/Co-Requisites:** Certificate 1 courses

Fall – 8 credits		CR
CG 101	College Survival & Success	1
ECE 101	Exploring the ECE Field	1
ECE 120	Introduction to ECE	3
HEC 126	Early Childhood Development: Birth to Age 8	3
Winter – 9 credits		
ECE 121	Guidance	3
ECE 122	Environments & Curriculum	4
ECE 130A	Practicum Orientation	2
Spring – 7 credits		
HEC 201	Family & Community Partnerships	3
ECE 200	Professionalism & Advocacy	3
HE 113	First Aid and CPR/AED Professional Rescuers/Healthcare Providers**	1
Summer – 6 credits		
ECE 134	Practicum 1	2
ECE 130B	Seminar 1	1
ECE 221	Observation	3

Early Childhood Education - Certificate 2

20 credits (Certificate 1 + Certificate 2 = Step 8.5)

Requirements:

- **Pre/Co-requisites:** WR 115; RD 115; MTH 20 (or higher placement scores); Certificate 1 courses

Fall – 7 credits		CR
ECE 222	Resiliency & Wellness for Educators	3
	- OR -	
HE 262	Children's Health, Nutrition & Safety	
WR 115	Intro. to Expository Writing (or higher)	4
Winter – 7 credits		
ECE 223	Supporting Dual Language Learners	3
	- OR -	
ECE 234	Inclusion of Children w/ Special Needs	
ECE 190	Introduction to Trauma-Informed Care	3
	ECE Elective	1
Spring – 6 credits		
ECE 232	S.T.E.M	3
	- OR -	
ECE 236	Language & Literacy	
ECE 235	Art, Music & Movement	3
	- OR -	
ECE 124	Anti-Bias Practices	

Potential Credit for Prior Learning

Child Development Associate (CDA) credential (8 total credits)

- ECE 101: Exploring the ECE Field (1 credit)
- ECE 120: Introduction to ECE (3 credits)
- ECE Electives (4 credits)

Community-based Training: 11 hours of Set 2 or 3 equals 1 credit (up to 8 credits)

- ECE 101: Exploring the ECE Field (1 credit)
- ECE 120: Introduction to ECE (3 credits)
- ECE Electives (4 credits)

Non-traditional Credit

- HE 113: First Aid and CPR/AED Professional Rescuers/Healthcare Providers** (1 credit)

Associate of Applied Science

Early Childhood Education

94 credits (Step 9)

KEY	
	Aligns w/ Ed Pathway
	New course

Requirements:

- **Pre/Co-requisites:** WR 115; RD 115; MTH 20 (or higher placement scores)
- **Recommended Prerequisite:** CAS 103W
- **Practicum 1 Pre/Co-Requisites:** Certificate 1 courses
- **Practicum 2 Pre/Co-Requisites:** Certificate 2 courses

Year One

Fall – 15 credits		CR
CG 101	College Survival & Success	1
ECE 101	Exploring the ECE Field	1
ECE 120	Introduction to ECE	3
HEC 126	Early Childhood Development: Birth to Age 8	3
ECE 222	Resiliency & Wellness for Educators - OR -	3
HE 262	Children's Health, Nutrition & Safety	
WR 115	Intro. to Expository Writing (or higher)	4
Winter – 15 credits		
ECE 121	Guidance	3
ECE 122	Environments & Curriculum	4
ECE 130A	Practicum Orientation	2
ECE 223	Supporting Dual Language Learners - OR -	3
ECE 234	Inclusion of Children w/ Special Needs	
ECE 190	Introduction to Trauma Informed Care	3
Spring – 13 credits		
HEC 201	Family & Community Partnerships	3
ECE 200	Professionalism & Advocacy	3
HE 113	First Aid and CPR/AED Professional Rescuers/Healthcare Providers**	1
ECE 232	S.T.E.M - OR -	3
ECE 236	Language & Literacy	
ECE 235	Art, Music & Movement - OR -	3
ECE 124	Anti-Bias Practices	
Summer – 10 credits		
ECE 134	Practicum 1	2
ECE 130B	Seminar 1	1
ECE 221	Observation	3
WR 121	English Composition	4

Year Two

Fall – 15 credits		
MTH 65	Beginning Algebra - OR -	4
MTH 98	Quantitative Math	
HEC 226	Child Development (SS)	4
ECE 222	Resiliency & Wellness for Educators - OR -	3
HE 262	Children's Health, Nutrition & Safety	
	General Education Elective (MTH/SCI/COMP SI)	4
Winter – 13 credits		
ECE 223	Supporting Dual Language Learners - OR -	3
ECE 234	Inclusion of Children w/ Special Needs	
COMM 111	Public Speaking	4
HEC 202	Contemporary Families in the US (SS)	3
	ECE Electives	4
Spring – 12 credits		
ECE 135	Practicum 2	2
ECE 130C	Seminar 2	1
ECE 232	S.T.E.M - OR -	3
ECE 236	Language & Literacy	
ECE 235	Art, Music & Movement - OR -	3
ECE 124	Anti-Bias Practices	
ED 219	Civil Rights & Multicultural Issues in Educational Settings (SS?)	3

Associate of Science

Early Childhood Education

90 credits (Articulation w/ SOU, EOU, PSU?)

KEY	
	Aligns w/ Ed Pathway
	New course

Requirements:

- **Pre/Co-requisites:** WR 121; MTH 95 (or higher placement scores)
- **Recommended Pre/Co-Requisite:** CAS 103W
- **Practicum Pre/Co-Requisites:** ECE Certificate 1 courses (replace HEC 126 with HEC 226)

Year One

Fall - 13 credits		CR
ECE 101	Exploring the ECE Field	1
ECE 120	Introduction to ECE	3
CG 101	College Survival & Success	1
HEC 226	Child Development	4
WR 121	English Composition	4
Winter - 15 credits		
ECE 121	Guidance	3
ATH 103	Intro to Cultural Anthropology	4
WR 122	English Composition	4
	General Education Elective – Science (SOU) 4 cr - OR - General Education Elective – Art (EOU) 3 cr - AND - ECE Elective 1 cr	4
Spring - 12 credits		
ECE 200	Professionalism & Advocacy	3
HE 113	First Aid and CPR/AED Professional Rescuers/Healthcare Providers**	1
TA 274	Theater History	4
COMM 214	Introduction to Intercultural Communication	4
Summer – 10 credits		
ECE 221	Observation	3
HPE 295	Health & Fitness for Life	3
COMM 111	Public Speaking	4

Year Two

Fall – 12 credits		
MTH 211	Foundations of Elementary Math 1	4
SPA 101	First Year Spanish 1	4
BI 101	Biology w/ Lab - OR -	4
CH 100	Everyday Chemistry w/ Lab	
Winter – 14 credits		
PSY 201A	General Psychology	4
ECE 130A	Practicum Orientation	2
ECE 122	Environments & Curriculum	4
SPA 102	First Year Spanish 2	4
Spring – 14 credits		
MUS 105	Music Appreciation	3
BI 211	Principles of Biology - OR -	5
CH 121	General Chemistry w/ Lab	
ECE 134/135	Practicum 1	2
ECE 130B/C	Seminar 1	1
HEC 201	Family & Community Partnerships***	3

*** A.S. Degree students from HRVHS who participated in the Dual Credit ED/ECE Pathway can replace HEC 201 with HEC 202.

Early Childhood Education: Business Certificate

20 credits

Requirements:

- **Prerequisites:** RD 115, WR 115, MTH 20 (or equivalent placement scores), ECE Certificate 1 courses
- **Pre/Co-requisite:** ECE Certificate 2

Year One

Fall – 7 credits		CR
BA 150	Introduction to Entrepreneurship	4
BA 111	Introduction to Accounting	3
Winter – 5 credits		
BA 188	Customer Service Skills	2
ECE 238	Administration of ECE	3
Spring – 8 credits		
BA 225	Introduction to Entrepreneurship Law	4
BA 223	Principles of Marketing	4

ECE Master Class Schedule

Year One

Total: 56 ECE/HE/HEC credits

Summer – 6 credits		CR
ECE 134/135	Practicum 1 & 2	2
ECE 130B/C	Seminar 1 & 2	1
ECE 221	Observation	3
Fall – 14 credits		CR
ECE 101	Exploring the ECE Field	1
ECE 120	Introduction to ECE	3
HEC 126	Early Childhood Development: Birth to Age 8	3
HE 262	Children's Health, Nutrition & Safety	3
HEC 226	Child Development	4
Winter – 21 credits		
ECE 130A	Practicum Orientation	2
ECE 121	Guidance	3
ECE 122	Environments & Curriculum	4
ECE 234	Inclusion of Children w/ Special Needs	3
ECE 190	Intro. To Trauma-Informed Care	3
ECE 238	Administration of ECE (<i>for Certificate #3 and an elective</i>)	3
HEC 202	Contemporary Families in the US	3
Spring – 15 credits		
HEC 201	Family & Community Partnerships	3
ECE 200	Professionalism & Advocacy	3
ECE 134/135	Practicum 1 & 2	2
ECE 130B/C	Seminar 1 & 2	1
ECE 236	Language & Literacy	3
ECE 124	Anti-Bias Practices	3

ECE Electives:

- ECE 189: Introduction to Home Visiting (1 credit)
- TBD (1 credit)
- ECE 238: Administration of ECE (3 credits)
- ECE __: Elective on current list (1 credit)
- ECE __: Elective on current list (1 credit)
- ECE __: Elective on current list (1 credit)

Year Two

Total: 56 ECE/HE/HEC credits

Summer – 6 credits		CR
ECE 134/135	Practicum 1 & 2	2
ECE 130B/C	Seminar 1 & 2	1
ECE 221	Observation	3
Fall – 14 credits		
ECE 101	Exploring the ECE Field	1
ECE 120	Introduction to ECE	3
HEC 126	Early Childhood Development: Birth to Age 8	3
ECE 222	Resiliency & Wellness for Educators	3
HEC 226	Child Development	4
Winter – 21 credits		
ECE 130A	Practicum Orientation	2
ECE 121	Guidance	3
ECE 122	Environments & Curriculum	4
ECE 223	Supporting Dual Language Learners	3
ECE 190	Intro. to Trauma-Informed Care	3
ECE 238	Administration of ECE (<i>for Certificate #3 and an elective</i>)	3
HEC 202	Contemporary Families in the US	3
Spring – 15 credits		
HEC 201	Family & Community Partnerships	3
ECE 200	Professionalism & Advocacy	3
ECE 134/135	Practicum 1 & 2	2
ECE 130B/C	Seminar 1 & 2	1
ECE 232	S.T.E.M.	3
ECE 235	Art, Music & Movement	3

Other Possible Electives:

- ED 101: Teachers Make a Difference: Exploring the K-5 Classroom (1 credit) [F]
- BA 188: Customer Service Skills (2 credits) [W]
- CAS 103W: Introduction to Computers: Using Windows (1 credit) [W]
- CAS 109: Digital Presentations (1 credit) [W]
- CG 209: Job Finding Skills (1 credit) [W]
- Up to 3 credits of Support Lab: Reading/Writing/Math (1 credit each) [F, W & Sp]
- Up to 3 credits (33 hours) of Set Three Community Based Training [F, W, Sp & Su]
- Up to 3 credits of PE courses (one credit each) [F, W, Sp & Su]
- Up to 3 credits of Foreign Language

Additional Recommendations:

1. Hire full-time faculty member.
2. Complete "Artifacts & Associated Courses" document.
3. Revise "Artifact Grading Rubric".
4. Increase utilization of the ECE shared drive, and maintain quarterly department meetings to increase communication between instructors.
5. Implement e-Portfolio for practicum students.
6. Offer a 1-credit reading/writing support lab, through the pre-college department, similar to ALC 51: Foundations of Reading and Writing Lab.
7. Increase the quality of our program by aligning with NAEYC standards, revising our program and intended course outcomes for the courses we plan to keep.
8. Require pass/no pass for practicum and/or seminar. Students can earn a passing grade if they prove proficiency of the NAEYC Professional Preparation Standards.
9. Apply for NAEYC accreditation.
10. Start an ORAECY Columbia Gorge Chapter.
11. Open an Early Learning Center (child care) on campus for children 6 weeks to age 8. This will serve as a high-quality practicum site for our students.
12. Apply to offer an applied baccalaureate in ECE.

B. How will the program track and assess progress on its recommendations?

We plan to track and assess progress on these recommendations at our quarterly department meetings, and at ECEFS Advisory Committee meetings.

Appendix

Appendix 1: ECE Redesign Survey

Default Report

ECE Redesign Survey - Spanish

February 8th 2020, 6:15 am PST

Q26 - What is the zip code of your current place of residence?

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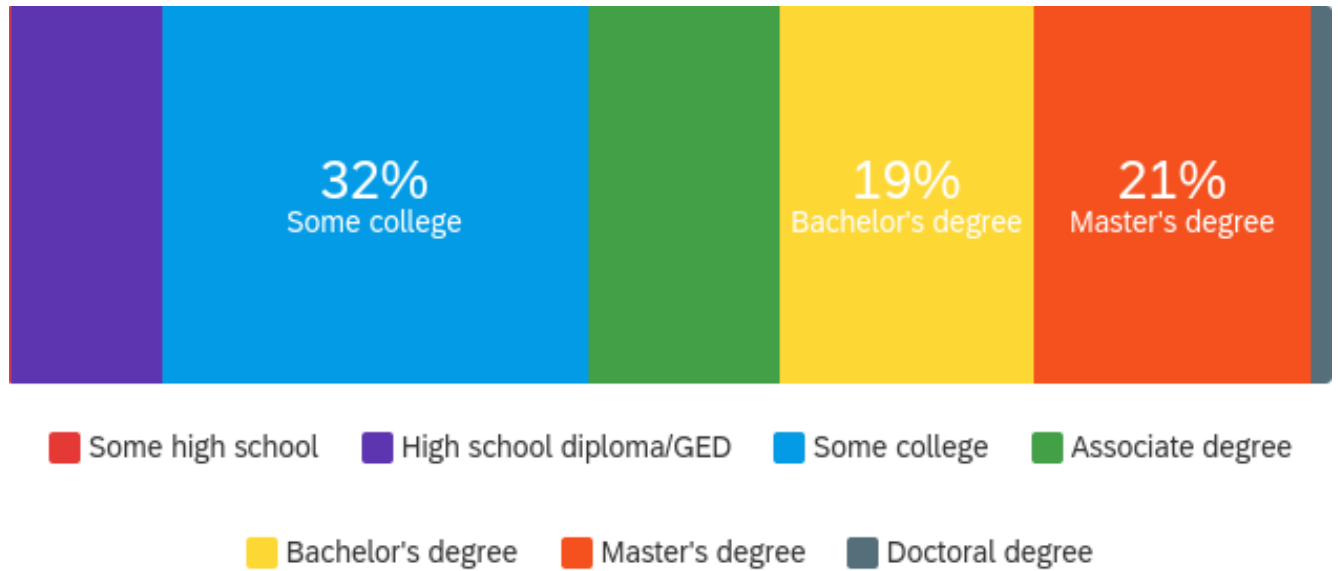


Q32 - What is the zip code of your place of employment?

97405
97058
97031
98620 97044
97041 97039

97405
97058
97031
98620 97044
97041 97039

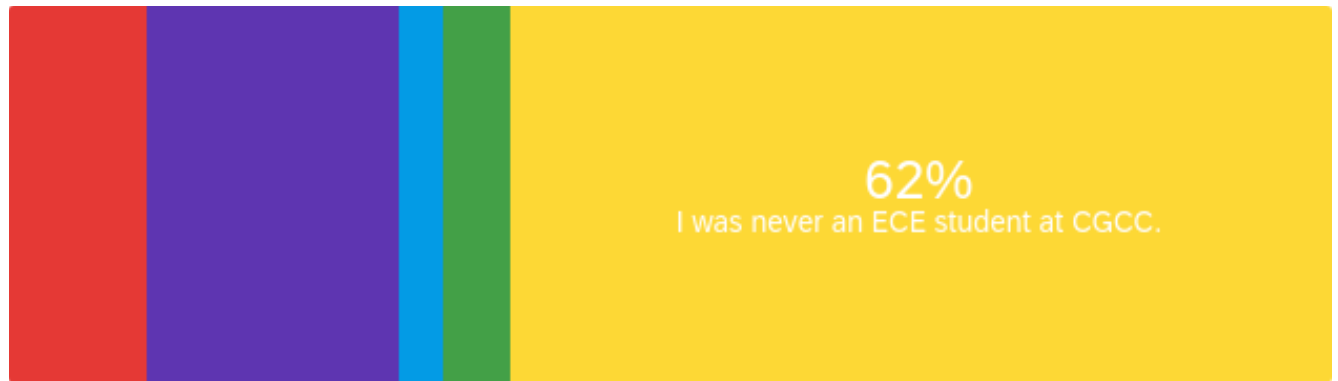
Q54 - What is your highest level of education?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your highest level of education?	2.00	7.00	4.11	1.39	1.94	62

#	Answer	%	Count
1	Some high school	0.00%	0
2	High school diploma/GED	11.29%	7
3	Some college	32.26%	20
4	Associate degree	14.52%	9
5	Bachelor's degree	19.35%	12
6	Master's degree	20.97%	13
7	Doctoral degree	1.61%	1
	Total	100%	62

Q8 - Which statement best describes you:



■ I graduated with my associate degree in ECE from CGCC.

■ I am currently an ECE student at CGCC. ■ I might become an ECE student at CGCC.

■ I left CGCC's ECE program before earning a degree. ■ I was never an ECE student at CGCC.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which statement best describes you:	1.00	5.00	3.90	1.53	2.33	58

#	Answer	%	Count
1	I graduated with my associate degree in ECE from CGCC.	10.34%	6
2	I am currently an ECE student at CGCC.	18.97%	11
3	I might become an ECE student at CGCC.	3.45%	2
4	I left CGCC's ECE program before earning a degree.	5.17%	3
5	I was never an ECE student at CGCC.	62.07%	36
	Total	100%	58

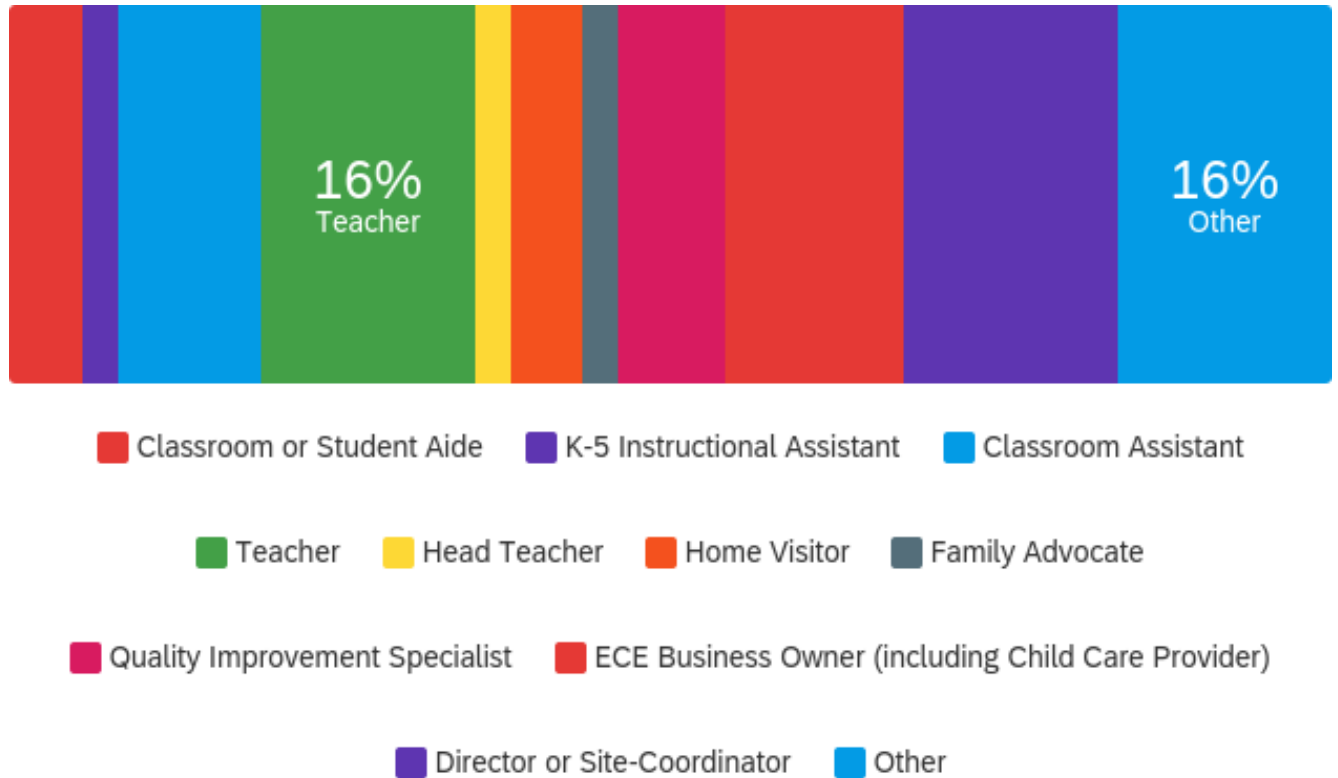
Q1 - Are you currently employed in the ECE field? (i.e. home visitor, assistant, teacher, trainer, director, etc.)



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you currently employed in the ECE field? (i.e. home visitor, assistant, teacher, trainer, director, etc.)	1.00	2.00	1.43	0.49	0.24	61

#	Answer	%	Count
1	Yes	57.38%	35
2	No	42.62%	26
	Total	100%	61

Q10 - What is your position? (Check all that apply)



#	Answer	%	Count
1	Classroom or Student Aide	5.41%	2
2	K-5 Instructional Assistant	2.70%	1
3	Classroom Assistant	10.81%	4
4	Teacher	16.22%	6
5	Head Teacher	2.70%	1
6	Home Visitor	5.41%	2
8	Family Advocate	2.70%	1
9	Quality Improvement Specialist	8.11%	3
10	ECE Business Owner (including Child Care Provider)	13.51%	5
11	Director or Site-Coordinator	16.22%	6
13	Other	16.22%	6
	Total	100%	37

Q10_13_TEXT - Other

Other - Text

CCRR

CCRR

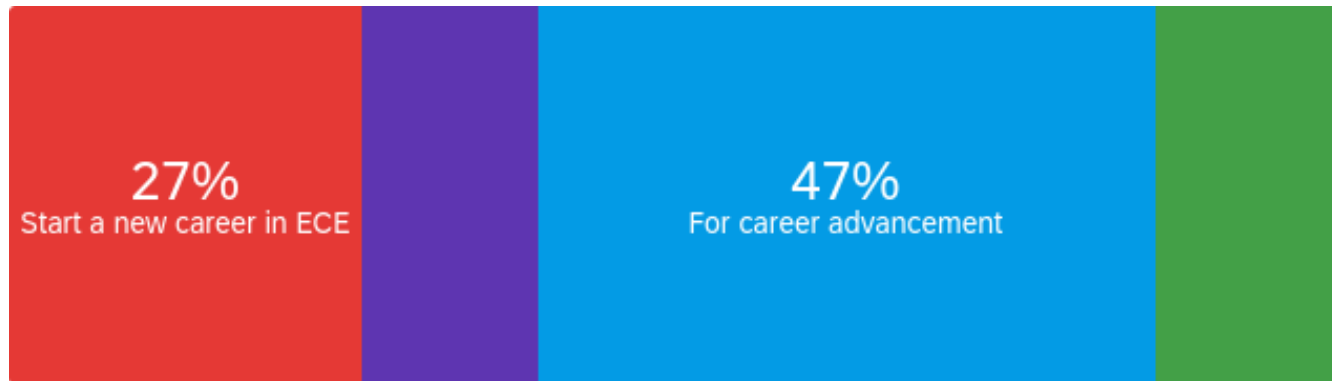
Manager

Administrative Assistant

Q39 - (CURRENT) Please share your reason(s) for pursuing your associate degree in ECE? (Select all that apply)

Q39_5_TEXT - Other

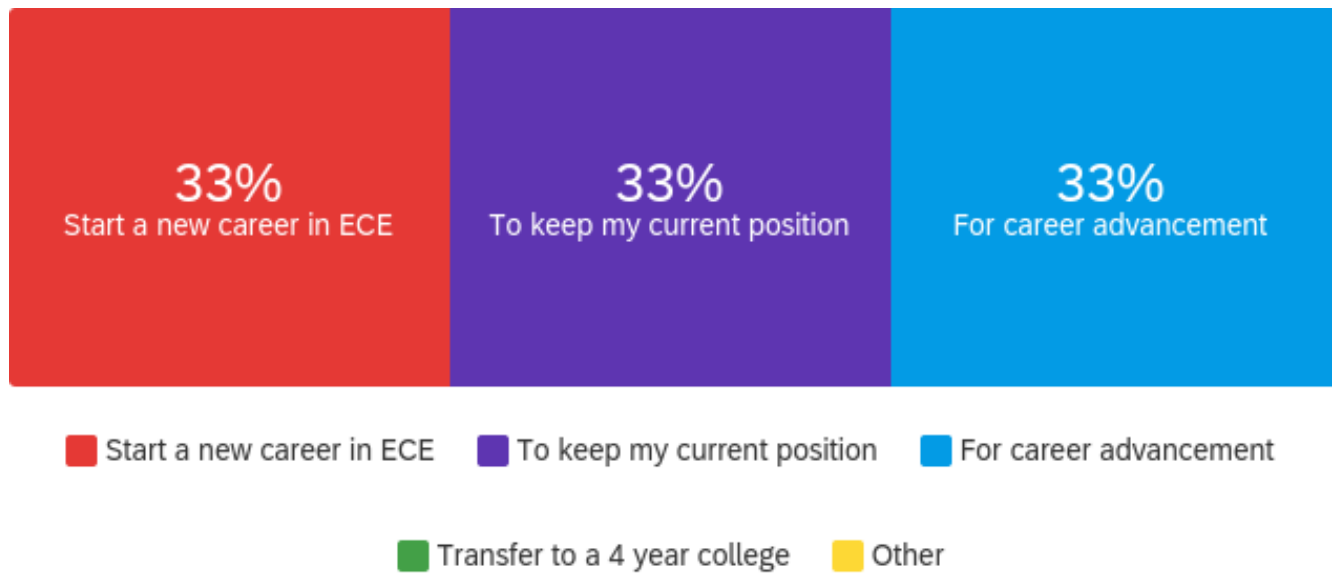
Other - Text



■ Start a new career in ECE ■ To keep my current position ■ For career advancement

■ Transfer to a 4 year college ■ Other

(ALUMNI) Q19 - What was your primary reason for earning your associate degree in ECE? (Select all that apply)

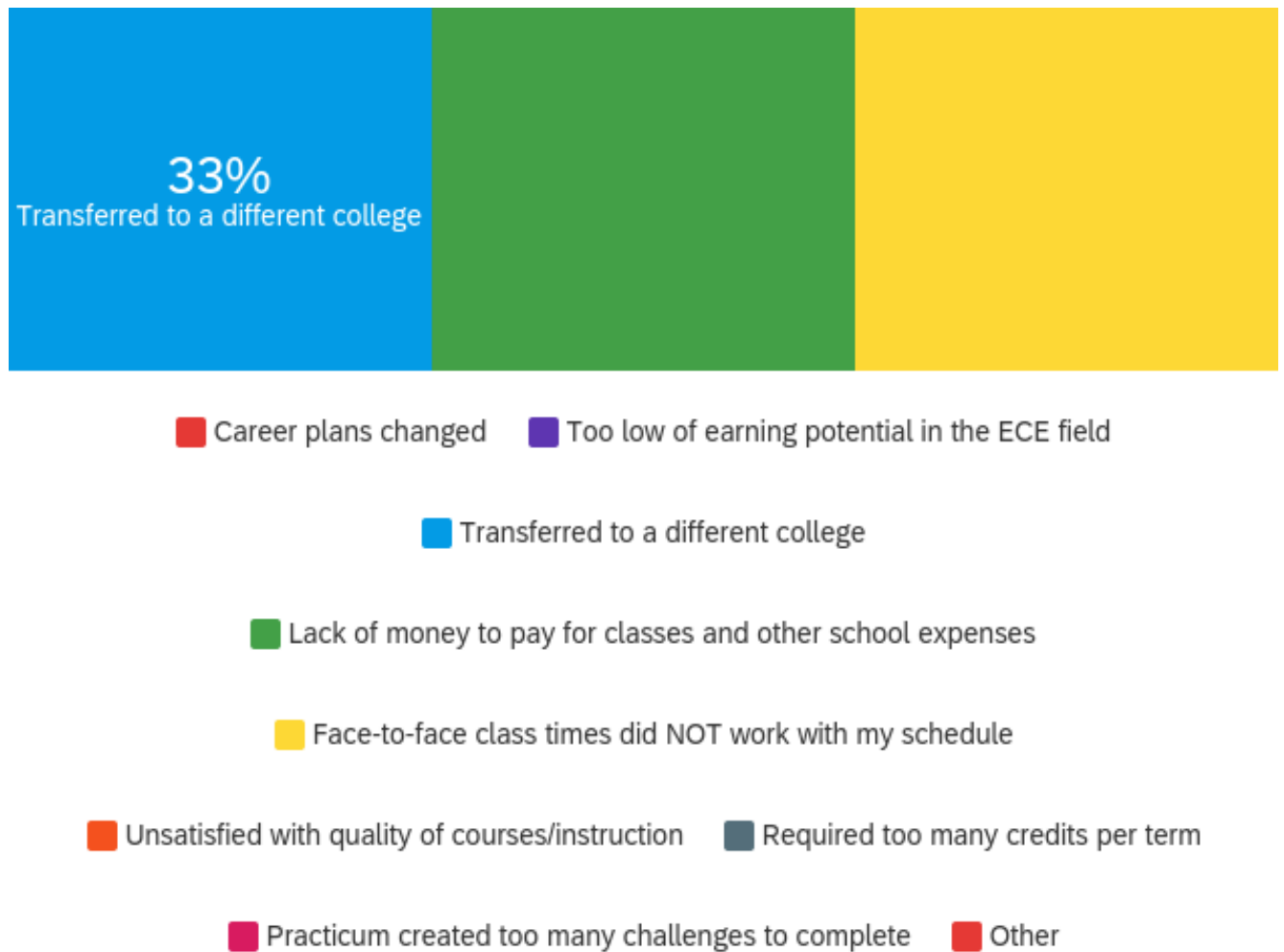


#	Answer	%	Count
4	Transfer to a 4 year college	0.00%	0
2	To keep my current position	33.33%	2
1	Start a new career in ECE	33.33%	2
5	Other	0.00%	0
3	For career advancement	33.33%	2
	Total	100%	6

Q19_5_TEXT - Other

Other - Text

(DROPPED STUDENT) Q11 - Why did you stop taking ECE courses at CGCC?
(Select all that apply)



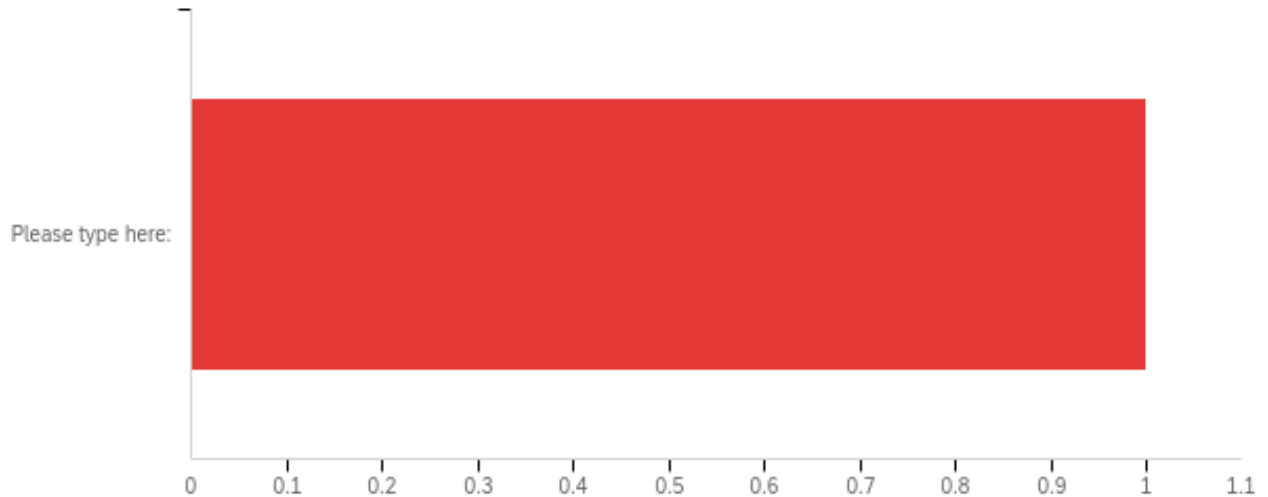
#	Answer	%	Count
1	Career plans changed	0.00%	0
2	Too low of earning potential in the ECE field	0.00%	0
3	Transferred to a different college	33.33%	1
4	Lack of money to pay for classes and other school expenses	33.33%	1
6	Face-to-face class times did NOT work with my schedule	33.33%	1
7	Unsatisfied with quality of courses/instruction	0.00%	0
9	Required too many credits per term	0.00%	0

11	Practicum created too many challenges to complete	0.00%	0
10	Other	0.00%	0
	Total	100%	3

Q11_10_TEXT - Other

Other - Text

Q16 - What college did you transfer to?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What college did you transfer to? - Selected Choice	1.00	1.00	1.00	0.00	0.00	1

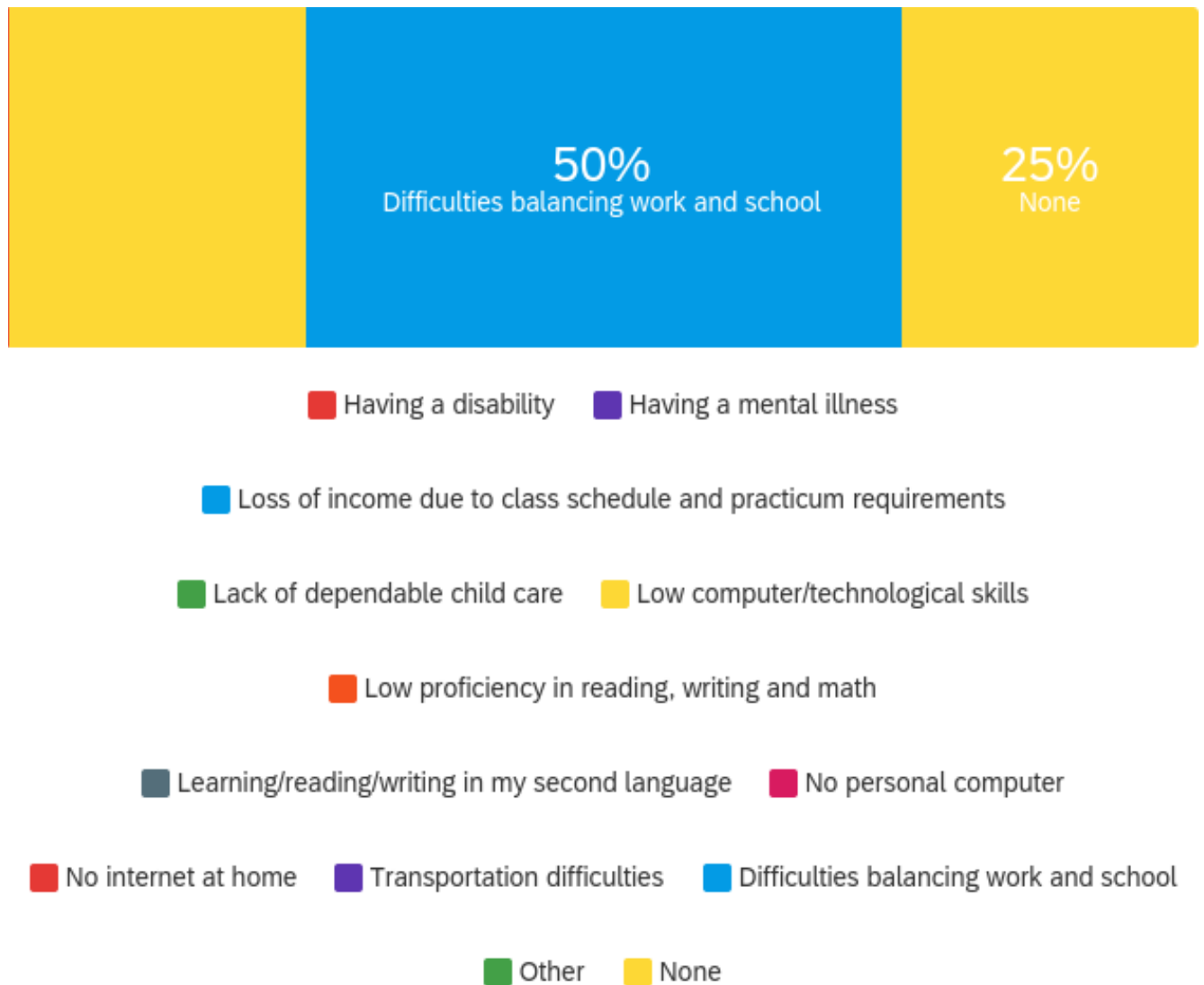
#	Answer	%	Count
1	Please type here:	100.00%	1
	Total	100%	1

Q16_1_TEXT - Please type here:

Please type here: - Text

Mt. Hood CC

(DROPPED STUDENT) Q59 - Please identify any of the following barriers you experienced while you were a CGCC student. (Select all that apply)



#	Answer	%	Count
1	Having a disability	0.00%	0
2	Having a mental illness	0.00%	0
3	Loss of income due to class schedule and practicum requirements	0.00%	0
4	Lack of dependable child care	0.00%	0
5	Low computer/technological skills	25.00%	1
6	Low proficiency in reading, writing and math	0.00%	0

7	Learning/reading/writing in my second language	0.00%	0
8	No personal computer	0.00%	0
9	No internet at home	0.00%	0
10	Transportation difficulties	0.00%	0
11	Difficulties balancing work and school	50.00%	2
12	Other	0.00%	0
13	None	25.00%	1
	Total	100%	4

Q59_12_TEXT - Other
Other - Text

(PROSPECTIVE STUDENT) Q57 - Please identify any of the following barriers you might encounter as a CGCC student. (Select all that apply)



■ Having a disability ■ Having a mental illness

■ Loss of income due to class schedule and practicum requirements

■ Lack of dependable child care ■ Low computer/technological skills

■ Low proficiency in reading, writing and math

■ Learning/reading/writing in my second language ■ No personal computer

■ No internet at home ■ Transportation difficulties ■ Balancing work, school and home life

■ Other ■ None

#	Answer	%	Count
1	Having a disability	0.00%	0
2	Having a mental illness	0.00%	0
3	Loss of income due to class schedule and practicum requirements	0.00%	0
4	Lack of dependable child care	0.00%	0
5	Low computer/technological skills	0.00%	0
6	Low proficiency in reading, writing and math	0.00%	0

7	Learning/reading/writing in my second language	0.00%	0
8	No personal computer	0.00%	0
9	No internet at home	0.00%	0
10	Transportation difficulties	0.00%	0
11	Balancing work, school and home life	0.00%	0
12	Other	0.00%	0
13	None	0.00%	0
	Total	100%	0

Q57_12_TEXT - Other
Other - Text

(CURRENT STUDENT) Q56 - Please identify any of the following barriers you have experienced or foresee experiencing while you are a CGCC student. (Select all that apply)



Having a disability Having a mental illness

Loss of income due to class schedule and practicum requirements

Lack of dependable child care Low computer/technological skills

Low proficiency in reading, writing and math

Learning/reading/writing in my second language No personal computer

No internet at home Transportation difficulties Balancing work, school and home life

Other None

#	Answer	%	Count
1	Having a disability	4.76%	1
2	Having a mental illness	4.76%	1
3	Loss of income due to class schedule and practicum requirements	19.05%	4
4	Lack of dependable child care	4.76%	1
5	Low computer/technological skills	4.76%	1

6	Low proficiency in reading, writing and math	0.00%	0
7	Learning/reading/writing in my second language	0.00%	0
8	No personal computer	0.00%	0
9	No internet at home	0.00%	0
10	Transportation difficulties	4.76%	1
11	Balancing work, school and home life	33.33%	7
12	Other	14.29%	3
13	None	9.52%	2
	Total	100%	21

Q56_12_TEXT - Other

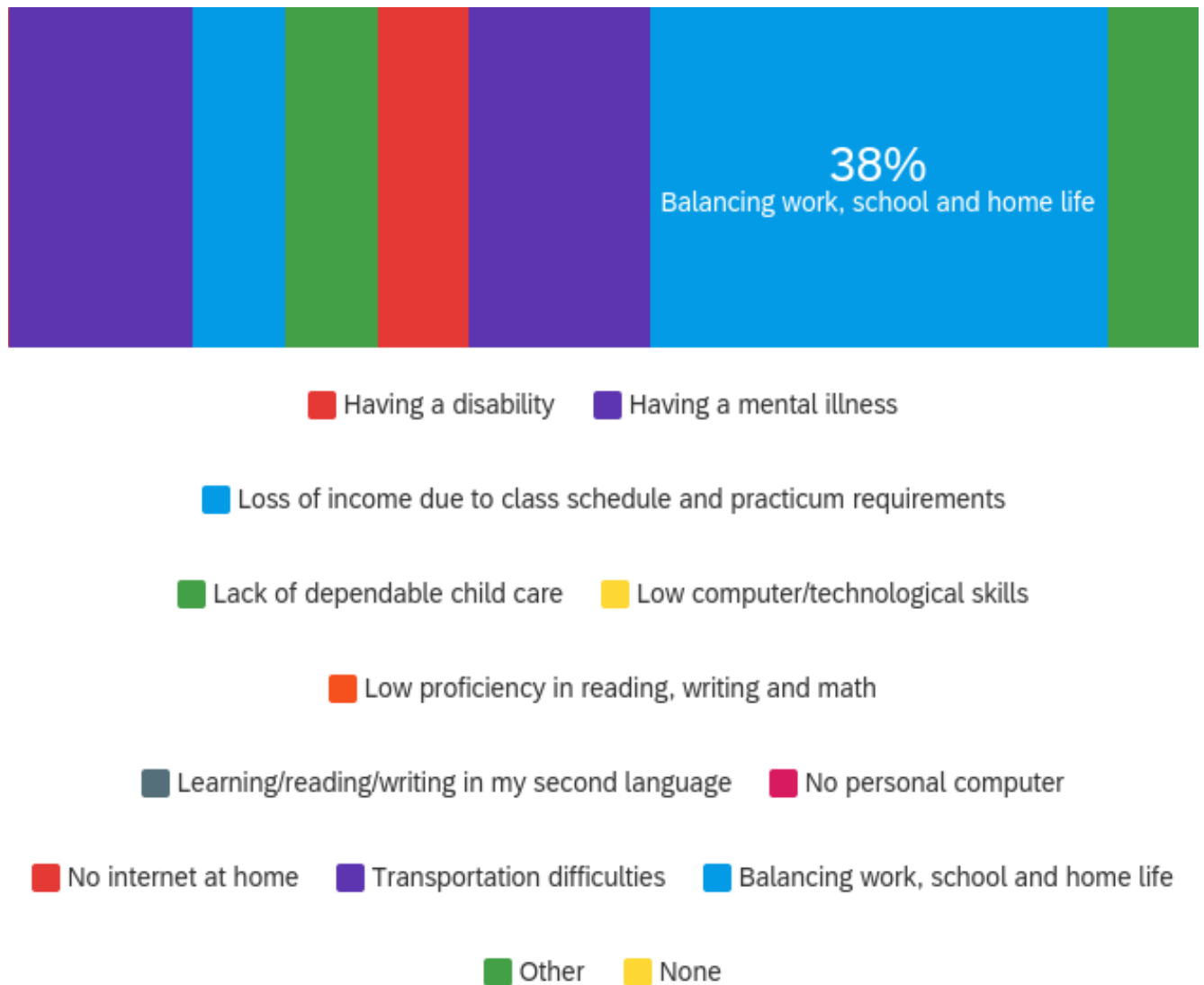
Other - Text

Scheduling of classes.

\$ spent on gas

Bad experience trying to solve a quality issue with one of the instructors, didn't feel heard and experienced immense stress from the situation

(ALUMNI) Q21 - Please identify any of the following barriers you experienced while you were a CGCC student. (Select all that apply)



#	Answer	%	Count
1	Having a disability	0.00%	0
2	Having a mental illness	15.38%	2
3	Loss of income due to class schedule and practicum requirements	7.69%	1
4	Lack of dependable child care	7.69%	1
5	Low computer/technological skills	0.00%	0
6	Low proficiency in reading, writing and math	0.00%	0

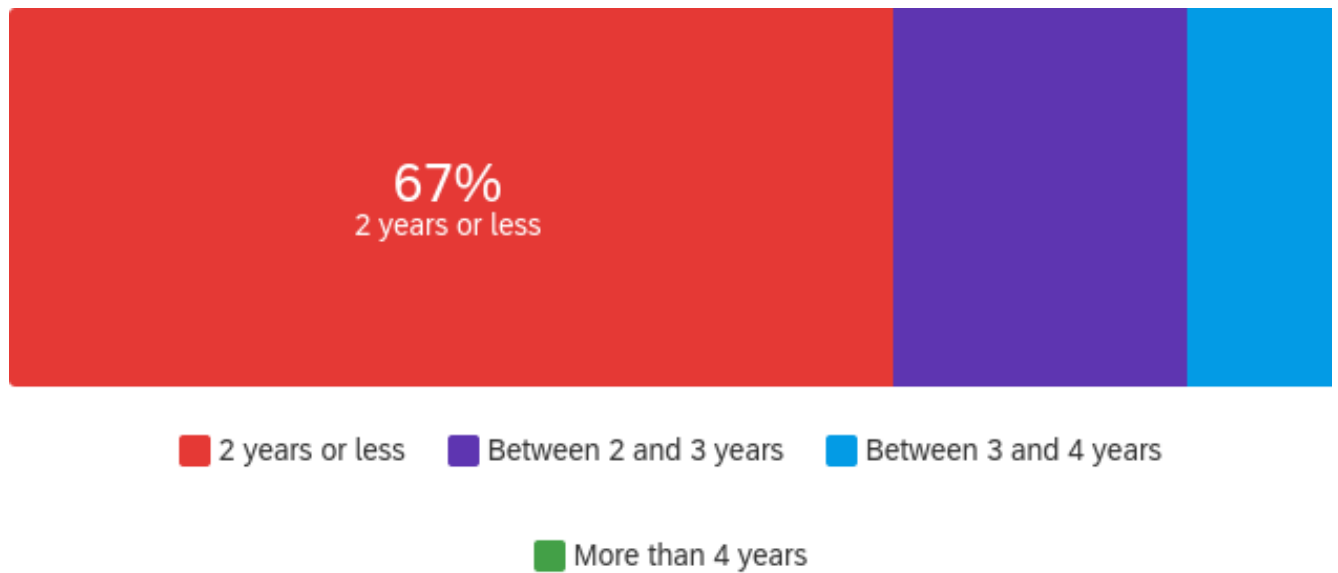
7	Learning/reading/writing in my second language	0.00%	0
8	No personal computer	0.00%	0
9	No internet at home	7.69%	1
10	Transportation difficulties	15.38%	2
11	Balancing work, school and home life	38.46%	5
12	Other	7.69%	1
13	None	0.00%	0
	Total	100%	13

Q21_12_TEXT - Other

Other - Text

Single parent

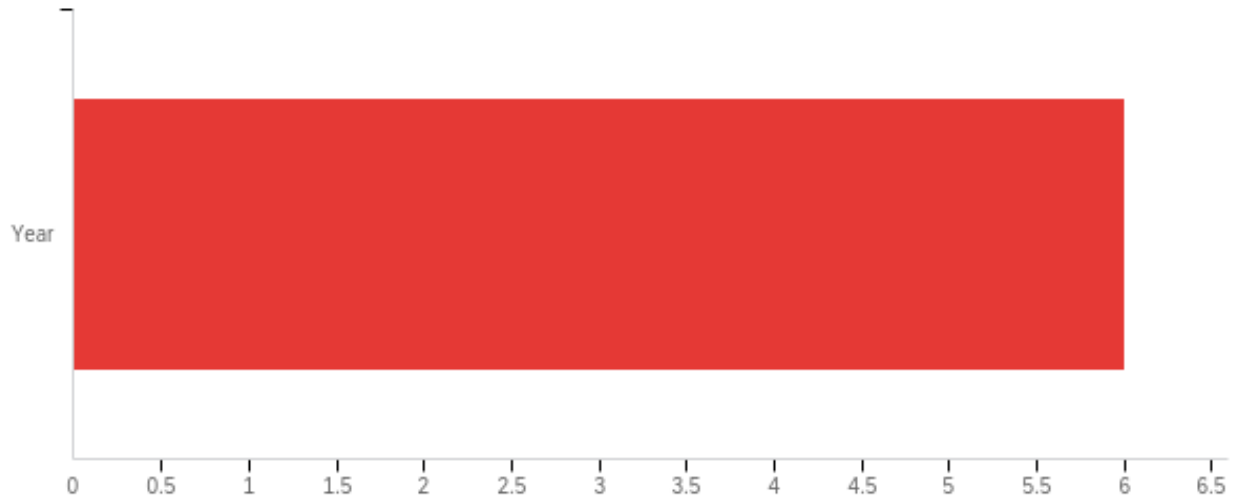
(CURRENT) Q73 - How long do you think it will take you to complete your associate degree in ECE at CGCC?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How long do you think it will take you to complete your associate degree in ECE at CGCC?	1.00	3.00	1.44	0.68	0.47	9

#	Answer	%	Count
1	2 years or less	66.67%	6
4	More than 4 years	0.00%	0
3	Between 3 and 4 years	11.11%	1
2	Between 2 and 3 years	22.22%	2
	Total	100%	9

(ALUMNI) Q18 - What year did you graduate with your associate degree?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What year did you graduate with your associate degree? - Selected Choice	1.00	1.00	1.00	0.00	0.00	6

#	Answer	%	Count
1	Year	100.00%	6
	Total	100%	6

Q18_1_TEXT - Year

Year - Text

2018

2015

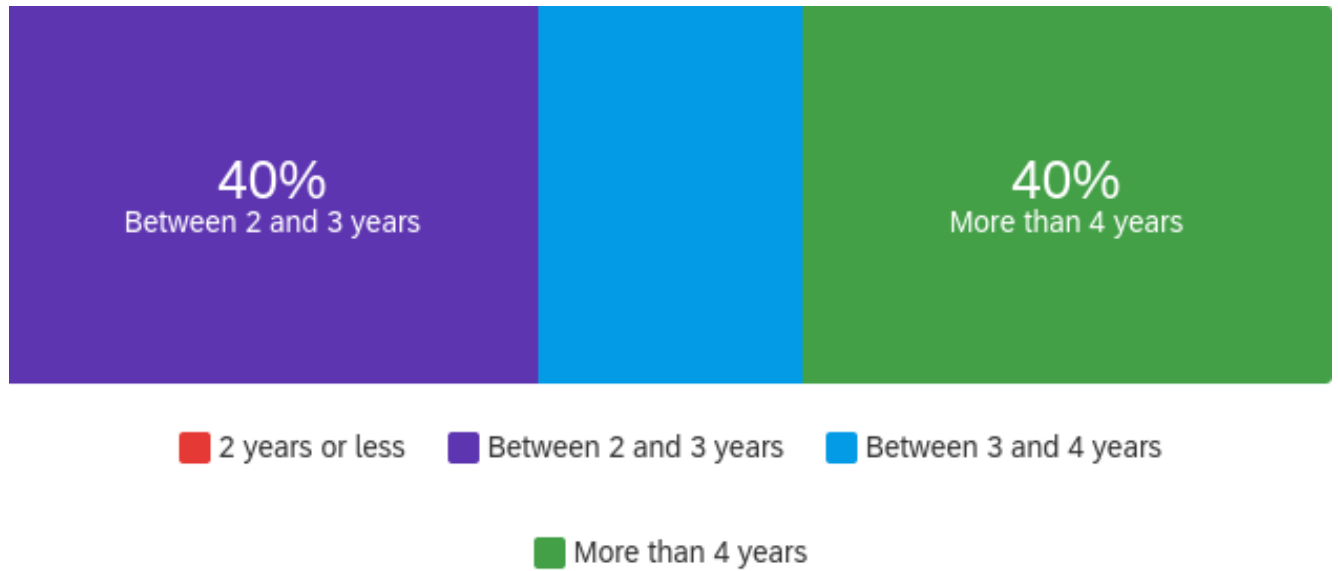
2019

1997

2007

2018

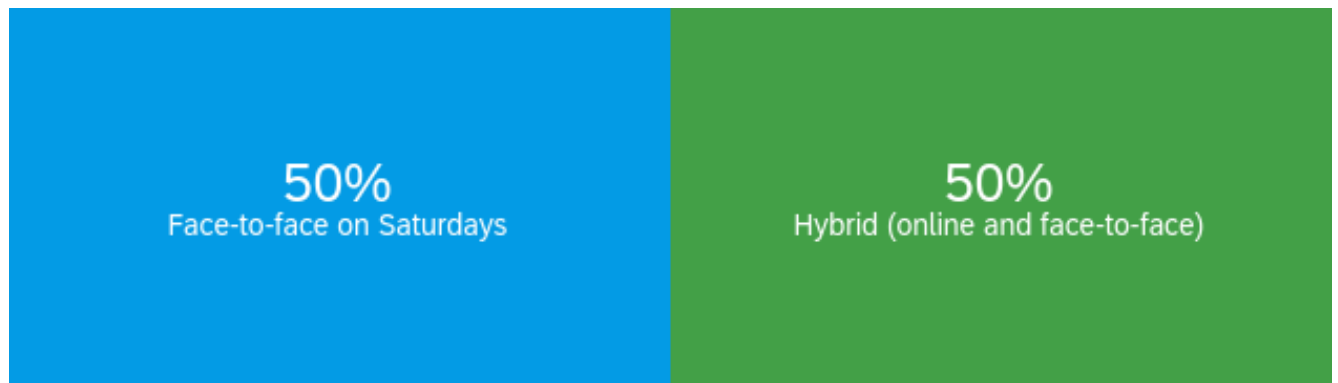
(ALUMNI) Q54 - How long did it take you to complete your degree?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How long did it take you to complete your degree?	2.00	4.00	3.00	0.89	0.80	5

#	Answer	%	Count
1	2 years or less	0.00%	0
2	Between 2 and 3 years	40.00%	2
3	Between 3 and 4 years	20.00%	1
4	More than 4 years	40.00%	2
	Total	100%	5

(DROPPED) Q22 - Which course delivery option(s) would have suited your needs? (Select all that apply)

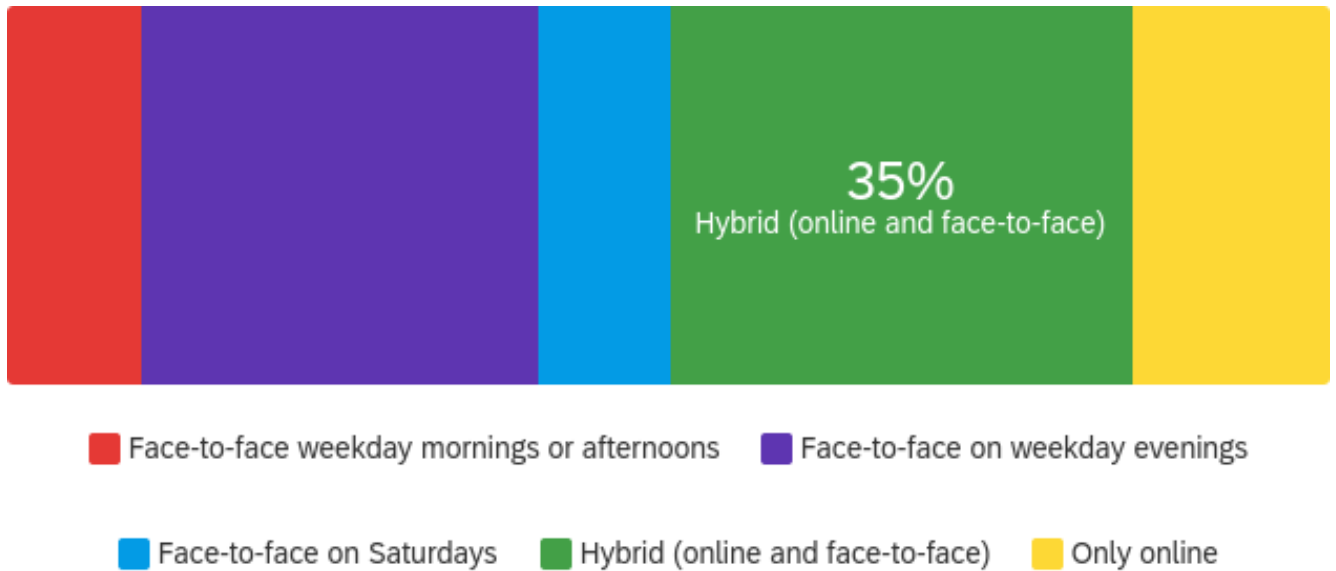


☐ Face-to-face weekday mornings or afternoons
 ☐ Face-to-face on weekday evenings

☒ Face-to-face on Saturdays
 ☒ Hybrid (online and face-to-face)
 ☐ Only online

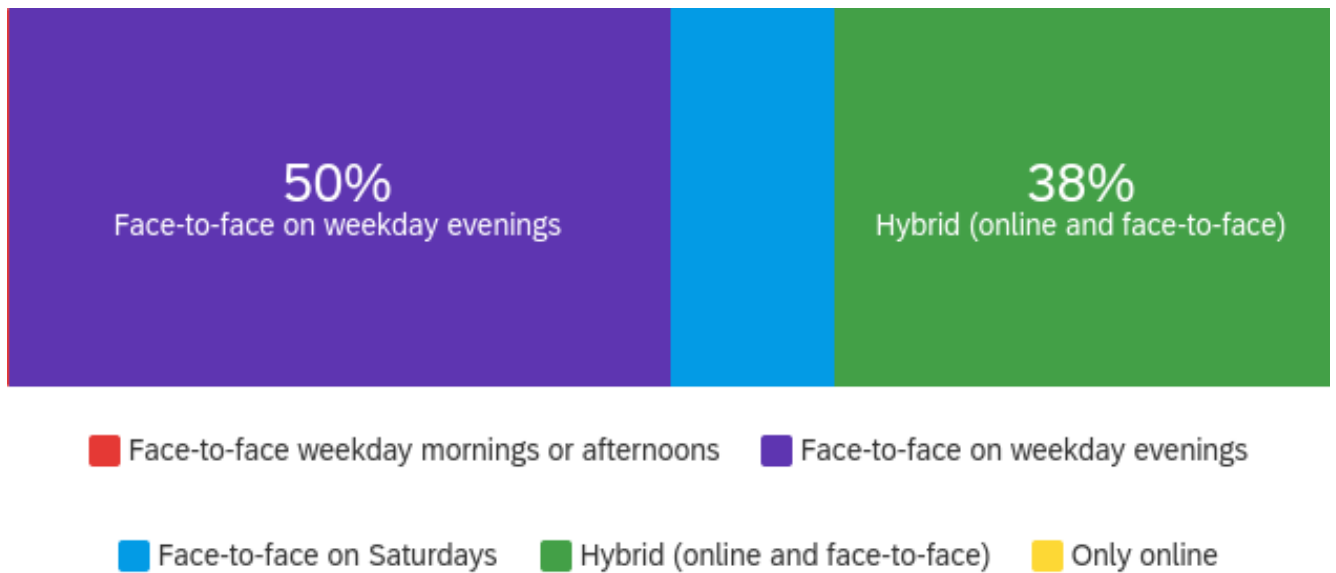
#	Answer	%	Count
1	Face-to-face weekday mornings or afternoons	0.00%	0
2	Face-to-face on weekday evenings	0.00%	0
3	Face-to-face on Saturdays	50.00%	1
4	Hybrid (online and face-to-face)	50.00%	1
5	Only online	0.00%	0
	Total	100%	2

(CURRENT) Q76 - Which course delivery option(s) suit your needs best? (Select all that apply)



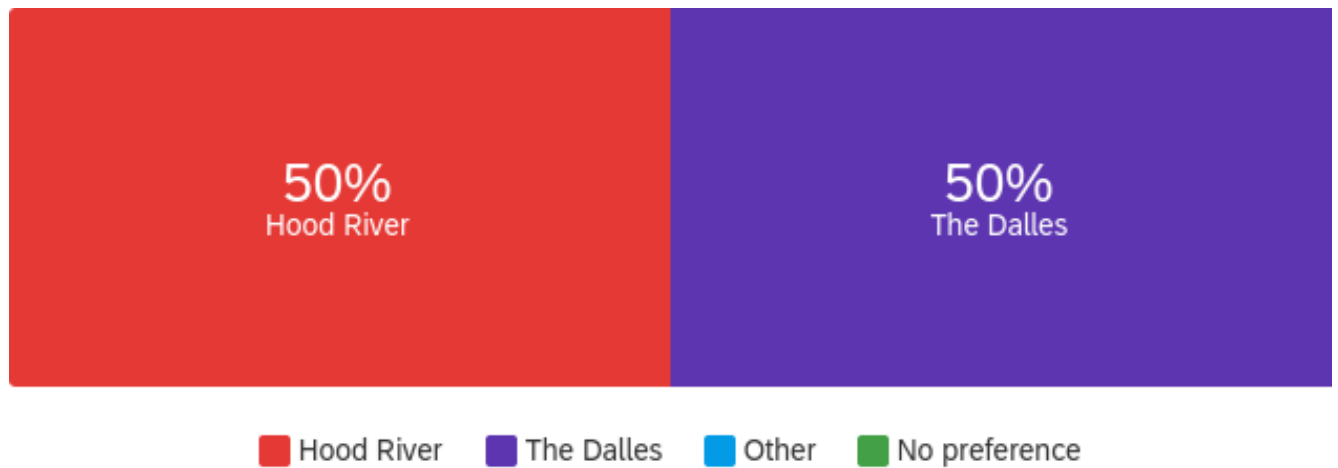
#	Answer	%	Count
1	Face-to-face weekday mornings or afternoons	10.00%	2
2	Face-to-face on weekday evenings	30.00%	6
3	Face-to-face on Saturdays	10.00%	2
4	Hybrid (online and face-to-face)	35.00%	7
5	Only online	15.00%	3
	Total	100%	20

(ALUMNI) Q13 - Which course delivery option(s) would have suited your needs best? (Select all that apply)



#	Answer	%	Count
1	Face-to-face weekday mornings or afternoons	0.00%	0
2	Face-to-face on weekday evenings	50.00%	4
3	Face-to-face on Saturdays	12.50%	1
4	Hybrid (online and face-to-face)	37.50%	3
5	Only online	0.00%	0
	Total	100%	8

(DROPPED) Q23 - For face-to-face classes, which location would you have preferred?

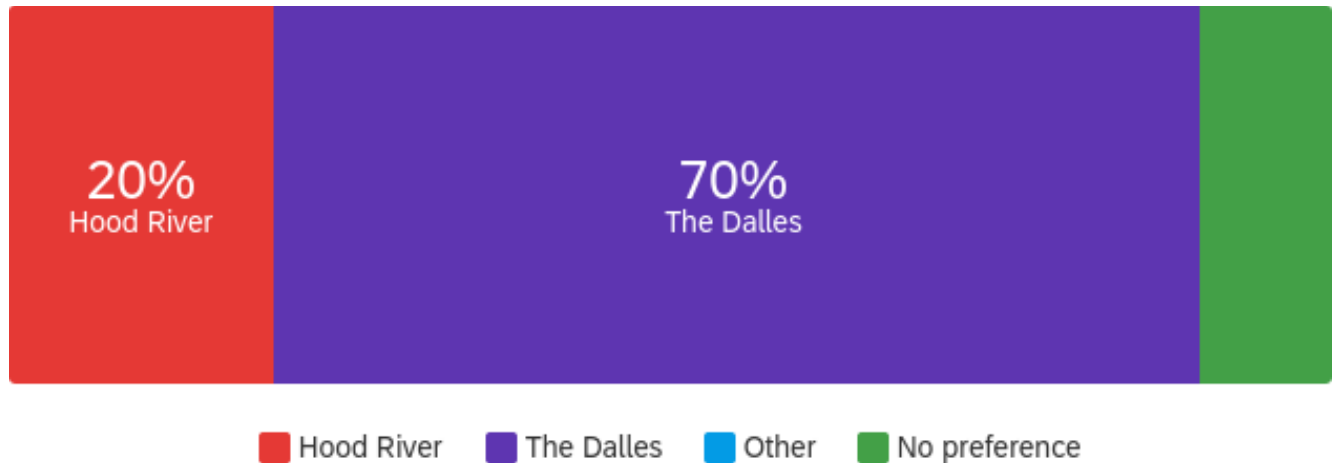


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	For face-to-face classes, which location would you have preferred? - Selected Choice	1.00	2.00	1.50	0.50	0.25	2

#	Answer	%	Count
1	Hood River	50.00%	1
2	The Dalles	50.00%	1
3	Other	0.00%	0
4	No preference	0.00%	0
	Total	100%	2

Q23_3_TEXT - Other
Other - Text

(CURRENT) Q56 - For face-to-face classes, which location would you prefer?



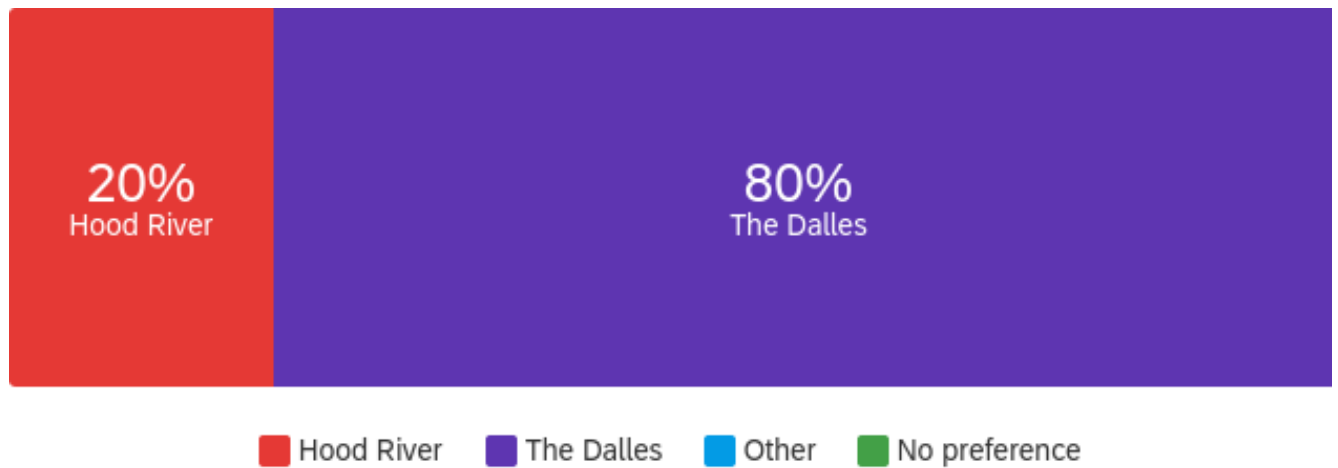
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	For face-to-face classes, which location would you prefer? - Selected Choice	1.00	4.00	2.00	0.77	0.60	10

#	Answer	%	Count
1	Hood River	20.00%	2
2	The Dalles	70.00%	7
3	Other	0.00%	0
4	No preference	10.00%	1
	Total	100%	10

Q56_3_TEXT - Other

Other - Text

(ALUMNI) Q58 - For face-to-face classes, which location would you have preferred?

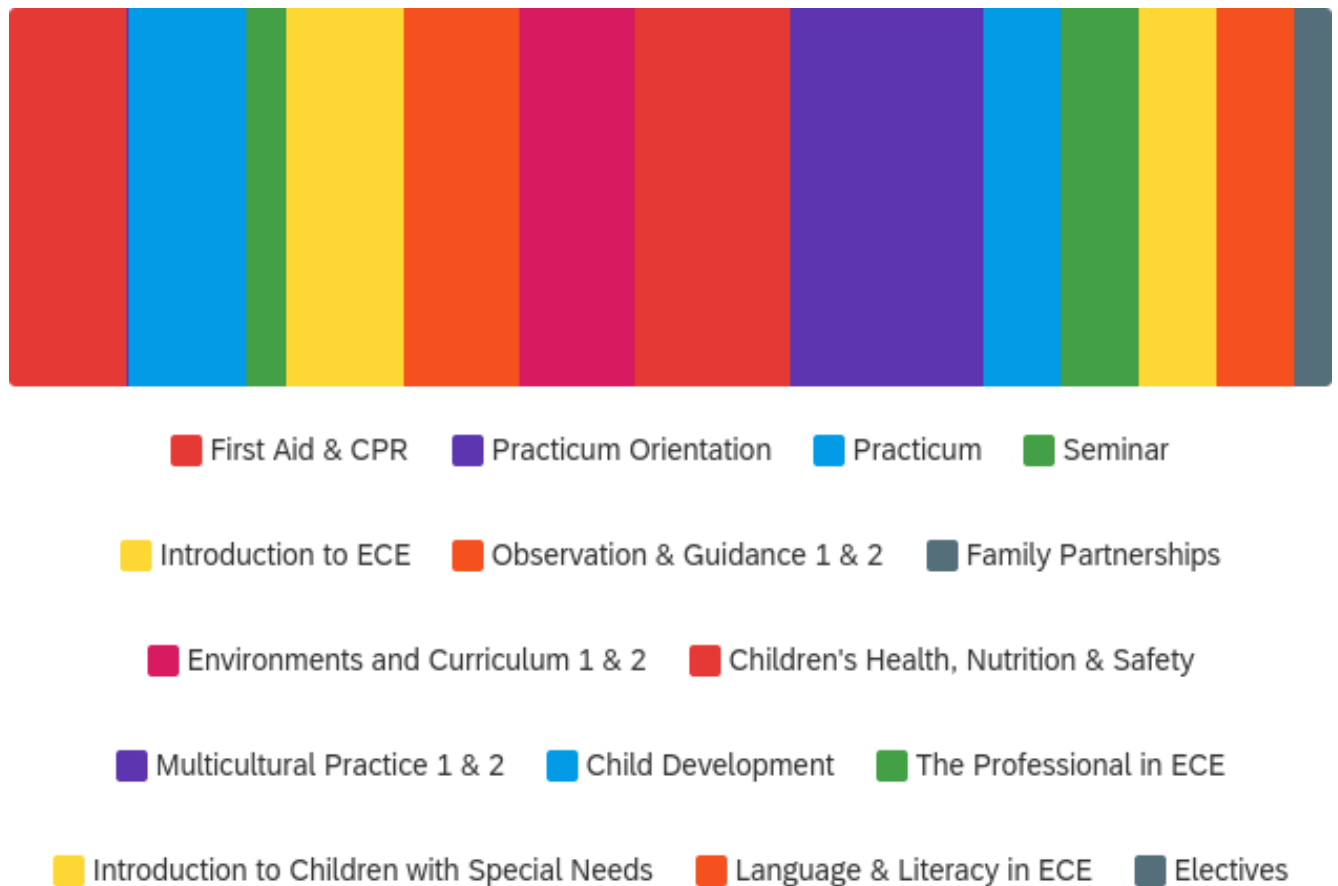


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	For face-to-face classes, which location would you have preferred? - Selected Choice	1.00	2.00	1.80	0.40	0.16	5

#	Answer	%	Count
1	Hood River	20.00%	1
2	The Dalles	80.00%	4
3	Other	0.00%	0
4	No preference	0.00%	0
	Total	100%	5

Q58_3_TEXT - Other
Other - Text

(CURRENT) Q74 - Which courses have you found the most beneficial? (Select all that apply)



#	Answer	%	Count
1	First Aid & CPR	8.82%	3
2	Practicum Orientation	0.00%	0
3	Practicum	8.82%	3
4	Seminar	2.94%	1
5	Introduction to ECE	8.82%	3
6	Observation & Guidance 1 & 2	8.82%	3
7	Family Partnerships	0.00%	0
8	Environments and Curriculum 1 & 2	8.82%	3
9	Children's Health, Nutrition & Safety	11.76%	4

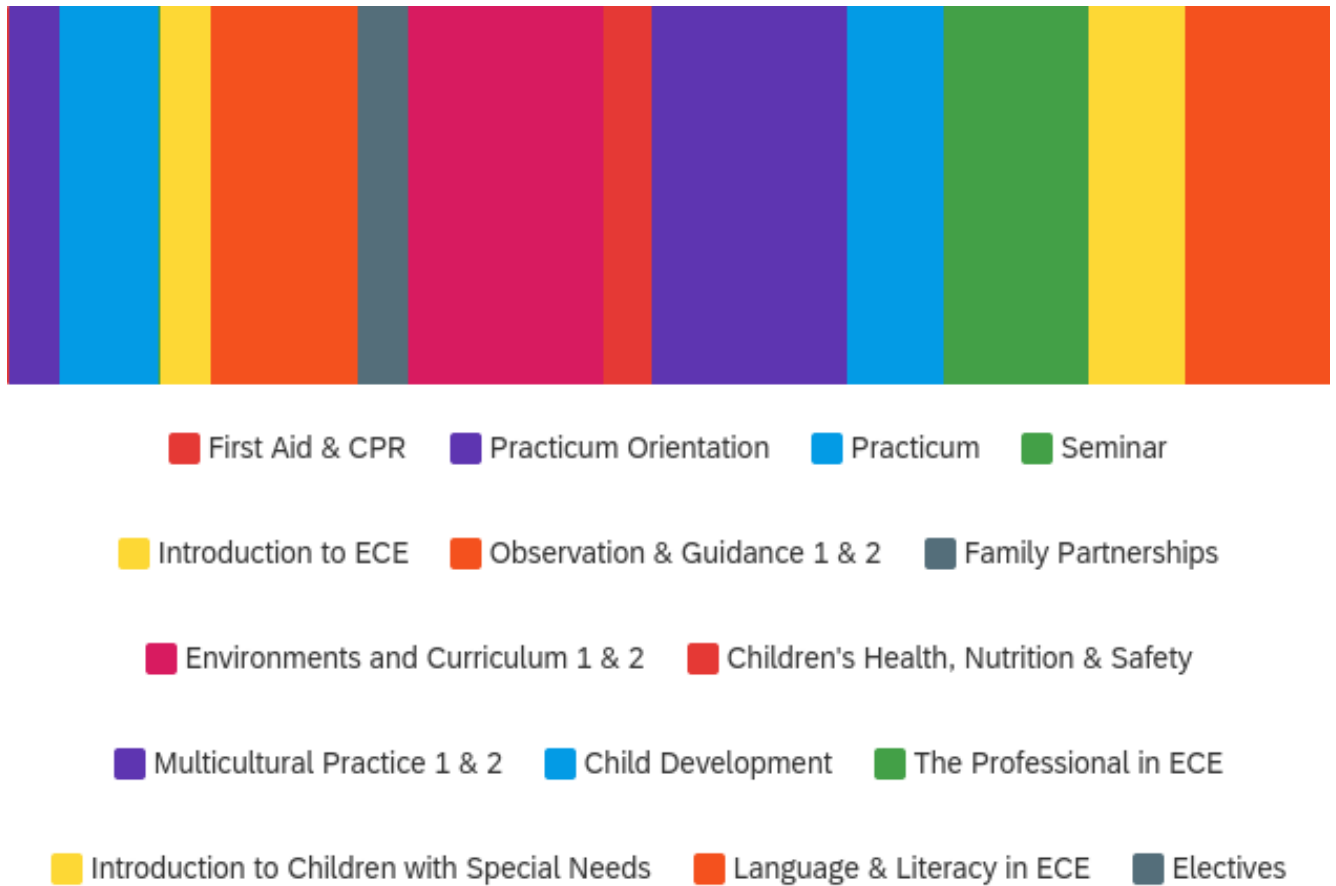
10	Multicultural Practice 1 & 2	14.71%	5
11	Child Development	5.88%	2
12	The Professional in ECE	5.88%	2
13	Introduction to Children with Special Needs	5.88%	2
14	Language & Literacy in ECE	5.88%	2
15	Electives	2.94%	1
	Total	100%	34

Q74_15_TEXT - Electives

Electives - Text

block play and woodworking was amazing

(ALUMNI) Q24 - Which courses did you find the most beneficial? (Select all that apply)



#	Answer	%	Count
1	First Aid & CPR	0.00%	0
2	Practicum Orientation	3.70%	1
3	Practicum	7.41%	2
4	Seminar	0.00%	0
5	Introduction to ECE	3.70%	1
6	Observation & Guidance 1 & 2	11.11%	3
7	Family Partnerships	3.70%	1
8	Environments and Curriculum 1 & 2	14.81%	4
9	Children's Health, Nutrition & Safety	3.70%	1

10	Multicultural Practice 1 & 2	14.81%	4
11	Child Development	7.41%	2
12	The Professional in ECE	11.11%	3
13	Introduction to Children with Special Needs	7.41%	2
14	Language & Literacy in ECE	11.11%	3
15	Electives	0.00%	0
	Total	100%	27

Q24_15_TEXT - Electives

Electives - Text

(CURRENT) Q63 - Which of the following courses do you wish we offered?
(Select all that apply)

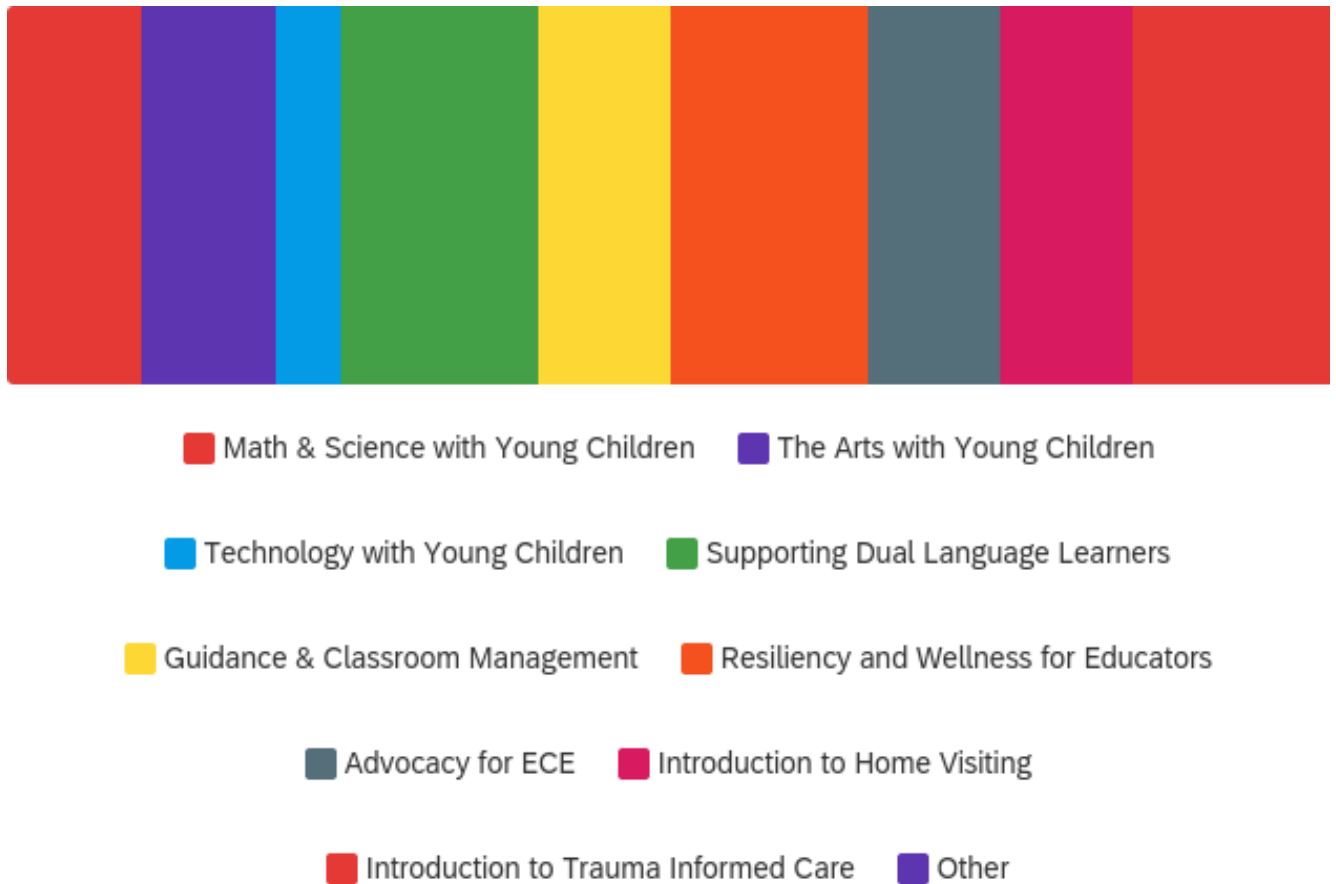


#	Answer	%	Count
1	Math & Science with Young Children	8.11%	3
2	The Arts with Young Children	21.62%	8
3	Technology with Young Children	5.41%	2
4	Supporting Dual Language Learners	13.51%	5
5	Guidance & Classroom Management	13.51%	5
6	Resiliency and Wellness for Educators	8.11%	3
7	Advocacy for ECE	10.81%	4
8	Introduction to Home Visiting	5.41%	2
9	Introduction to Trauma Informed Care	13.51%	5

10		Other	0.00%	0
		Total	100%	37

Q63_10_TEXT - Other
Other - Text

(ALUMNI) Q62 - Which of the following courses do you wish we offered? (Select all that apply)



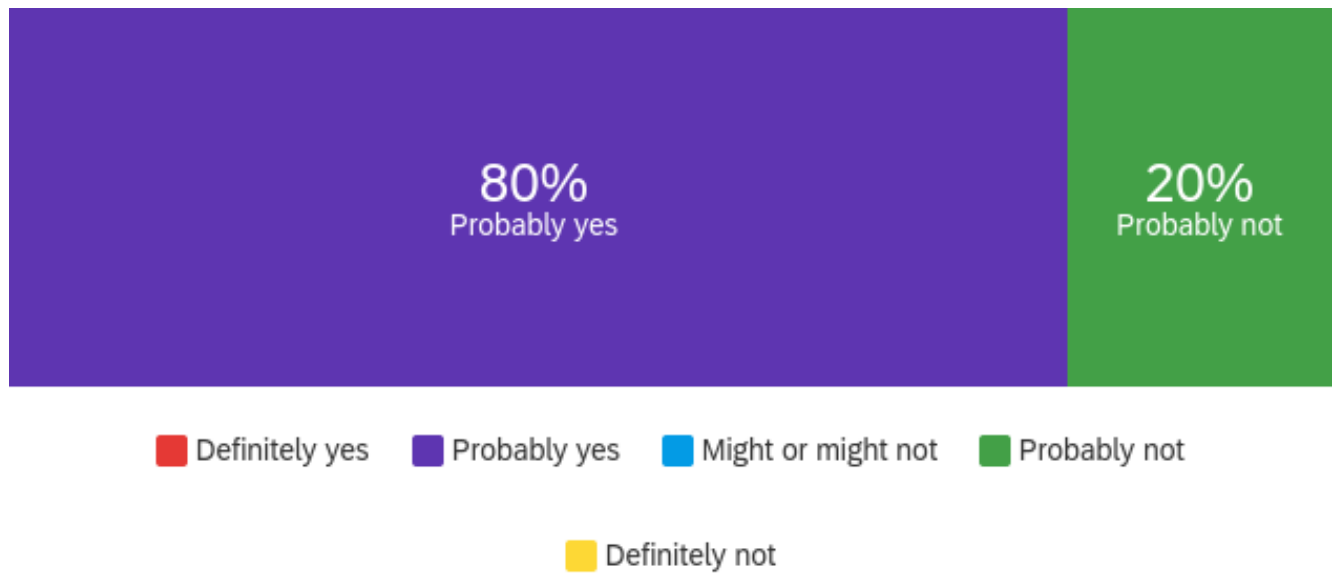
#	Answer	%	Count
1	Math & Science with Young Children	10.00%	2
2	The Arts with Young Children	10.00%	2
3	Technology with Young Children	5.00%	1
4	Supporting Dual Language Learners	15.00%	3
5	Guidance & Classroom Management	10.00%	2
6	Resiliency and Wellness for Educators	15.00%	3
7	Advocacy for ECE	10.00%	2
8	Introduction to Home Visiting	10.00%	2
9	Introduction to Trauma Informed Care	15.00%	3

10		Other	0.00%	0
		Total	100%	20

Q62_10_TEXT - Other

Other - Text

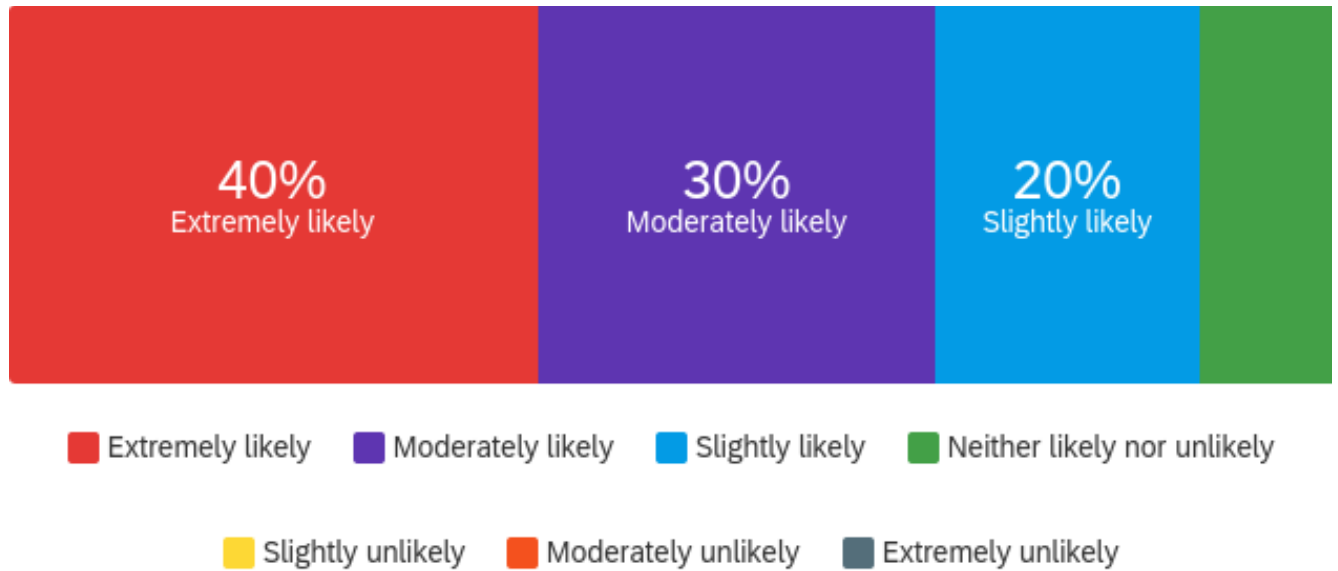
(ALUMNI) Q20 - Do you feel your college coursework prepared you for the ECE field?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you feel your college coursework prepared you for the ECE field?	2.00	4.00	2.40	0.80	0.64	5

#	Answer	%	Count
1	Definitely yes	0.00%	0
2	Probably yes	80.00%	4
3	Might or might not	0.00%	0
4	Probably not	20.00%	1
5	Definitely not	0.00%	0
	Total	100%	5

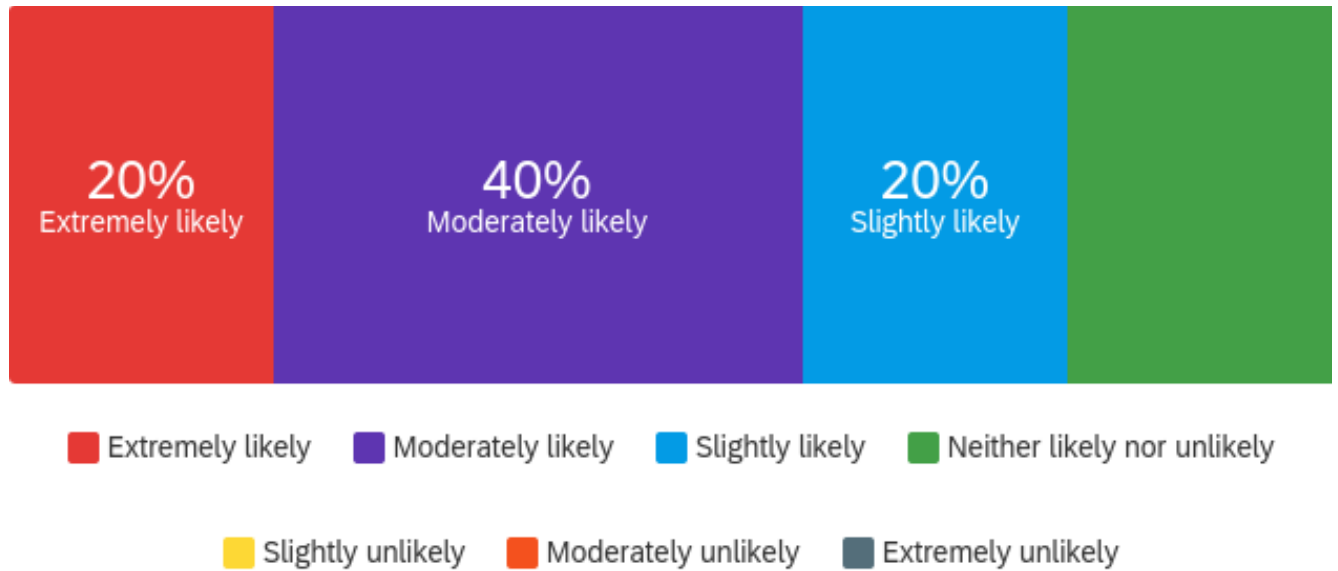
(CURRENT) Q77 - How likely are you to recommend our ECE program to others?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How likely are you to recommend our ECE program to others?	1.00	4.00	2.00	1.00	1.00	10

#	Answer	%	Count
1	Extremely likely	40.00%	4
2	Moderately likely	30.00%	3
3	Slightly likely	20.00%	2
4	Neither likely nor unlikely	10.00%	1
5	Slightly unlikely	0.00%	0
6	Moderately unlikely	0.00%	0
7	Extremely unlikely	0.00%	0
	Total	100%	10

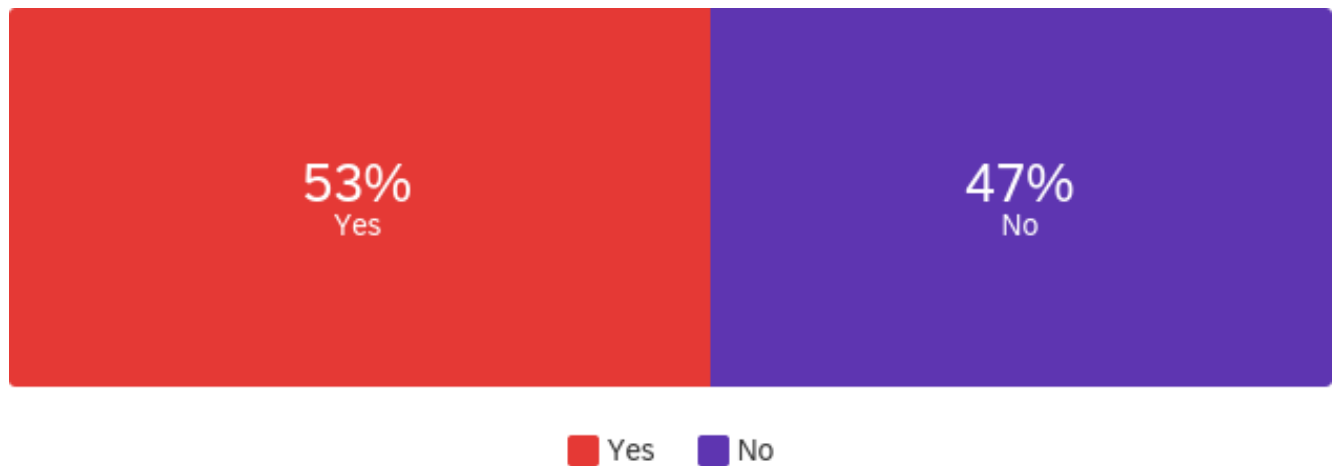
(ALUMNI) Q63 - How likely are you to recommend our ECE program to others?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How likely are you to recommend our ECE program to others?	1.00	4.00	2.40	1.02	1.04	5

#	Answer	%	Count
1	Extremely likely	20.00%	1
2	Moderately likely	40.00%	2
3	Slightly likely	20.00%	1
4	Neither likely nor unlikely	20.00%	1
5	Slightly unlikely	0.00%	0
6	Moderately unlikely	0.00%	0
7	Extremely unlikely	0.00%	0
	Total	100%	5

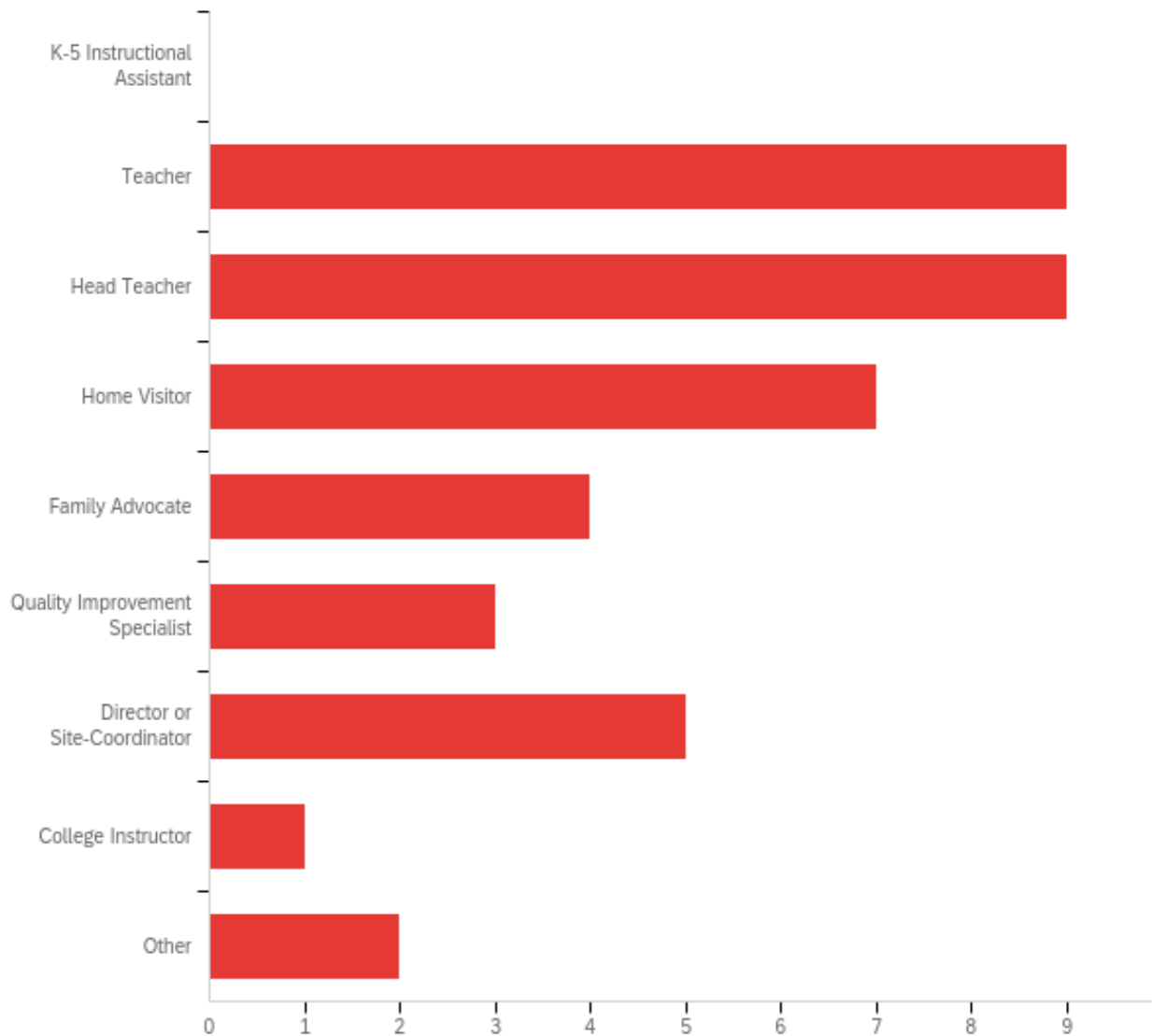
Q49 - Do you work in a position where you could hire someone with an associate degree in ECE?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you work in a position where you could hire someone with an associate degree in ECE?	1.00	2.00	1.47	0.50	0.25	34

#	Answer	%	Count
1	Yes	52.94%	18
2	No	47.06%	16
	Total	100%	34

Q55 - In your employment setting, which position(s) would an ECE graduate (with an associate degree) be eligible for? (Select all that apply)



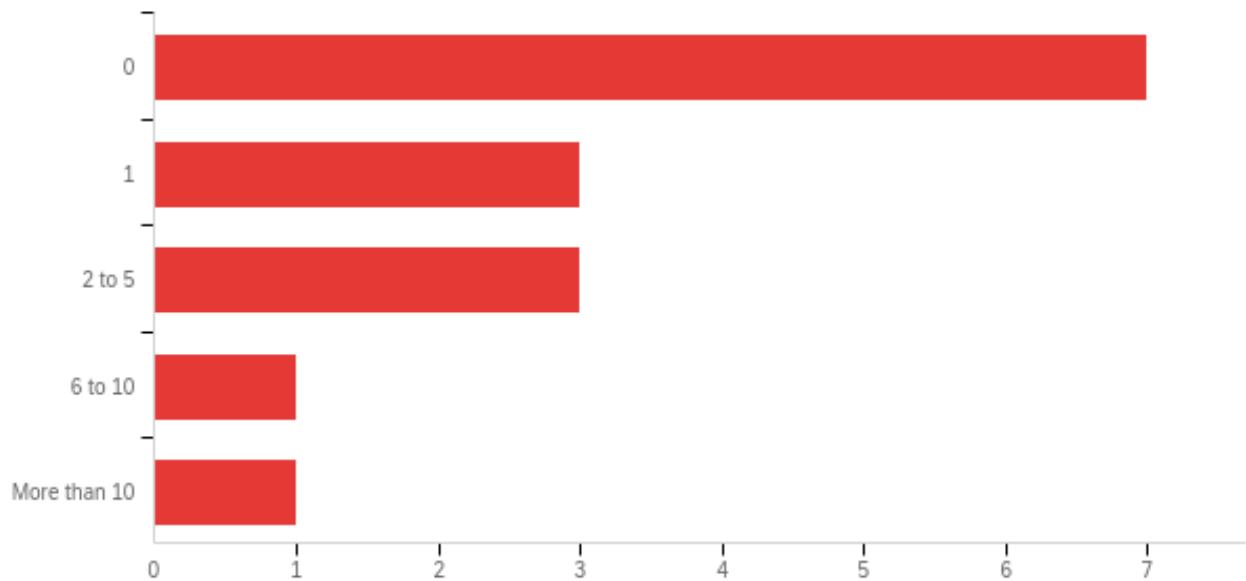
#	Answer	%	Count
1	K-5 Instructional Assistant	0.00%	0
2	Teacher	22.50%	9
3	Head Teacher	22.50%	9
4	Home Visitor	17.50%	7
6	Family Advocate	10.00%	4

7	Quality Improvement Specialist	7.50%	3
8	Director or Site-Coordinator	12.50%	5
9	College Instructor	2.50%	1
10	Other	5.00%	2
	Total	100%	40

Q55_10_TEXT - Other

Other - Text

Q58 - Approximately how many CGCC ECE graduates (with associate degrees) have you hired?



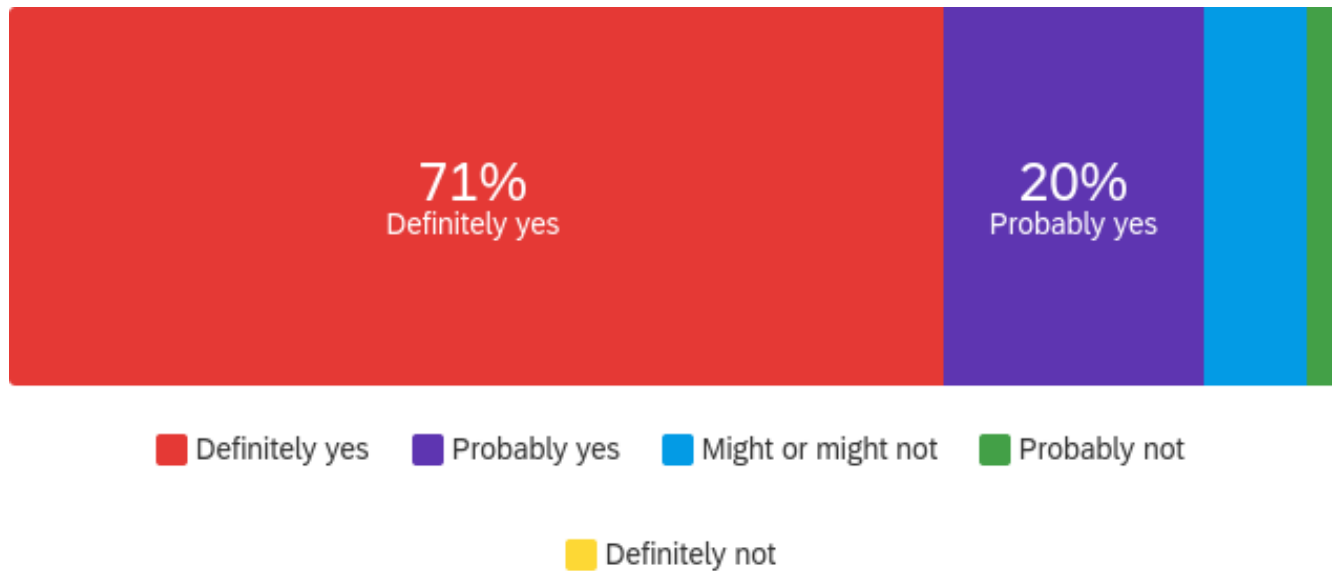
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Approximately how many CGCC ECE graduates (with associate degrees) have you hired?	1.00	5.00	2.07	1.24	1.53	15

#	Answer	%	Count
1	0	46.67%	7
2	1	20.00%	3
3	2 to 5	20.00%	3
4	6 to 10	6.67%	1
5	More than 10	6.67%	1
	Total	100%	15

Q59 - On average, how would you rank CGCC ECE graduates' skill level in the following categories? 1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Excellent

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Being a professional	3.00	5.00	4.00	0.76	0.57	7
2	Promoting child development & learning	4.00	5.00	4.57	0.49	0.24	7
3	Building family & community relationships	3.00	5.00	4.29	0.70	0.49	7
4	Observing, documenting & assessing	3.00	5.00	4.14	0.64	0.41	7
5	Using developmentally, linguistically, and culturally effective approaches	3.00	5.00	4.14	0.83	0.69	7
6	Using content knowledge to build meaningful curriculum	3.00	5.00	4.29	0.70	0.49	7

(ALL) Q59 - In Oregon, community colleges can now offer applied baccalaureate degrees (similar to a 4-year bachelor's degree). Would you like to see CGCC offer an applied baccalaureate degree in ECE?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In Oregon, community colleges can now offer applied baccalaureate degrees (similar to a 4-year bachelor's degree). Would you like to see CGCC offer an applied baccalaureate degree in ECE?	1.00	4.00	1.41	0.72	0.52	51

#	Answer	%	Count
1	Definitely yes	70.59%	36
2	Probably yes	19.61%	10
3	Might or might not	7.84%	4
4	Probably not	1.96%	1
5	Definitely not	0.00%	0

	Total	100%	51
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Q60 - Our associate degree in ECE addresses all six NAEYC professional preparation standards: 1) Promoting child development & learning2) Building family & community relationships3) Observing, documenting & assessing 4) Using developmentally effective approaches5) Using content knowledge to build meaningful curriculum6) Becoming a professional We also address the following Core Learning Outcomes: 1) Communication2) Critical Thinking & Problem-Solving3) Quantitative Literacy4) Cultural Awareness5) Community & Environmental Responsibility Are there any other skills or content knowledge you would like our graduates to have in order to be ready for employment in your setting?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Our associate degree in ECE addresses all six NAEYC professional preparation standards: 1) Promoting child development & learning2) Building family & community relationships3) Observing, documenting & assessing 4) Using developmentally effective approaches5) Using content knowledge to build meaningful curriculum6) Becoming a professional We also address the following Core Learning Outcomes: 1) Communication2) Critical Thinking & Problem-Solving3) Quantitative Literacy4) Cultural Awareness5) Community & Environmental Responsibility Are there any other skills or content knowledge you would like our graduates to have in order to be ready for employment in your setting? - Selected Choice	1.00	2.00	1.29	0.45	0.20	14

#	Answer	%	Count
1	No	71.43%	10
2	Yes, such as:	28.57%	4
	Total	100%	14

Q60_2_TEXT - Yes, such as:

Yes, such as: - Text

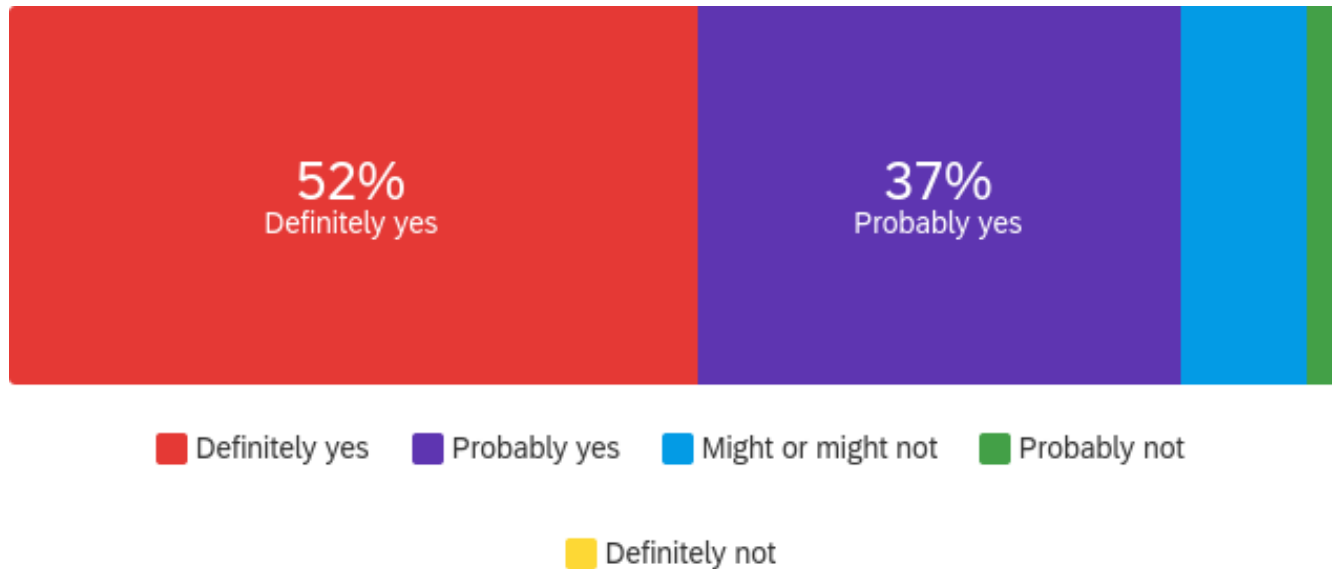
Time management, leadership skills, advocacy for ECE, small business management

Parent Engagement, Small business management and practices, Building partnerships

Real world applications, both in person and contingencies.

Convertirse en un profesional Bilingüe

(ALL) Q60 - The National Association for the Education for Young Children (NAEYC) awards accreditation to higher education early childhood programs that demonstrate evidence of excellence. There are only two community colleges in Oregon that are NAEYC accredited. Would you like to see CGCC's ECE program become NAEYC accredited?

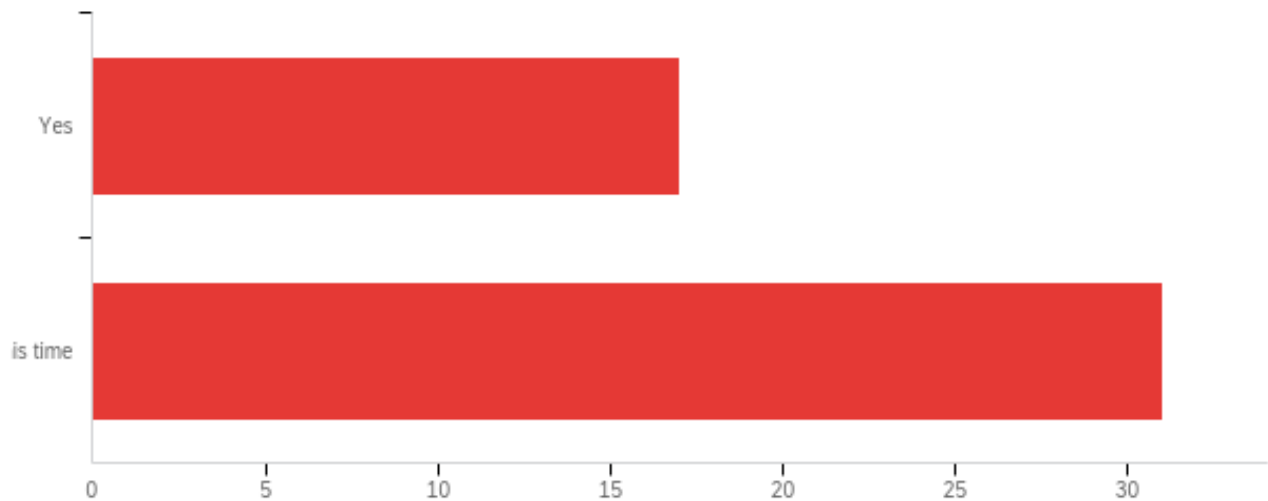


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The National Association for the Education for Young Children (NAEYC) awards accreditation to higher education early childhood programs that demonstrate evidence of excellence. There are only two community colleges in Oregon that are NAEYC accredited. Would you like to see CGCC's ECE program become NAEYC accredited?	1.00	4.00	1.62	0.74	0.54	52

#	Answer	%	Count
1	Definitely yes	51.92%	27

2	Probably yes	36.54%	19
3	Might or might not	9.62%	5
4	Probably not	1.92%	1
5	Definitely not	0.00%	0
	Total	100%	52

(ALL) Q80 - Do you have any suggestions or comments about CGCC's ECE program you would like to share with us?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you have any suggestions or comments about CGCC's ECE program you would like to share with us? - Selected Choice	1.00	2.00	1.65	0.48	0.23	48

#	Answer	%	Count
1	Yes	35.42%	17
2	Not at this time	64.58%	31
	Total	100%	48

Q80_1_TEXT - Yes

Yes - Text

Online classes

I would like the ECE program to align its classes with most, if not all, Oregon University's so that it is easy to transfer to a university after being in the ECE program at CGCC and have all the credits and/or degree transfer well.

The ECE program has needed to be updated for a long time.

When times for classes are set, please have more options for students.

Offer a lab school on campus with mentor teachers for students, offer a high quality fully online option

I recognize it is tough to balance high quality (and 4 year, and NAEYC) with being practical and user-friendly for all potential students including those who are parents of young children themselves and those who are working full time. We want to see a larger pool of candidates to hire, but we also want to make sure those candidates are capable of critical thinking, demonstrate good judgement, are creative, and have a solid understanding of child development and DAP. How to accomplish both of those things simultaneously is the million dollar question!

I'm a former ECE instructor at CGCC I worked very hard towards making the fragmented ECE program into a cohesive quality ECE program and advocated getting a learning lab school for the ECE program. The college could partner with other agencies to create lab classrooms. I do hope the college is working towards holding students and instructors accountable. It's easy to be a loved instructor with great student reviews. Being an instructor with strong convictions and a passion for the program having students truly earn their degrees is impossible with administrators who don't support their instructors.

offer support for dual language and support for children with behavioral needs

This would be a great asset to our community to have more ECE providers with this level of training.

Incorporate a CTE option that begins in HS and supports the completion of a CDA upon graduation that articulates into the ECE program WHILE providing much needed workforce to the region by way of cooperative education/internship/apprenticeship.

If you are serious about bringing more people into this program, you really need to offer something other than the practicum. It is so difficult with such limited places to go to. You need to either have a solid place that everyone goes to at first, for the first year maybe. OR and this would be best, you need to just have a preschool here at the college. Somewhere where we can consistently do practicum and really learn how to run a classroom, with an awesome mentor teacher who can help mold us. That would make this program way better. I honestly don't think I could refer anyone to this program until that changes.

Hull's face-to-face course was MUCH better than the online courses we took with her

to stop having such long classes, to have better communication for everything, to have times that work for people who work, to have mostly online classes, to have no Saturday classes, to have better teachers and to have classes that actually mean something for a classroom and are not just a waste of time.

More labs

Responded as I did to questions about NAEYC accreditation and applied baccalaureate because I am uncertain of capacity to complete accreditation and develop an additional program. These seem like long range goals.

Appendix 2: Graduate of the Future

Our Shared Vision for the Graduate of the Future

By: Students, Instructors & Employers

Knowledgeable/Skilled

- Knowledgeable about child development (2)
- Knowledge about the whole child
- Able to focus on and build on strengths
- Knowledgeable of best practices on guidance
- Knowledgeable about trauma informed care (2)
- Creative lesson planning (2)
- Ability to make learning visible
- Growth mindset for children
- Knowledgeable about Pre-K and K-5 standards (2)
- Knowledgeable of how to help kids reach benchmarks & become active learners (3)
- Knowledgeable about child and infant care
- Understands licensing standards
- Understands so many things

Responsive to Cultural, Linguistic, and Ability Diversity

- Applies developmentally appropriate practices (3)
- Open to new perspectives
- Advocates for children and families
- Culturally competent (or cultural humility)
- Knowledgeable about 2nd language acquisition
- Culturally sensitive
- Knowledge of anti-bias education (2)

Community & Family Partnerships

- Community service oriented
- Bonds with the whole family (parents, family caregivers, and children)
- Knowledgeable about resources to support children and families

Professionalism

- Acts professional (2)
- Ready to be employed
- Acts ethically
- Skilled communicator (orally, written and with body language)
- Leadership skills (2)
- Job accountability
- Time management skills
- Understands what it means to be a “good” employee (soft skills)
- Understand the job from each angle

Collaborative (3)

- Team player (2)
- Works well with other staff members
- Able to see and value multiple perspectives

Problem Solvers (2)

- Creative approaches to difficult situations

Lifelong Learners (2)

- Understands & believes in continuous quality improvement
- Growth mindset
- Self-reflective & willing to change
- Knowledgeable about resources for professional development

Self-Care & Wellness

- Skilled at stress management
- Strong self-care practices
- Resilient

Positive Qualities & Attributes

- Compassionate (3)
- Flexible
- Hard worker
- Creative (3)
- Enthusiastic
- Passionate (2)
- Curious
- Patient
- Love for kids

Appendix 3: Additional Instructor Comments

Fall 2014 ECE 120 K. Byers	3. Based on the analysis in the questions above, what course adjustments area warranted (curricular, pedagogical, etc.)? <i>Based on my analysis of the course assessment outcomes, some adjustments could be considered in the requirements for the course. Possibly giving students more time in class to finish missing journal reflections, offering more extra credit for missing assignments, and discussions in class concerning students journal reflections and learning from the text readings required.</i>
Fall 2014 HEC 201 R. Hull	Response for Question 3: <i>When students do the work of the class they have a good chance of getting an A. Students that didn't attend class didn't meet the outcomes.</i>
Fall 2014 ECE 121 R. Hull	Response for Question 3: <i>Continue with the same goals.</i>
Winter 2015 HE 262 R. Hull	Response for Question 3: <i>Having a way for the college to alert students at mid way that if their work isn't done that something has to happen. They get to far behind and then the quality of work being done isn't as well.</i>
Winter 2015 ECE 122 K. Byers	Response for Question 3: <i>Based on the analysis, there are no course adjustments to be warranted.</i>
Spring 2015 ECE 123 K. Byers	Response for Question 3: <i>There needs to be no course adjustments.</i>
Fall 2015 HEC 226 R. Hull	Response for Question 3: <i>I would like to use the computer lab next time I teach this class.</i>
Fall 2015 ECE 221 R. Hull	Response for Question 3: <i>none</i>
Winter 2016 ECE 236 K. Byers	Response for Question 3: <i>I decided to increase the points earned for attendance and participation because it is vital for their learning and success in the course.</i>
Winter 2016 ECE 200 R. Hull	Response for Question 3: <i>Having students be able to travel to Portland or out of town sites.</i>
Spring 2016 ECE 234 K. Byers	Response for Question 3: <i>At this point, I am satisfied with the student achievement of outcomes and the way that they are assessed.</i>
Fall 2016 ECE 130A	Response for Question 3:

K. Byers	<i>At this point, I feel the overall course went well for the students success, therefore, there is no course adjustments to be made.</i>
Winter 2017 HE 262 R. Hull	Response for Question 3: <i>Students need more per college knowledge for the understanding of their accountability of their work expectation.</i>
Fall 2017 HEC 226 R. Hull	Response for Question 3: <i>Students need to keep up on a weekly basis.</i> (New Question) 8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. <i>More materials. More hands on experience in the field during class time is needed. More IT support. Students needing to continue to be educated it is their responsibility to do the work and on time.</i>
Spring 2018 ECE 234 A. Mickels	Response for Question 3: <i>I plan to rearrange some of the due dates for assignments so that it isn't so heavy towards the end of the term.</i> Response for Question 8: <i>N/A. (First time teaching this course.)</i>
Fall 2018 HEC 201 R. Hull	Response for Question 3: <i>I will add a new reflective writing rubric.</i> Response for Question 8: <i>I will add and update a new reflective writing rubric.</i>
Winter 2019 ECE 130B E. Greenway	Response for Question 3: <i>None, but I would adjust time for students to practice logging in and getting ECE documents offline.</i> Response for Question 8: <i>N/A</i>
Spring 2019 ECE 124 A. Mickels	Response for Question 3: <i>This class had a diverse understanding, exposure and acceptance of the importance of identity and anti-bias work starting on day one. Some were eager to learn about it, while others were resistant for religious reasons. In the future I will address the varying levels of understanding by creating some in class activities where more experienced students can be a small group "facilitator". The class enjoyed the textbook except for one student, so I won't replace it, but I might offer some alternative reading assignments where they can occasionally pick to read one of the chapters or an article. I will increase the amount of time spent in class working on activities and focus homework mainly on reading, research and writing assignments. I focused the majority of our class time on outcome #1 because self-identity work is the appropriate starting point, but I plan to add a research oriented assignment for students to dive deeper into an identity category or culture that is very different from their own. I will create a system for students to ask questions to either myself or to the class anonymously, since some students felt very shy</i>

	<p><i>speaking up, especially on this subject matter. I will require students to submit a rough draft of their anti-bias goals paper so myself and/or their classmates can help them revise. I plan on creating better rubrics and I might try including students in creating the grading expectations for a few assignments. We used a "Personal Self Assessment of Anti-Bias Behavior" at the end of the term, but next time I will have students complete it at the beginning AND the end, and have them compare and analyze their growth.</i></p> <p>Response for Question 8: N/A</p>
<p>Spring 2019 ECE 177 R. Hull</p>	<p>Response for Question 3: <i>I will allow for two week due date for the last week assignments.</i></p> <p>Response for Question 8: <i>Added a weekly question forum for students.</i></p>

Report criteria:
Department: 128

03/02/2020 11:06:52 AM

Columbia Gorge Community College
400 East Scenic Drive
The Dalles, OR 97058

Account Summary
(2019/20 YTD)

Account	Proj	Description	Original Budget	Current Budget	Encumbered Amount	Expended Amount	Available Balance
100-12-128-00-6421	0000	GP-IN-PT-OTH PROF T-PART TIME INSTRUCTOR WAGES	\$52,829.26	\$52,829.26	\$0.00	\$20,670.86	\$32,158.40
100-12-128-00-6442	0000	GP-IN-PT-OTH PROF T-SPECIAL PROJECT WAGES	\$0.00	\$0.00	\$0.00	\$4,399.27	\$-4,399.27
100-12-128-00-6901	0000	GP-IN-PT-OTH PROF T-SOCIAL SECURITY	\$4,041.44	\$4,041.44	\$0.00	\$1,915.87	\$2,125.57
100-12-128-00-6902	0000	GP-IN-PT-OTH PROF T-WORKERS COMPENSATION INS	\$221.88	\$221.88	\$0.00	\$132.86	\$89.02
100-12-128-00-6903	0000	GP-IN-PT-OTH PROF T-STATE WORKERS BENEFIT FUND	\$12.44	\$12.44	\$0.00	\$9.83	\$2.61
100-12-128-00-6904	0000	GP-IN-PT-OTH PROF T-UNEMPLOYMENT INSURANCE	\$686.78	\$686.78	\$0.00	\$284.41	\$402.37
100-12-128-00-6905	0000	GP-IN-PT-OTH PROF T-PERS	\$1,480.67	\$3,480.67	\$0.00	\$1,991.05	\$1,489.62
100-12-128-00-6908	0000	GP-IN-PT-OTH PROF T-HEALTH INSURANCE	\$0.00	\$0.00	\$0.00	\$24.95	\$-24.95
100-12-128-00-6951	0000	GP-IN-PT-OTH PROF T-PERS BENEFIT EQUALIZATION	\$1,122.80	\$1,122.80	\$0.00	\$642.29	\$480.51
FUND							
100-12-128-00-7210	0000	GP-IN-PT-OTH PROF T-OTHER CONTRACTED SERVICES	\$0.00	\$35,800.00	\$0.00	\$8,575.00	\$26,425.00
100-12-128-00-7510	0000	GP-IN-PT-OTH PROF T-POSTAGE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-12-128-00-7601	0000	GP-IN-PT-OTH PROF T-PRINTING & DUPLICATING	\$500.00	\$500.00	\$0.00	\$495.28	\$4.72
100-12-128-00-7702	0000	GP-IN-PT-OTH PROF T-FACILITY LEASE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-12-128-00-7901	0000	GP-IN-PT-OTH PROF T-SUBSCRIPTIONS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-12-128-00-8006	0000	GP-IN-PT-OTH PROF T-INSTRUCTIONAL SUPPLIES	\$4,500.00	\$4,500.00	\$263.54	\$462.21	\$3,774.25
100-12-128-00-8803	0000	GP-IN-PT-OTH PROF T-INSTRUCTIONAL EQUIPMENT	\$3,600.00	\$3,600.00	\$0.00	\$0.00	\$3,600.00
<\$5000							
100-12-128-00-9573	0000	GP-IN-PT-OTH PROF T-INSTRUCTIONAL EQUIPMENT	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
>\$5000							
			\$70,995.27	\$105,995.27	\$263.54	\$39,603.88	\$66,127.85