

Academic Program Review Recommendations: Annual Progress Report

The purpose of the Annual Progress Report is to facilitate the tracking of progress made on program recommendations/goals and to identify and explain the addition of any new program goals not listed in the most recent Review.

1. Name of Program: Early Childhood Education & Family Studies

[2020 ECE&FS Program Review](#)

2. List goals from the most recent [Program Review](#) and report on progress for each goal: 2020 Goals

1. To increase enrollment, and improve retention and completion rates, by redesigning the program: (see pg. 20-26 from the 2020 ECE&FS Program Review for specifics of the redesign):
 - a. Provide a yearly start date
 - b. 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.
 - c. Reduce practicum hours from 300 hours to 120 hours split between two practicum courses.
 - d. Increase content. Plan to offer all the courses.
 - e. Include an A.S. designed to articulate with EOU and SOU that offer fully online bachelor's degrees in ECE.

UPDATE: The bulk of the redesign was completed between winter of 2020 and spring of 2021. We have seen an increase in new students, including winter and spring terms, but most of those new students work full-time and can only take one or two courses a term so our overall enrollment has not shown a significant increase.

COVID-19 also caused many prospective students to put their college careers on hold for many reasons. Many of our students are non-traditional, work full-time (primarily in the ECE field), and often have family responsibilities. Many believed they could not add one more thing to their already full plates.

1a. Goal completion will be contingent on 2021-22 student enrollment. The ECE budget for 2021-22 was reduced by 25% so we might not be able to offer all the courses required for a yearly start date. The intro courses (ECE 101, ECE 120, and ECE 126), are scheduled to run in fall of 2021 and the rest will likely be contingent on enrollment. However, if year one courses are

not offered, the new ECE students will still have some year two ECE courses they can take as long as they have completed the reading & writing prerequisites. Not offering ALL of year one courses would prevent full-time students from completing their degree in 7 terms (F, W, Sp, Sum, F, W, Sp) and would substantially increase the completion time for part-time students.

1b. Goal completed. The new certificates, ECE Fundamentals and ECE Curriculum, can be completed on a part-time basis or students can take them both at the same time to achieve full-time enrollment.

1c. Goal completed. We removed both of the advanced practicum courses and reduced the lab hours for the first and second practicum courses.

1d. Goal completed. We created or revised the focus of the following content courses:

- *NEW* ECE 101: Exploring the ECE Field (1 credit)
- *NEW* ECE 126: Early Childhood Development (3 credits)
- *NEW* ECE 222: Resilience & Wellness for Educators (3 credits)
- *NEW* ECE 223: Supporting Dual Language Learners (3 credits)
- *NEW* ECE 232: S.T.E.A.M: Birth to Age 8 (3 credits)
- *NEW* ECE 237: Trauma-Informed Care and Education (3 credits)
- *REVISED* ECE 235: **Art**, Music & Movement (3 credits)
- *REVISED* ECE 200: Professionalism & **Advocacy** (3 credits)

1e. Goal in progress. Courses have been mapped out, but we need time to complete the articulation process and receive Curriculum Committee and state approval. *If funding will support it*, we hope to develop the A.S. during the 2021-22 academic year.

2. Hire full-time faculty member.

UPDATE: Goal in progress. Enrollment numbers need to increase before the program will be able to support the cost of a full-time faculty member.

3. Complete “Artifacts & Associated Courses” document.

UPDATE: Goal in progress. There are still ECE courses that need their outcomes revised (which is part of Program Review Goal #8) before we can complete this document. We will continue to work on it during the 2021-22 academic year.

4. Revise “Artifact Grading Rubric”.

UPDATE: Goal in progress. Plan to complete during the 2021-22 academic year.

5. Increase utilization of the ECE shared drive and maintain quarterly department meetings to increase communication between instructors.

UPDATE: Goal in progress. We need to discuss this more as a team (including our newest ECE adjuncts) **during the fall 2021 department meeting.**

6. Implement e-Portfolio for practicum students.

UPDATE: Goal in progress. Ashley attended several meetings with Kristen Kane, Susan Lewis, and faculty from the Elementary Education pathway and the Business program. In April of 2021, Tori Stanek joined the meetings. Courtney, Tori, and Ashley want to revise the e-Portfolio requirements, especially for the Institutional Learning Outcomes so they are both functional as an assessment measure, but also meaningful for students. They all explored adding the ILO's to the Portfolio Rubric (Tori provided a sample rubric). ECE faculty will continue to brainstorm and possibly modify the sample rubric and the course assessment tables we currently use on our syllabi **during the fall 2021 department meeting.**

7. Offer a 1-credit reading/writing support lab, through the pre-college department, similar to ALC 51: Foundations of Reading and Writing Lab.

UPDATE: Goal revised and in progress. We wanted to offer this as a credit-bearing course and add it to the approved ECE electives list. When we originally presented this idea to Susan, she said a support lab could not count for college credit, so we piloted it as a non-credit course. Student involvement has been very sporadic and only a couple of our ECE students have completed the course. We believe this is because students are not receiving a grade for the class. The plan for 2021-22 is for Ashley to attend the weekly writing lab and to invite other ECE faculty to join as well if it works with their schedule. Now that CGCC has added a 1-credit Math 111 support lab we plan to revisit making the IET lab a credit-bearing course.

8. 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.

UPDATE: Goal in progress. Program outcomes for the AAS degree have been revised to align with the new NAEYC Professional Standards & Competencies for Early Childhood Educators. The outcomes for the new certificates also align with those standards and competencies. We've revised the majority of our existing courses, but the following required courses still need to be revised:

- HE 262: Children's Health, Nutrition, & Safety (3 credits)
- ECE 124: Anti-Bias Practices (3 credits)
- ECE 236: Language & Literacy in Early Childhood Education (3 credits)
- ECE 221: Observation, Documentation & Assessment (3 credits)
- ECE 130B: Practicum Seminar (1 credit)
- ECE 134: Practicum 1 (2 credits)
- ECE 130C: Practicum Seminar (1 credit)
- ECE 135: Practicum 2

We will also need to review our electives list and if we plan to keep all of the current electives we will need to revise:

- ECE 238: Administration of ECE Programs (3 credits)
- ECE 177: Multi-age Groups (1 credit)
- ECE 179: Child Portfolios in ECE (1 credit)
- ECE 185: Field Trips in Early Childhood (1 credit)
- ECE 187: Cooking Experiences for Young Children (1 credit)
- ECE 188: Block Play and Woodworking for Young Children (1 credit)

9. 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.

UPDATE: Goal completed.

10. Apply for NAEYC accreditation.

UPDATE: Goal tabled. Per NAEYC's rules, we cannot pursue accreditation until our program has at least one full-time faculty member. The accreditation process costs around \$10,000 and we would need to locate those funds, likely through grants, before we could apply. Plus, we would need to factor in the cost for faculty to complete the review requirements.

As of June 6th, 2021, accreditation fees include:

- Application and eligibility review (\$561.00)
- Accreditation review (\$2244.00)
- Site visit (\$6500.00)

11. Start an ORAEYC Columbia Gorge Chapter.

UPDATE: Goal in progress. Ashley has held two meetings with Sara Stearns at ORAEYC and Sara will send out the necessary paperwork this summer. Multiple members of our ECE Advisory Board and current ECE faculty are interested in starting the chapter. Currently, the list includes:

- Karen Stafford
- Julie Cucuel
- Velvet Cooley
- Nancey Patten

12. 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.

UPDATE: Goal in progress. Dan Spatz, Nancey Patten, and Ashley Mickels have been exploring different ways to make this happen. Dan Spatz recommended we complete a feasibility student

for The Dalles. This May, we received enough funding from community partners and the Ford Family Foundation to hire a consultant, Heidi East, to conduct the study. Dan wrote a short proposal to Representative Bonham for 1.5 million dollars of the American Rescue Plan Act (ARPA) recovery funds to build a child care center on campus. We also discussed this need to Representative Anna Williams, and she identified it as one of her priorities for the ARPA funds.

13. Apply to offer an applied baccalaureate in ECE.

UPDATE: Goal tabled. Work on this goal has not yet begun. We could begin the research phase during the 2021-22 academic year, but more realistically it would not begin until 2022-23.

3. List any additional goals added since the most recent Program Review, and include the rationale for each new goal:

1. Work with Wendy Patton, the Foundation Director, to establish an ECE account for donations. Rationale: to increase donations that can be used to support the ECE program and provide scholarships for ECE students that could help increase enrollment.

UPDATE: Goal completed.

2. Work with Wendy Patton to submit the Betty Gray Scholarship Application. Rationale: to increase enrollment and continue offering this scholarship to our ECE students.

UPDATE: Goal completed. The application was submitted, and we received a \$10,000 grant for the 2021-22 academic year.

3. Work with Wendy Patton, to open applications for the Betty Gray Scholarship before each quarter. Rationale: to increase opportunities for students to receive this scholarship and to help increase enrollment throughout the academic year. For many years, at CGCC, this scholarship has not been fully utilized and we want to change that.

UPDATE: Goal in progress. Ashley plans to meet with Wendy in July to develop the process and hopefully launch the fall application in August.

4. Develop a stackable ECE business certificate. (This was noted in our program review but was accidentally left out of the program review goals.) Rationale: to provide a certificate that will prepare students to open and successfully run their own ECE programs (family or center-based) and provide current child care directors or assistant directors with the tools to enhance their programs.

UPDATE: Goal in progress. Ashley and Todd (Business faculty) have met on several occasions to discuss certificate outcomes and necessary courses. The ECE Advisory Committee has approved the creation of this certificate and helped identify desirable certificate outcomes and course offerings.

5. Offer the following courses as dual credit (College Now) through Hood River Valley High School to help create additional pathways into the field and, ideally, to increase enrollment in the ECE program:
 - ECE 101: Exploring the ECE Field (1 credit)
 - ECE 120: Introduction to ECE (3 credits)

UPDATE: Goal in progress. ECE 101 was offered this winter/spring at HRVHS by Rebecca Swartzentruber. We hope to complete the approval process for ECE 120 during 2022 so it can be offered in fall of 2022.

6. Increase marketing efforts to help increase enrollment.

UPDATE: Goal in progress. Ashley worked with Jessica in April to create an ECE Marketing Plan. On April 16th, Ashley requested:

- Promotional materials, **rack cards** (100), and **flyers** (200) that include information about the stackable certificates and the revised AAS degree to be available for distribution before June 1st, 2021.
- Social media marketing for specific ECE courses (primarily for new courses):
 - ECE 221: Observation, Documentation & Assessment (3cr)- first time offering it in the summer and online. (Summer 2021)
 - ECE 222: Resilience & Wellness for Educators (3cr) - *NEW* (Fall 2021)
 - ECE 223: Supporting Dual Language Learners: Birth to Age 8 (3cr) - *NEW* (Winter 2022)
 - ECE 237: Trauma-Informed Care and Education: Birth to Age 8 (3cr) - *NEW* (Spring 2022)
 - ECE 232: S.T.E.A.M: Birth to Age 8 (3cr) - *NEW* (Spring 2022)

Jessica recommended:

- Press release
- Article (500-1,000 words) about changes made and how it benefits students
- Develop ECE promotional video