Academic Program Review Recommendations:
2022-23 Update 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

[2020 ECE&FS Program Review](#)

[2020-21 Update](#)

[2021-22 Update](#)

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 require 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.

> **2020-21 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. 2022-23 Update MET *Goal completed* **–** The ECE program now has four dates of entry: summer, fall, winter, and spring.

1b. 2020-21 Update MET *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. 2020-21 Update MET *Goal completed.* We removed both of the advanced practicum courses and reduced the lab hours for the first and second practicum courses.

1d. 2020-21 Update MET *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. 2020-21 Update *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.

2022-23 Update – Postponed: The previous dean was working on the contract, but it is unclear as to the progress made. This goal will be resumed once the ECE department hires a bilingual/bicultural full-time Ed/ECE faculty to lead this work, hopefully during the 2023-24 AY.

2. Hire a full-time faculty member.

2020-21 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.

2022-23 Update – Ongoing: Enrollment has significantly increased in the ECE program between the 2021-22 AY and 2022-23 AY. There were a total of 33 enrollments in ECE program courses in Fall 2021 and 76 enrollments in Fall 2022. That's a 115% increase in total enrollment in ECE courses from Fall 2021 to Fall 2022. Zero ECE classes were canceled due to low enrollment during the 2022-23 AY. With increased enrollment, the ECE department can now support the hire of a bilingual/bicultural full-time Ed/ECE faculty, hopefully during the 2023-24 AY.

3. Complete "Artifacts & Associated Courses" document.

2020-21 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.

2022-23 Update – Postponed: Ashley Mickels left CGCC during the 2021-22 AY and they were not able to complete this document, nor the ECE course outcomes revisions. This goal was not worked on during the 2022-23 AY. Because current ECE adjunct faculty are working full time in industry, it is becoming increasingly difficult to find adjuncts to fit the needs of the program. This goal, however, is critical to ensuring that students are meeting programmatic outcomes, and should be given a high priority once faculty can be found to complete this work. The completion of this document is essential to ensuring consistency in artifacts, comprehensive coverage in meeting and measuring all programmatic outcomes and in providing a better guide so that students know what they should be including in their ePortfolios. Once the ECE department hires a bilingual/bicultural full-time Ed/ECE faculty, this person can be assigned to move this item forward, hopefully during the 2023-24 AY.

4. Revise "Artifact Grading Rubric".

2020-21 Update *Goal in progress.* Plan to complete during the 2021-22 academic year.

2022-23 Update – Postponed: Ashley Mickels left CGCC during the 2021-22 AY and they were not able to complete this rubric. This goal was not worked on during the 2022-23 AY. Because current ECE adjunct faculty are working full time in industry, it is becoming increasingly difficult to find adjuncts to fit the needs of the program. Although postponed, this goal is still relevant and should have priority once faculty can be found to complete this work. Completing this goal will ensure consistency in grading and provide students with the required information on how their ePortfolios will be graded and how their work will meet programmatic outcomes. Once the ECE department hires a bilingual/bicultural full-time Ed/ECE faculty, this person can be assigned to move this item forward, hopefully during the 2023-24 AY.

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

2020-21 Update *Goal in progress.* We need to discuss this more as a team (including our newest ECE adjuncts) **during the fall 2021 department meeting.**

2022-23 Update – Postponed: Ashley Mickels left CGCC during the 2021-22 AY and they were not able to complete this task. The college hired a part-time ECE Coordinator at the end of Summer 2022 who did pull all adjunct ECE faculty together for quarterly meetings during the 2022-23 AY. However, this person left at the end of Spring 2023 and there is a need for someone to fill this role for the next academic year. Once the ECE department hires a

6. Implement e-Portfolio for practicum students.

   2020-21 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**.

   2022-23 Update – Postponed: Ashley Mickels left CGCC during the 2021-22 AY and they were not able to implement an e-portfolio for practicum students. This goal was not worked on during the 2022-23 AY. Nonetheless, this goal remains critical and should have a high priority once faculty are found to complete this work. The e-portfolios are meant to demonstrate how ECE students meet course, programmatic and institutional learning outcomes, as well as provide a body of work that they can use when seeking employment. Because current ECE adjunct faculty are working full time in industry, it is becoming increasingly difficult to find adjuncts to fit the needs of the program. Once the ECE department hires a bilingual/bicultural full-time Ed/ECE faculty, this person can be assigned to move this item forward, hopefully during the 2023-24 AY.

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

   2020-21 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.

   2022-23 Update – Ongoing: The course Writing for College Prep was taught 2022-23 by Andy Carmichael and a few students took the course. It would be interesting to track the effect that this course had on student success, however it is unclear whether there is capacity by faculty or administrators to do this work. Similarly, it would be helpful to have a dedicated bilingual/bicultural full-time faculty in the ECE program who could help to ensure this course continues to be offered if it proves to be beneficial to student success, as well as help guide those students who would benefit from it towards enrolling in the 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.

    2020-21 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)

    2022-23 Update – Met *Goal completed***:** Even though Ashley Mickels left CGCC during the 2021-22 AY, all of the above-mentioned courses were aligned to NAEYC competencies by the end of the 2022-23 AY. However, because current ECE adjunct faculty are working full time in industry, it is becoming increasingly difficult to find adjuncts to fit the needs of the program. Once the ECE department hires a bilingual/bicultural full-time Ed/ECE faculty, this person can be assigned to move additional curriculum goals forward, hopefully during the 2023-24 AY. The quality of the ECE program suffers without having a dedicated faculty to drive curriculum development. Furthermore, given that the ECE department has the second largest course offerings (26 in the 2023-24 catalog compared to the Business Administration department with 27), a dedicated, full-time faculty member would be highly beneficial in managing the robust curriculum.

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.

   2020-21 Update **MET** *Goal completed.*

10. Apply for NAEYC accreditation.

   2020-21 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.

   2020-21 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

2022-23 Update – Postponed: Nearly 60% of counties in Oregon have an ORAEYC chapter, but our region is still unable to set up a chapter because all ECE instructors are adjunct and they are pulled into many full time directions for other institutions, so it is becoming more and more difficult to find adjuncts to fit the teaching needs of the program in moving program goals forward. Once the ECE department hires a bilingual/bicultural full-time Ed/ECE faculty, this person can be assigned to move this item forward, hopefully during the 2023-24 AY. The ECE program is required to have an Advisory Board, but this group has not met during the 2022-23 AY because there has not been a dedicated faculty member to coordinate these efforts.

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.

2020-21 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 childcare center on campus. We also discussed this need with Representative Anna Williams, and she identified it as one of her priorities for the ARPA funds.

2022-23 Update – Ongoing: The Chenowith Middle School has been identified as the best location for the Columbia Gorge Early Learning Center. Additional fundraising efforts are in effect to move this project forward with the hope to break ground by June 2025 and open the center by June 2026. With the proposal of the Early Learning Center, this site could potentially become a lab for ECE students in the program if there was a dedicated, bilingual/bicultural full-time Ed/ECE faculty serving as a lead to coordinate these efforts.

13. Apply to offer an applied baccalaureate in ECE.

2020-21 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 Update.

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: **2020-21 Update MET** *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: **2020-21 Update MET** *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.

   2020-21 Update *Goal in progress.* Ashley plans to meet with Wendy in July to develop the process and hopefully launch the fall application in August.

   2022-23 Update – MET: The Professional Development Navigator in the Child Care Partners office worked with Wendy Patton to create a one-off, full-year scholarship application with an extended deadline to target incoming ECE students for Fall 2022; however, it was not available each quarter. CCP recommends that the CGCC Foundation open up their scholarship each term and remove course load requirements to allow for more equitable access to funds for all students, particularly the ones who may only take one class at a time and who do not enter CGCC in the fall.

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.

   2020-21 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.

   2022-23 Update – Goal Tabled According to the BUS Pathways Department Chair, Todd Meislahn, this goal has been tabled since Ashley left the college. Todd still thinks it's a good idea, primarily based on the number of SBDC clients he's had over the years who have (either intentionally or by default) started their own daycare and have little, if any, idea about how to run the business side. They often know the child care regulatory requirements, but nothing about accounting, marketing, structure, reporting, etc.

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)

2020-21 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.

2022-23 Update –Goal Partially Met - ECE 101 is offered by Rebecca Swartzentruber at HRVHS every year, and sometimes twice a year. HEC226 is also offered occasionally by the same instructor. There is no record of ECE 120 being offered at HRVHS.

6. Increase marketing efforts to help increase enrollment.

2020-21 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

2022-23 Update - Ongoing – We should continue with marketing since the rack cards and flyers are now out of date. Also, we should revisit some of Jessica's recommendations given that CGCC now has a Marketing Department who can help to work on a press release, article, and promotional video.

ADDITIONAL GOALS 2022-23

1. Hire bilingual/bicultural full-time Ed/ECE faculty who can: serve as a grant manager; move the ECE program through the NAEYC accreditation process; collaborate with other education association participants; provide permanency and leadership (committees, student organization,

curriculum updates, research, presentations, syllabus revisions, course and program development); maintain set office hours; increase campus and student involvement; support IET creation; and, maintain program standards of excellence. The ECE program has full enrollment, scholarship funds to support students, and a robust offering of courses. Because current ECE adjunct faculty are working full time in industry, it is becoming increasingly difficult to find adjuncts to fit the teaching needs of the program.