



# Southwestern Program Review Childhood Education & Family Studies Program

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## Process

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**Program Review** is a continuous process of collecting, evaluating, and using information to determine if and how well performance matches learning or service outcomes which occurs on at least a triennial basis. We gather evidence of student learning; discover the degree to which courses, programs, and administrative and educational support services accomplish intended outcomes; and probe the achievement of institutional projects, core themes, and mission. Southwestern conducts program reviews of all programs and services on a quadrennial basis (every 4 years) and uses the results of the assessments to enhance and improve current programs and services.

### Resources

Program Review detailed instructions  
[Report Documentation](#) – myLakerLink on the Resource Center tab  
**Reports – must be on campus or access network to process reports**  
[Course Completion Report](#)  
[Course Completion by Course Report](#)  
[Course Completion by Degree Report](#)  
[Course Enrollments Report](#)  
[GL Unit Costs by Fund by Unit Report](#)  
[Graduates by Major Report](#)  
[OLMIS](#) – Employment Opportunities  
Persistence Report – being developed  
[Student Enrollment Report – Enrollments, FTE, Billing Credits](#)  
Transfer Reports – being developed

Program review consists of the following elements

- ✓ [Program Description and Goals / Philosophy](#)
- ✓ [Program Narratives](#)
- ✓ [Student Learning Outcomes](#) including measures and criterion for achievement
- ✓ [Operational Data](#) analysis
  - I. [Enrollments](#)
  - II. [Financial Viability](#)
  - III. [Efficiency of Delivery](#)
  - IV. [Instructional Effectiveness](#)
  - V. [Program Student Success](#)
  - VI. [Program Relevance](#)
  - VII. [Graduate Student Success](#)
- ✓ Reflection of the data
- ✓ [Projects](#) planned based on evidence
- ✓ Association with core themes and other planning, processes/projects
- ✓ Activity [Timeline](#)

All reports are available within myLakerLink and are located on the Resource Center tab. Links to all reports are located within each section title of this document. Program Review requirements for certain sections include multiple reports with additional links to the reports located within the specific section of the report.

# PART A: Program Review Narratives

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## Program Description and Goals / Philosophy

The field of Early Childhood Education is concerned with the development and learning of children prenatally through age eight. This program focuses on early children's education through a theoretical orientation which places early childhood education within broader social, historical, political, and cultural contexts. Coursework at Southwestern Oregon Community College provides a context for teacher candidates to critically examine early education and childcare as well as a practical opportunity for teacher candidates to experience this learning in a laboratory school setting. Themes of inclusion, bilingual and multicultural education and care, critical thinking, and reflective teaching are infused throughout our Childhood Education & Family Studies (CE&FS) coursework. Early Childhood Education is an exciting and dynamic field in which standards for teachers are being raised and career opportunities are constantly developing.

The SWOCC CE&FS program offers a range of coursework encompassing focus on infants, toddlers, preschoolers, and primary-aged children. Through field placements at Head Start/Early Head Start, Educare Laboratory School, local elementary schools, community placements and teacher candidate teaching, candidates develop competence in the use of culturally relevant and developmentally appropriate practices.

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### **Childhood Education and Family Studies (CE&FS) at SWOCC Guiding Principles & Goals**

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#### Principles:

Main themes within the program include:

- understanding the development of children and their individual work in leading their own learning
- supporting families in their roles with young children
- developing skills in all aspects of working with children in an early childhood classroom, with a focus on respecting diversity and addressing the needs of children with diverse abilities in inclusive settings
- maintaining commitment to practicing according to professional ethics and standards

Themes of inclusion, bilingual and multicultural education and care, critical thinking, and reflective teaching are infused throughout our CE&FS coursework.

Coursework and field experiences, at every level, recognize the social, historical, political, and cultural contexts that have impacted the profession.

#### Goals:

- To provide opportunities for teacher candidate-child, teacher candidate-classroom teacher, teacher candidate-content and teacher candidate-faculty interaction supporting teacher's professional growth and development
- To provide model early care and education programs and staff for teacher candidates to work with as they develop effective knowledge, skills

and attitudes

- Graduates of the SWOCC Childhood Education & Family Studies (CE&FS) Program will possess broad general education and content area knowledge, remain effective and reflective practitioners and problem solvers, apply innovative learning technologies and participate in opportunities for professional growth.
- The CE&FS Program seeks to empower its graduates by enabling them to acquire the knowledge, skills, and dispositions that will allow them to excel in their careers or further educational goals

## Administration

- Staffing consists of one full time Program Director and one fulltime faculty member. The full time faculty position was hired to replace an outgoing full time faculty position in fall of 2014. There are three adjunct faculty members, one of whom also supervises the Educare full day pre-school program housed at The Family Center.

### Faculty / Staffing:

- Program Director: Laurie Potts M.A. Human Development- Specializations in Leadership IN Education and Human Services: Administration/Supervision and College Teaching/Teaching Adults
  - Full time Faculty: Maidie Rosengarden M. Ed. Ed. D.
  - Educare Supervisor/Adjunct Instructor: Dan Birkovich B.S. Sociology B. El. Ed.
  - Adjunct Instructor: Giovanna Hite M. Ed.
  - Adjunct Instructor: Taya Noland M Ed.
- **Professional Development**
    - CLASS Observation Training – The Classroom Assessment Scoring System is a tool used to assess educational environments and teacher efficacy. The tool, used nationally by Head Start, requires an initial certification with formal exam and yearly re-certification with a formal examination. Faculty working with student teachers are required to be certified and to maintain yearly re-certification. Currently, Maidie Rosengarden needs to complete the initial certification when funds become available. Daniel Birkovich is a current CLASS validator.
    - Grand Articulation Summit – A yearly summit for Oregon 2 and 4 year colleges in which programs seek strategies to align and articulate with each other across the state. Statewide committees also meet at this time for grant work, and reporting out.
    - Credit for Prior Learning – The department is participating in the Credit for Prior Learning state initiative in order to meet the needs of students who wish to earn credit for work experience in the field. As courses and syllabi are developed for CPL the CE FS program must stay informed so that CE FS students will have a pathway for earning CPL.
    - Individual trainings as available to meet PD needs – In order to understand the quickly changing field of CE FS staff must attend

trainings around a variety of statewide initiatives and implementations such as: QRIS (Quality Rating System for child care facilities) OAEYC: Oregon Association for the Education of Young Children CPL: (Collaborative Problem Solving for at risk children)

- **Support Services used (or identified need):**

- In the past the program had a half time position that taught the practicum courses and observed students in our lab school to give weekly feedback during weekly seminars. The reintroduction of this position as a part time faculty member would greatly enhance our programming. Our current Practicum Instructor is also the Lead teacher in the Educare lab school and supervises all of the teaching staff, the cook and the students and the classroom. The national CLASS assessment that is completed on practicum students is a very time intensive assessment. To maintain full integrity and fidelity of the assessment tool, an additional staff person would o fgreat value to the student experience.
- We also served a cohort of 14 Spanish speaking students in 2014 -2105 through an IPV connection ad collaboration with Rogue Community College. A position of language interpreter, for face to face course would allow equal access to our Spanish speaking students who do want to continue forward, but need the content delivered to them in Spanish
- Our biggest recruiter for incoming students is our local and state Child Care resource & Referral system. We have started three cohorts of students with in the past year and present date through supports from the state system. Funds come from the Office of Child Care in the Department of Education and the Department of Human Services.
- We also receive scholarship funds for our program students through the Center for Career Development for early Childhood Care and Education and the Oregon Community Foundation.
  - Our Program Assistant position in the Family Center front office currently is being funded by the Child Care Resource & Referral system. The primary duties will be focused on the support for the CCR&R. The funds for this position, which used to be a general fund position, will need to be replaced to continue this position in the event that the state CCR&R funding diminishes. The position also supports the Family Center programs a whole in many reception and programmatic tasks. The general fund should be replenished to support a percentage of this work for integrity to our funders.
  - Improve Building Environment – During our last annual NAEYC accreditation for our lab school, we received 100% compliance and excellence in all areas except our building. Our outdoor environment would be greatly enhanced with a new climbing structure. We have worked with plant services to do a makeshift fix to extend the life of the structure as it had reached a structurally unsound status. It is currently sound, but will need to be replaced. Our fencing also needs to be replaced. If we could extend in to the open field next to our building we could also develop a grassy natural site for the children to play in as a part of the outdoor environment.
  - Our inside environment is an ongoing project. Our kitchen floor was just replaced. Our hot water tank is 15 years old and due to be replaced or burst. Our flooring has been patched quite a few times.
  - We need more storage space. We have tried a purchased shed before. It was not sufficient for the task and many things had to be disposed of from water damage. An addition of a storage room to the building would greatly enhance our environment.
  - Facility improvements such as completion of CCT system in observation room will allow student teachers to observe interactions in the classroom, and allow faculty to observe student teachers practicing their craft. This improvement will impact the ability of all to better their practice and assess learning.

- Other building improvements such as new carpeting, updated furniture and building maintenance will impact the center's ability to market itself as a high quality environment and continue to model for facilities in the community.

- **Advisory Committee (activities and membership):**

The Advisory Committee listed below meets biannually. Additional email meetings occur if needed to address specific development opportunities that may arise. The South Coast Regional Early Learning Hub Early Childhood Committee also fills the Advisory Committee Role for ongoing quarterly meeting updates and input.

Southwestern Oregon Community College  
 Childhood Education & Family Studies  
 Advisory Committee  
 2015 - 2016

Name	Affiliation	email
Barber, Kathy	Pathways to Positive Parenting	kbarber@socc.edu
Baumer, Heather	SCREL Interim Coordinator	<a href="mailto:hbaumer.schs@orcca.us">hbaumer.schs@orcca.us</a>
Birskovich, Dan	SWOCC Educare Lead Teacher/Practicum Instructor	dbirskovich@socc.edu
Brick, Kim	Early Head Start	kbrick.schs@orcca.us
DeMain, Brittney	Past Student	bdemain.schs@orcca.us
DeSalvio, Lisa	Coos Bay School District	LisaD@coos-bay.k12.or.us
Dunning, Cherri	CARE Connections CCR&R/QRIS Specialist	<a href="mailto:cherri.dunning@socc.edu">cherri.dunning@socc.edu</a>
Fellows, Carla	South Coast Head Start	cfellows.schs@orcca.us
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Mill, Kallie	Healthy Families Oregon	kmill@socc.edu
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Pezanoski, Linda	South Coast Family Harbor Coordinator	linda.pezanoski@socc.edu
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Yeiter, Susie	SCBEC	syeiter@scbec.org
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South Coast Regional Early Learning Hub Early Childhood Committee

Name	Affiliation	Email
Kathy Cooley	Coos Health & Wellness Home Visiting	kcooley@co.coos.or.us
Johanna Curelo	Coos Health & Wellness Mental Health	johanna.curelo@mh.co.coos.or.us
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'Laila Dunham'	CASA	'Laila Dunham'
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Carol Fleury	South Coast Relief Nursery	<a href="mailto:c_f_fleury@yahoo.com">c_f_fleury@yahoo.com</a>
Carolyn Jacobson	MOMS Program	<a href="mailto:cjacobs@bayareahospital.org">cjacobs@bayareahospital.org</a>
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Mill, Kallie	Healthy Families Oregon	<a href="mailto:kmill@socc.edu">kmill@socc.edu</a> >;
<a href="mailto:meggan.mclarrin@oregonstate.edu">meggan.mclarrin@oregonstate.edu</a>	OSU University Center/Open Campus	<a href="mailto:meggan.mclarrin@oregonstate.edu">meggan.mclarrin@oregonstate.edu</a>
KATHY BARBER	Pathway to Positive Parenting	<a href="mailto:kbarber@socc.edu">kbarber@socc.edu</a>
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Guided by the Advisory Committees, the following services and goals from our Childhood Education & Family Studies Strategic Plan support our work in establishing a community of learners with a focus on the importance of early care and education, and to be an engaged and quality partner in our community's efforts to support parents, their young children, and current and future early care and education teachers.

Priority focus areas to specifically address in the upcoming years for program development (in addition to maintaining current services:

Program Services & Goals	Organizational Infrastructure	Collaboration and System Building
<p>Maintain Educare full day programming - Monday – Friday 7:45 – 5:15.</p> <p>Work towards development of virtual Educare for distance and local training opportunities.</p> <p>To strengthen our system of online communication with parents and to create a “virtual preschool classroom” a web page with weekly updates pictures and flyers about happenings in our classroom</p> <p>To more strongly integrate the CLASS system of observation into our program evaluation/mentoring system</p> <p>Offer Preparing Your Child for Kindergarten workshops, and parenting workshops for enrolled parents/guardians.</p>	<p>Short term - Work closely with new faculty member to develop an on-site community of learners for adult students.</p> <p>Long term – Establish technology systems to share the community of learners with distance students.</p>	<p>Be an active training and development site for State of Oregon Dept. of Education Office of Child Care training efforts.</p> <p>To be an educational resource for the community of early childcare providers on the Southern Coast and the state of Oregon. (Retreat by the Lake)</p> <p>To continue to be an advocate and leader in the area advancing and modeling best practices for young children</p> <p>To participate in and to assist others in their participation in the State's QRIS Program</p>

Previous goals that have been focus areas: Development of a more natural setting on the play yard, adopting the OWL (Open the Windows of Learning) Curriculum with a strong focus on early literacy, establish screenings on site for vision, to strengthen our support and exploration of both the diversity present in our classroom and also the greater community as well, to involve parents more strongly our screening and assessment system, and participation in a wellness grant through the Oregon Dept. of Education CACFP, Instituting 5 Wellness policies as follows:

As the development of healthy children has been a focus area of our mission since our inception, the following policies are now established as a reaffirmation of the importance that we place on the wellness of our children.

Wellness Policy #1. All meals that are served to children will be served in the family style, and will, at a minimum, include the required component of fruits and vegetables as identified in the CACFP. Choices of fruits and vegetables will be varied, and prepared with best health practices in mind. (Examples: serving raw fruits and vegetables, steaming vegetables, rarely serving fried foods) Classroom activities will be used to increase the amount of experience that children have with growing, harvesting, preparing and consuming additional fruits and vegetables, which will be added as enhancements to the required components.

Practices that will support this policy: Classroom activities will be built around the exploration of seeds, sprouting, planting, tending a garden, harvesting and food preparation. These activities will take place both in the classroom and outside.

2. Water is freely accessible to children when they are in our care. Water will not be sweetened.

Milk served to all children above 2 years of age will be 1% milk as required by CACFP.

Practices that will support this policy: Disposable cups are available to children throughout the day to access drinks of water without adult assistance. Children do not have to request a drink of water. Drinking water is available at the children's level.

3. Parents with young infants will be supported in their decision to breastfeed enrolled children's siblings when they are in our center.

Practices that will support this policy: A space will be made available to any mother that is breastfeeding an infant in our center. Parents bringing, or feeding, an infant with expressed milk will also have a space available for feeding an infant in our center.

4. Children will be actively moving to develop healthy life styles at a young age. Daily schedules will include a minimum of one hour per day of structured activity time and a minimum of one hour per day of unstructured activity time.

- **Community Relationships / Partnerships:**

Based on our commitment to community involvement and maintaining current collaborative partnerships with all programs that serve young children and families. Our staff members, The Childhood Education Director and other staff members are consistent members of many community groups. Our program has also been an incubator for developing programs through active grant writing and state partnerships that have led to multiple state contracts. Our most robust work and partnerships are with:








- South Coast Family Harbor
- South Coast Head Start /Early Head Start
- Healthy Families Oregon
- CARE Connections Child Care Resource & Referral



- Pathways to Positive Parenting
  - Dept. of Human Services
  - South Coast Regional Early Learning (SCREL) Hub
  - Regional Achievement Collaborative (RAC)
- **Program Accreditation (if applicable):**
    - National Association for the Education of Young Children (NAEYC) Early Childhood Associate Degree Accreditation (ECADA)
    - State of Oregon Office of Child Care License for Educare Lab School
    - NAEYC Center Accreditation for Educare Lab School

## Curriculum

- **Degrees/Certificates offered and changes since last review:**

Associate of Applied Science Childhood Education and Family Studies   
 Associate of Science Childhood Education and Family Studies Emphasis   
 Career Pathway Certificate of Completion: Childhood Education and Family Studies (18 credits)   
 Career Pathway Certificate of Completion: Childhood Education and Family Studies (30 credits)   
 Career Pathway Certificate of Completion: Infant and Toddler Development   
 Career Pathway Certificate of Completion: Parenting Education and Early Childhood Home Visitor   
 Certificate of Completion Childhood Education and Family Studies 

- **Course list and changes since last review, including new and revised courses:**

In our AAS CE&FS degree, we have replaced one Elective course with a new course HDFS 227 Parents as Partners in Education. We made this addition to strengthen the family, parent and linkages between school and home components of our AAS CE&FS degree program.

HDFS 227 was also added to our Specific Electives choice list for our AS CE&FS Emphasis degree.

Changes in our AS CE&FS Emphasis include removing one Specific Elective Course – going from three Specific Electives to two Specific Electives. Other changes to the AS Specific Elective list are as follows in this excerpt that was approved by our Instructional Council:

***With these current conditions in mind, the following changes are submitted to the AS CE&FS degree:***

*The current AS CE&FS degree has 3 Specific Electives included. These 3 Specific Electives were specifically established for students tracking their elementary licensure to be able to fit in the Math 211, Math 212, and Math 213 series that was required for entry into the CUESTE program. PSY 201, 202 and 203 were added as Specific Electives for students that had a strong interest in the Social sciences and wanted to take additional psychology classes. In review of the texts for*

*both sequences, the HDFS 225, 247, 229 Child Development sequence that is required in the AS CE&FS degree has a similar, but more focused, body of knowledge on psychology as it relates to children and families from birth to adolescence. The HDFS sequence classes fill the focus area and need of our AS CE&FS degree.*

*Other Specific electives currently listed include ED/ECE 199/299, ED 135. These courses are early childhood classroom education courses. They will remain in the AAS degree, but removed for the AS CE&FS degree option.*

*Therefore, these classes – MTH 211, 212, 213 and PSY 201,202, 203, and ED/ECE 199/299, ED 135 will be taken off of the Specific Elective list for the AS CE&FS degree.*

*Of the 3 Specific Elective requirements for the AS CE&FS degree, one of the require Specific Elective will be changed to an Other Approved Science/Math/Computer Science course to return the degree into alignment with the current AAOT.*

*The other current 2 Specific Electives will remain the same. They include one courses (ECE 240 ) that is required for students to allow access to earning the one year certificate along their academic path, and one course that transfers as a science course for students transferring toe Portland State University (FN 225).*

*Additions to the Specific Electives will be HDFS 227 Parents as Partners in Education, and HDFS 297 Parenting & Education & Early Childhood Home Visitor Capstone. These courses are included in our Parenting Education & Early Childhood Home Visiting certificate. These courses and the Parenting Education & Early Childhood Home Visiting certificate are more aligned with the student population that is currently tracking the AS CE&FS degree.*

*Another situation to be addressed through Specific Electives relates to the student that has not complete 2 years of a foreign language at the high school level. The requirement for university transfer: If a student has graduated High School in 1997 or later, it is required to have two years of the same foreign language in High School or two terms in college. We submit including any 2 foreign language course for those students that have not completed the foreign language requirement in high school.*






***In summary:***

*One of the current Specific Electives will be changed to 3 credits of Other Approved Science/Math/Computer Science*

*The choices for the other 2 remaining required Specific Electives will be: ECE 240, FN 225, HDFS 227, HDFS 297, or any 2 courses of the same language if needed for transfer to a university.*

*There will no change in the number of credits included in the AS CE&FS degree.*

- **Career Pathway/Program of Study Efforts:**
  - **The following are our current Pathways Certificates:**

- Career Pathway Certificate of Completion: Childhood Education and Family Studies (18 credits) 
- Career Pathway Certificate of Completion: Childhood Education and Family Studies (30 credits) 
- Career Pathway Certificate of Completion: Infant and Toddler Development 
- Career Pathway Certificate of Completion: Parenting Education and Early Childhood Home Visitor 
- Certificate of Completion Childhood Education and Family Studies 

- **Delivery Methods/Instructional Methodology:**

- Courses are offered both face to face an online using the e-Racer learning management system.

- **Articulation/Transferability:**

- Articulation agreements are established with Portland State University and Southern Oregon University for our AAS Childhood Education & Family Studies degree.
- Articulation agreements are being re-established/established with Eastern Oregon University and Western Oregon University for our AS Childhood Education & Family Studies degree

- **Dual Credit offerings:**

- Dual Credit option for child development class is offered through a Perkins relationship with Brookings Harbor High School
- North Bend High School has reinstated their early childhood program. With appropriate staffing , our dual credit option will also be reinstated with North Bend High School.

- **Course Scheduling issues:**

- Currently working with the Early learning Professional Development Collaborative – including: Southwestern Oregon Community College, Rogue Community College, Klamath Community College, Umpqua Community College, and Southern Oregon University to develop greater accessibility to courses in alternate terms through the Genius system.

- **Instructional Materials (textbook, software issues):**

- All courses are offered online through the eRacer Learning Management System.
- Textbooks: Updated Chart included below:

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- Fall Winter Spring Summer

Course	Text
FALL COURSES:	

<p>ED 258 Multicultural Education</p>	<p>Derman-Sparks L. &amp; Edwards, J. (2010) Anti-bias education for young children and ourselves. Washington D.C.: NAEYC. ISBN 9781928896678</p> <p>Delpit, L. (1995). Other peoples children. NY, NY: New Press. ISBN: 1-56584-179-4</p> <p>Paley, V. (2000). White teacher. Cambridge, MA: Harvard University Press. ISBN 0674-00273-3</p>
<p>ECE 150 Introduction/Observation in ECE</p>	<p>Morrison, G. (2012). Early childhood education today. 12th Edition. Upper Saddle River, New Jersey: Prentice Hall. ISBN-13: 9780137034581</p> <p>Ahola, D. &amp; Kovacik, A. (2007). Observing &amp; understanding child development. A child study manual. Independence, KY: Thomson Delmar. ISBN 1418015369.</p>
<p>HDFS 225 Prenatal/Infant/Toddler Development</p>	<p><b>Papalia, D. et.al. (2014). A child's world: Infancy through adolescence. 13th Edition.</b> New York, NY: McGraw Hill Publishing.</p> <p>ISBN for printed Access Cards: <b>9781259660283</b></p> <p>Houghton, P. (2009). APA: The easy way! 2<sup>nd</sup> Edition. Baker College: Flint, MI. ISBN: 0-923568-96-2</p>
<p>ECE 163 Preschool Practicum</p>	<p>Bredekamp, S., Copple, C. (2008). Developmentally appropriate practice in early childhood programs. 3rd Edition. Washington, D.C.: NAEYC. ISBN 978-1-928896-64-7</p> <p>Trister Dodge, D., Colker, L., Heroman, C. (2002). The Creative Curriculum for Preschool. 4<sup>th</sup> Edition. Teaching Strategies Inc. Washington D.C. ISBN: 1-</p>

	879537-43-5  <i>Gartrell, D. (2004). The power of guidance. Teaching social-emotional skills in early childhood classrooms. New Jersey: Delmar Learning. ISBN 13: 9781401848569</i>
ECE 152 Creative Activities	Edwards, L. (2010). The creative arts: a process approach for teachers and children. 5th Edition. Upper Saddle River, New Jersey: Prentice Hall. ISBN 9780137151639  <i>Eliason, C., and Jenkins, L. (2016). A practical guide to early childhood curriculum 10<sup>th</sup> Edition. Pearson ISBN-13: 978-0-13-380129-3</i>
ED 169 Overview of Children with Special Needs	Willis, C. (2009). Creating inclusive learning environments for young children: What to do on monday morning. Thousand Oaks, CA: Corwin Press. ISBN 978-1-4129-5719-9
ECE 151 Guidance and Classroom Management	Fields, M. et.al. (2013). Constructive guidance and discipline: Preschool and primary education. Sixth Edition. New York, NY: Pearson. ISBN: 9780132853323  Gartrell, D. (2004). The power of guidance. Teaching social-emotional skills in early childhood classrooms. New Jersey: Delmar Learning. ISBN 13: 9781401848569

<b>WINTER COURSES:</b>	<b>TEXTS</b>
ECE 209 Practicum I	Teachstone. CLASS Dimensions Guide: Pre-K. Available from <a href="http://store.teachstone.org/class-dimensions-guides-english/">http://store.teachstone.org/class-dimensions-guides-english/</a> ISBN 978-1-59857-227-8

	<p>Epstein, A. (2007). <i>The intentional teacher: Choosing the best strategies for young children's learning</i>. Washington, D.C.: NAEYC.</p> <p>ISBN 978-1-928896-41-8.</p> <p>Amy Laura Dombro, Judy Jablon, and Charlotte Stetson. <i>Powerful Interactions: How to Connect with Children to Extend their Learning</i>. NAEYC 978-1-928896-72-2.</p> <p><i>Ahola, D. &amp; Kovacik, A. (2007). Observing &amp; understanding child development.</i></p> <p><i>A child study manual. Independence, KY: Thomson Delmar.</i></p> <p>ISBN: 1418015369.</p>
<p>ECE 261</p> <p>Student Teaching I</p>	<p>Saifer, S. (2003). <i>Practical Solutions to Practically Every Problem</i>. Revised Edition. St. Paul, Minnesota: Redleaf Press. ISBN: 9781929610310</p> <p>Hyson, M. (2008). <i>Enthusiastic and engaged learners: Approaches to learning in the early childhood classroom</i>. Washington D.C.: NAEYC. ISBN: 978-0-8077-4880-0</p> <p>Curtis, D., &amp; Carter, M. (1996). <i>Reflecting children's lives. A Handbook for Planning Child-Centered Curriculum</i>. 2nd Edition. St. Paul, MN. Redleaf Press. ISBN 9781884834271</p> <p><i>Amy Laura Dombro, Judy Jablon, and Charlotte Stetson. Powerful Interactions: How to Connect with Children to Extend their Learning</i>. NAEYC 978-1-928896-72-2.</p> <p><i>Bredenkamp, S., &amp; Copple, C. (1997). Developmentally appropriate practice in early childhood programs. 3rd Edition. Washington, D.C.: NAEYC. ISBN: 9781928896647</i></p> <p><i>Trister Dodge, D., Colker, L., Heroman, C. (2002). The Creative Curriculum for Preschool. 4<sup>th</sup> Edition. Teaching Strategies Inc. Washington D.C. ISBN: 1-879537-43-5</i></p>

	<p><i>Ahola, D. &amp; Kovacik, A. (2007). Observing &amp; understanding child development. A child study manual. Independence, KY: Thomson Delmar. ISBN 1418015369.</i></p> <p><i>Gartrell, D. (2004). The power of guidance. Teaching social-emotional skills in early childhood classrooms. New Jersey: Delmar Learning. ISBN 13: 9781401848569</i></p>
<p>HDFS 247</p> <p>Preschool Child Development</p>	<p><b>Papalia, D. et.al. (2014). A child's world: Infancy through adolescence. 13th Edition.</b> New York, NY: McGraw Hill Publishing.</p> <p>ISBN for printed Access Cards: <b>9781259660283</b></p> <p><i>Houghton, P. (2009). APA: The easy way! 2<sup>nd</sup> Edition. Baker College: Flint, MI. ISBN: 0-923568-96-2</i></p>
<p>ECE 154</p> <p>Children's Language &amp; Literature</p>	<p>Vukevich, C., et.al. (2011). Helping young children learn language and literacy: Birth through kindergarten. 3rd Edition. New York, NY: Pearson Publishing. ISBN: 978-0-13-231636-</p>
<p>ECE 240</p> <p>Lesson &amp; Curriculum Planning</p>	<p>Worth, K., and Grollman, S. (2003). Worms, shadows, and whirlpools: Science in the Early childhood classroom. Education Development Center Portsmouth: NH. ISBN:0-325-00573-7</p> <p>Eliason, C., and Jenkins, L. (2016). A practical guide to early childhood curriculum 10<sup>th</sup> Edition. Pearson ISBN-13: 978-0-13-380129-3</p>
<p>HDFS 140</p> <p>Contemporary American Families</p>	<p>Strong, B. et.al. (2013). The marriage and family experience. Intimate relationships in a changing society. 12th Edition. New York, NY: Wadsworth. ISBN-13: 9781133597469</p>
<p>ECE 170</p> <p>Health and Safety in EC Programs</p>	<p><b>Aronson, S. (2012). Healthy young children. 5<sup>th</sup> Edition.</b> Washington, D.C.: NAEYC. ISBN: 978-1-928896-82-1</p>

SPRING COURSES	TEXTS
<p>ECE 262</p> <p>Student Teaching II</p>	<p>Riley, D, et.al. (2009) Social and emotional development. Washington, D.C.: NAEYC. ISBN 9781933653303</p> <p>Carnes, J., Teaching Tolerance Project Director. (1997). Starting Small. Teaching Tolerance In_Preschool and the Early Grades. Alabama. Southern Poverty Law Center.</p> <p>Slaby, R., et al. (1995). Early Violence Prevention. Tools for Teachers of Young Children. Washington, D.C.: NAEYC.</p> <p><i>Trister Dodge, D., Colker, L., Heroman, C. (2002). The Creative Curriculum for Preschool. 4<sup>th</sup> Edition. Teaching Strategies Inc. Washington D.C. ISBN: 1-879537-43-5</i></p> <p><i>Gartrell, D. (2004). The power of guidance. Teaching social-emotional skills in early childhood classrooms. New Jersey: Delmar Learning. ISBN 13: 9781401848569</i></p> <p><i>Ahola, D. &amp; Kovacik, A. (2007). Observing &amp; understanding child development. A child study manual. Independence, KY: Thomson Delmar. ISBN 1418015369.</i></p> <p><i>Bredenkamp, S., &amp; Copple, C. (1997). Developmentally appropriate practice in early childhood programs. 3rd Edition. Washington, D.C.: NAEYC. ISBN: 9781928896647</i></p> <p><i>Teachstone. CLASS Dimensions Guide: Pre-K. Available from <a href="http://store.teachstone.org/class-dimensions-guides-english/">http://store.teachstone.org/class-dimensions-guides-english/</a> ISBN 978-1-59857-227-8</i></p>



	<p>Amy Laura Dombro, Judy Jablon, and Charlotte Stetson. <i>Powerful Interactions: How to Connect with Children to Extend their Learning</i>. NAEYC 978-1-928896-72-2.</p>
<p>ECE 102 Practicum</p>	<p>Teachstone. <i>CLASS Dimensions Guide: Pre-K</i>. Available from <a href="http://store.teachstone.org/class-dimensions-guides-english/">http://store.teachstone.org/class-dimensions-guides-english/</a> ISBN 978-1-59857-227-8</p> <p>Epstein, A. (2007). <i>The intentional teacher: Choosing the best strategies for young children's learning</i>. Washington, D.C.: NAEYC. ISBN 978-1-928896-41-8.</p> <p>Amy Laura Dombro, Judy Jablon, and Charlotte Stetson. <i>Powerful Interactions: How to Connect with Children to Extend their Learning</i>. NAEYC 978-1-928896-72-2.</p> <p>Ahola, D. &amp; Kovacik, A. (2007). <i>Observing &amp; Understanding Child Development. A Child Study Manual</i>. Thomason Delmar. ISBN 1-4180-1536-9.</p>
<p>HDFS 285 Professional Issues in Early Childhood Education</p>	<p>Feeney, S. &amp; Freeman, N. (2012). <i>Ethics and the early childhood educator: Using the NAEYC code</i>. 2nd Edition. Washington, D.C.: NAEYC. ISBN: 978-1-928896-83-8</p> <p>Friedman, D. (2012). <i>Creating and presenting an early childhood education portfolio: A reflective approach</i>. Belmont, CA: Wadsworth. ISBN : 97811111344337</p> <p>Jensen, M. &amp; Hannibal, M. <i>Issues, Advocacy, &amp; Leadership in Early Education</i>. Second Edition. NAEYC. 2000. ISBN 0-205-30811</p>
<p>HDFS 229 Middle Child Development</p>	<p>Papalia, D. et.al. (2014). <i>A child's world: Infancy through adolescence</i>. <b>13th Edition</b>. New York, NY: McGraw Hill Publishing.</p> <p>ISBN for printed Access Cards: <b>9781259660283</b></p> <p>Houghton, P. (2009). <i>APA: The easy way! 2<sup>nd</sup> Edition</i>. Baker College: Flint, MI. ISBN: 0-923568-96-2</p>

HDFS 227 Parents as Partners in Education	Keyser, J. (2006). From Parents to partners: Building a family-centered early childhood program. St Paul, MN: Redleaf Press. ISBN: 1-929610-88-2
HDFS 222 Family Relations	Bigner, J. (2010). Parent-Child Relations. An Introduction to parenting. 9th Edition. Englewood Cliffs NJ.: Prentice-Hall. ISBN-13: 9780135002193  Delpit, L. (1995). Other peoples children. NY, NY: New Press. ISBN: 1-56584-179-4

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SUMMER / MISC COURSES	TEXTS
ED 135 Teaching Math to Young Children (2 credits)	Copley, Juanita. (2010). The young child and mathematics. Second Edition. Washington, DC: NAEYC. ISBN 978-1-928896-68-5 (book and DVD)
ED 220 Sharing Nature With Children – 2 CREDITS	Chalufour, I. & Worth, K. (2003). Discovering nature with young children. St. Paul, MN: Redleaf Press. ISBN: 978-192961038-9
Infant Toddler Practicum I	Honig, A. (2002) Secure Relationships. NAEYC. Washington, DC  Szanton, E. (2002) Creating Child-Centered Programs for Infants and Toddlers. Children's Resources International, Inc. Washington, D.C. 00103991 – Library of Congress Number <a href="http://www.childrenresources.org">www.childrenresources.org</a>
Infant Toddler Practicum II	
ECE 9030 Early Childhood Program Management	Carter, M. & Curtis, D. (1998). The visionary director: A handbook for dreaming, organizing, and improvising in your center. St. Paul, MN: Redleaf Press. ISBN: 978-188483455-4

	Bush, J. (2000). Dollars and sense: Planning for profit in your child care business. St. Paul, MN: Redleaf Press. ISBN: 978-076682236-8 Redleaf Press
ED 199C Teaching Physical Education (2 CREDITS) Needs to be redone	Recommended Optional Texts.  Weikart, P. & Carlton, E. (2002). 85 engaging movement activities: Learning on the move, K-6 Series. ISBN: 9781573791250  Pica, R. (2007). Moving and learning across the curriculum: More than 300 activities and games to make learning fun. ISBN: 9781418030759
FN 155 Food and Nutrition in Early Childhood Programs. 1 credit – independent study	Satterly, E. Child of Mine: Feeding with Love and Good Sense.
ED134 Teaching Children who are English Language Learners	Nemeth, K. (2009). Many languages, one classroom: Teaching dual and English language learners. Lewisville, N.C.: Gryphon House. ISBN: 9780876590874

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## Students

- **Special Populations:**
  - Child Care Providers
  - Head Start/Early Head Start programs
  
- **Recruitment:**
  - Local High School Career Programs – Morning at Southwestern
  - CARE Connections Child Care Resource & Referral
  
- **Advising:**
  - Two staff advise students, Laurie Potts and Maidie Rosengarden.
  - We also have three staff positions in the CCR&R that have responsibilities in their job descriptions to advise/support child care providers on moving up on the state professional development system. Their progress often includes college coursework.
  
- **Student Satisfaction:**
  - Student Satisfaction is reported through an anonymous online tool used randomly at the end of each term. Ratings routinely fall above the college mean in most areas surveyed. Student comments include:

Love the class
loved the class
Awesome! The instructor provided insight and support throughout the whole term. I learned so much and am looking forward to my next class with her.
Dr. Rosengarden was amazing to have as a teacher, and she was easily available to get ahold of.
I was always excited to go to class, we learned a lot and had great discussions.
Great teacher.
I really liked this course, it taught me a lot. However, I slacked on homework so my grade does not reflect well with my love for this class.
Instructor was really good at helping out when there was misunderstanding. Also class discussions were very helpful.
Ms. Rosengarden was a fantastic teacher, very intentional.
loved the class learned a lot

▪

- **Student Assessment Methods:**

- Traditional testing, rubrics, assignment criteria, rated teacher observations, student e-portfolios

## Facilities/Budget

- **Budget Changes over past 4 years:**

- The Childhood Education Director has had more than 50% of salary and benefits paid for through grants and contracts in the last 4 years. There will be a large cut in this external funding as a major state contract comes to a close.

- **Instructional Materials (software, supplies, etc.):**

- **Equipment lists and needs/ Facilities lists and needs:**

- In our NAEYC accreditation visit for our Educare lab school, we received 100% rating in all categories with the exception of our building. In order to be an exceptional site, our building and children's classroom and outdoor space will require upgrading.
- A new outdoor climbing structure is needed. A "make shift" repair has been done in the structure for safety, but it needs to be replaced.
- The indoor furniture and equipment has not been upgraded in 15 years.
- We are in need of closed circuit monitoring and observation equipment in our children's classroom for students in the practicum and student teaching courses
- From page four:

- In the past the program had a half time position that taught the practicum courses and observed students in our lab school to give weekly feedback during weekly seminars. The reintroduction of this position as a part time faculty member would greatly enhance our programming. Our current Practicum Instructor is also the Lead teacher in the Educare lab school and supervises all of the teaching

staff, the cook and the students and the classroom. The national CLASS assessment that is completed on practicum students is a very time intensive assessment. To maintain full integrity and fidelity of the assessment tool, an additional staff person would o f great value to the student experience.

- We also served a cohort of 14 Spanish speaking students in 2014 -2105 through an IPV connection ad collaboration with Rogue Community College. A position of language interpreter, for face to face course would allow equal access to our Spanish speaking students who do want to continue forward, but need the content delivered to them in Spanish
  - 
  - Improve Building Environment – During our last annual NAEYC accreditation for our lab school, we received 100% compliance and excellence in all areas except our building. Our outdoor environment would be greatly enhanced with a new climbing structure. We have worked with plant services to do a makeshift fix to extend the life of the structure as it had reached a structurally unsound status. It is currently sound, but will need to be replaced. Our fencing also needs to be replaced. If we could extend in to the open field next to our building we could also develop a grassy natural site for the children to play in as a part of the outdoor environment.
  - Our inside environment is an ongoing project. Our kitchen floor was just replaced. Our hot water tank is 15 years old and due to be replaced or burst. Our flooring has been patched quite a few times.
  - We need more storage space. We have tried a purchased shed before. It was not sufficient for the task and many things had to be disposed of from water damage. An addition of a storage room to the building would greatly enhance our environment.
  - Facility improvements such as completion of CCT system in observation room will allow student teachers to observe interactions in the classroom, and allow faculty to observe student teachers practicing their craft. This improvement will impact the ability of all to better their practice and assess learning.
  - Other building improvements such as new carpeting, updated furniture and building maintenance will impact the center's ability to market itself as a high quality environment and continue to model for facilities in the community.
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- **Student fees;**

## Progress of Planned Projects

- Describe progress made for each project activities planned for prior year.

NOT REQUIRED FOR 2013-2014 PROGRAM REVIEW

## PART B: Program Outcomes Data Review

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### Student Learning Outcomes - Measures – Criteria

**In the fall of 2014 SWOCC CE FS Program Director and faculty revised and updated the CE FS program outcomes to reflect the updated (2010) standards for Initial Early Childhood Professional Preparation as set forth by the National Association for the Education of Young Children (NAEYC).**

**These revisions require CE FS course outcomes, key assessments, and key criteria to be modified and re-aligned in order to reflect new pedagogy, specific technical preparation and recent trends in early childhood education for professionals preparing to enter the field.**

**During the 2014/2015 winter and spring term new key assessments were modified, realigned, implemented and measured for some outcomes. This report reflects the work to date. Note that not all outcomes will have data attached until end of spring 2015 and fall term 2015.**

**One goal for the on-going program review process is the continued implementation and measure of the realigned outcomes over a two year period in order to demonstrate improvement using evidence based methodology.**

Outcome 1	Measureable Criteria	Measurement Tool	Courses	Time Frame
<p><b><u>PROMOTING CHILD DEVELOPMENT AND LEARNING</u></b></p> <p>Students develop and use their understanding of child development – including young children's unique characteristics and needs, and the multiple interacting influences on children's development and learning – to create environments that are healthy, respectful, supportive, and challenging for each child.</p> <p><u>Key elements of Outcome 1</u></p> <p>1a: Describe young children's diverse characteristics and needs, from birth through age 8.</p> <p>1b: Explain the multiple influences on early development and learning.</p> <p>1c: Use knowledge of child development to create healthy, respectful, supportive, and challenging learning environments for young children.</p>	<p>HDFS 247 Rubric</p> <p>ED 169 Rubric</p> <p>ECE 102 Rubric</p>	<p>HDFS 247 Research Literature Review and Research Proposal</p> <p>ED 169 Special Project (in development)</p> <p>ECE 102 Lesson Plan Binder</p>	<p>HDFS 247</p> <p>ED 169</p> <p>ECE 102</p>	<p>Winter</p> <p>Fall</p> <p>Spring</p>
<p><b>Results:</b></p> <p><b>Analysis:</b></p> <p><b>Plan:</b></p>				



Outcome 2	Measureable Criteria	Measurement Tool	Courses	Time Frame
<p><b><u>BUILDING FAMILY AND COMMUNITY RELATIONSHIPS</u></b></p> <p>Students articulate the complex characteristics of children's families and communities and use this understanding to create respectful, reciprocal relationships that support and empower families, and to engage all families in their children's development and learning.</p> <p><u>Key elements of Outcome 2</u></p> <p>2a: Describe diverse family and community characteristics.</p> <p>2b: Develop and implement strategies to support and engage families and communities through respectful, reciprocal relationships.</p> <p>2c: Develop and implement plans to engage families and communities in young children's development and learning.</p>	<p>ED 258 Rubric</p> <p>ECE 209 Rubric</p>	<p>ED 259 Case Studies</p> <p>ECE 209 Child Portfolio</p>	<p>ED 258</p> <p>ECE 209</p>	<p>Fall</p> <p>Winter</p>
<p><b>Results:</b></p> <p><b>Analysis:</b></p> <p><b>Plan:</b></p>				

Outcome 3	Measureable Criteria	Measurement Tool	Courses	Time Frame
<p><b><u>OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES</u></b></p> <p>Students articulate the goals, benefits, and purposes of assessment and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.</p> <p><u>Key elements of Outcome 3</u></p> <p>3a: State the goals, benefits, and purposes of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.</p> <p>3b: Use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.</p> <p>3c: Practice responsible assessment to promote positive outcomes for each child, including an awareness of assistive technology for children with ability differences.</p> <p>3d: Describe how assessment partnerships with families and with professional colleagues can be used to build effective learning environments.</p>	<p>ECE 209 Rubric</p> <p>ECE 102 Rubric</p>	<p>ECE 209 Child Portfolio</p> <p>ECE 102 Lesson Planning/Child Portfolio</p>	<p>ECE 209</p> <p>ECE 102</p>	<p>Winter</p> <p>Spring</p>

**Results: Analysis: Plan:**

Outcome 4	Measurable Criteria	Measurement Tool	Courses	Time Frame
<p><b><u>USING DEVELOPMENTALLY EFFECTIVE APPROACHES</u></b></p> <p>Students implement a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning, which will vary depending on children's ages, characteristics, and the early childhood setting.</p> <p><u>Key elements of Outcome 4</u></p> <p>4a: Discuss how supportive relationships and positive interactions are the foundation of their work with young children.</p> <p>4b: List and implement effective instructional and guidance strategies and tools for early education, including appropriate uses of technology.</p> <p>4c: Use a broad repertoire of developmentally appropriate teaching/learning and guidance approaches.</p> <p>4d: Reflect on their own practice to promote positive outcomes for each child.</p>	<p>ED 169 Rubric</p> <p>ECE 102 Rubric</p>	<p>ED 169 Special Project</p> <p>ECE 102 Child Portfolio</p>	<p>ED 169</p> <p>ECE 102</p>	<p>Fall</p> <p>Spring</p>

**Results: Analysis: Plan:**

Outcome 5	Measureable Criteria	Measurement Tool	Courses	Time Frame
<p><b><u>USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM</u></b></p> <p>Students develop and apply their knowledge of developmental domains and academic (or content) disciplines to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for each child.</p> <p><u>Key elements of Outcome 5</u></p> <p>5a: Explain content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science; physical education – physical activity, health, and safety; and social studies.</p> <p>5b: Recognize and apply the central concepts, inquiry tools, and structures of content areas or academic disciplines.</p> <p>5c: Use their own knowledge, appropriate early learning outcomes, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.</p>	ECE 102 Rubric	ECE 102 Lesson Plan Binder	ECE 102	Spring

**Results:**

**Analysis:**

**Plan:**

Outcome 6	Measureable Criteria	Measurement Tool	Courses	Time Frame
<p><b><u>BECOMING A PROFESSIONAL</u></b></p> <p>Students are collaborative learners who continuously demonstrate knowledgeable, reflective and critical perspectives of their work, make informed decisions that integrate knowledge from a variety of sources, including ethical guidelines, and advocate for sound educational practices and policies.</p> <p><u>Key elements of Outcome 6</u></p> <p>6a: Identify as a member of the early childhood field and become involved in the professional community.</p> <p>6b: Locate and apply ethical guidelines and other early childhood professional guidelines.</p> <p>6c: Engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.</p> <p>6d: Integrate knowledgeable, reflective, and critical perspectives on early education into their work.</p> <p>6e: Engage in informed advocacy for young children and the early childhood profession.</p>	<p>HDFS 247 Rubric</p> <p>HDFS 285 Rubric</p>	<p>HDFS 247 Research Literature Review and Research Proposal</p> <p>HDFS 285 Student E-Portfolio</p>	<p>HDFS 247</p> <p>HDFS 285</p>	<p>Winter</p> <p>Spring</p>

**Results:** See attached HDFS 247 Measures

**Analysis:**

**Plan**

Outcome 7	Measureable Criteria	Measurement Tool	Courses	Time Frame
<p><b><u>EARLY CHILDHOOD FIELD EXPERIENCES</u></b></p> <p>Students engage in field experiences and clinical practice to develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children in a variety of early childhood settings and with multiple age groups.</p> <p><u>Key elements of Outcome 7</u></p> <p>7a. Observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8).</p> <p>7b. Observe and practice in at least two of the three main types of early education settings (primary school grades, child care centers and homes, ECEAP/Head Start programs).</p>	<p>ECE 209 Successful Course Completion</p> <p>ECE 102 Successful Course Completion</p>	<p>ECE 209 Time Log</p> <p>ECE 102 Time Log</p>	<p>ECE 209</p> <p>ECE 102</p>	<p>Winter</p> <p>Spring</p>

# PART C: Program Operational Data Review

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## I Enrollments

**Exhibit I.A:** Total Enrollments – Program

**Exhibit I.B:** Number of Students in Major, if applicable

**Exhibit I.C:** Student Demographics (optional)

- **Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps:**

There is evidence of a gap in 2012 in both enrollments and FTE and a drop in retention. High course retention and completion are due in part to departmental advising that is “hands on” and “high touch.”

Our program has been the recipient of state and private foundation scholarship funds for many years through a concerted effort throughout the state to increase the number of educated early childhood practitioners. Our enrollment fluctuates based on scholarship funding. Many of our students are not full time students, and take only a class or two at a time. If there is not a scholarship available to them, they will not qualify for financial aid and do not persist.

The trend should show upward for 2014 – 2015, 2015 – 2016 as we have received additional scholarship funds through grants and contracts.

The programs that fund these scholarship opportunities often also fund a piece of a program through the CCR&R that works closely with the students – assisting us in our goal to offer is “hands on” and “high touch” advising and support.

- **Respond to the data evidence – how will the data results be utilized to enhance and improve program enrollments, list specific planned projects:**

We are always looking to increase our student numbers within our program capacity. Outreach projects with local high schools, continued cohort development with other organizations, development of a student club that is aligned with Coos County OAEYC, and other marketing strategies may help boost enrollment numbers.

Our longer term goal is to increase our student numbers beyond our program capacity, and add another faculty member.

## II. Financial Viability

**Exhibit II.A:** Student FTE

**Exhibit II.B:** Billing Credits

**Exhibit II.C:** Cost / FTE

- **Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps**

This data indicates that our Student FTE is up and our billing credits are up. It also indicates that our program majors are taking their additional courses outside of our discipline to also show an increase in overall FTE and billing credits for our program majors.

Because of our increased FTE enrollments, our cost per student is down –lower than it has been in the past 5 years that we have the data for.

- **Respond to the data evidence – how will the data results be utilized to enhance and improve the financial viability of the program, list specific planned projects**

This data shows that there is a viable student population for our program. As we support students in recruitment and retention, our program numbers are up and our cost per student is down.

We will continue to seek out scholarship opportunities for our students, current and prospective, and programming that allows us to maintain the hands on, high touch model with students as they transition into the college culture.

### III. Efficiency of Delivery

**Exhibit III.A:** Average Class Enrollments

**Exhibit III.B:** Student FTE to Faculty FTE Ratio (1 Faculty FTE = 45 Workload Credits)

**Exhibit III.C:** Course Capacity Percentage (section enrollment is what percent of section capacity)

- **Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps**

The data shows that our class enrollment are averagely the same over the years. The numbers look low with 9 in a class.

Programmatically, this reflects the following facts: We have 2 degree options. The AAS degree option has second year practicum and student teaching courses. These course are listed as able to have 25 students, as all our classes are, but the reality is that they typically have 3 – 5 students in them. For example. we may have 25 students in our Introduction, guidance and child development, etc. classes that are our first year classes that are included in both degree options, and only have 5 in our second year practicum course in the same term. The classes offered only in the AAS degree have more or less enrollment depending on where students are in their progress towards completion of their degrees.

- We could change our numbers for our second year classes to boost our fill rate percentages, but that change would only manipulate the numbers, and not change the reality that our second year program has variables in enrollment.

- **Respond to the data evidence – how will the data results be utilized to enhance the efficiency of delivery associated with the program, list specific planned projects**



If directed to, we will change our capacity numbers for our second year practicum and student teaching courses.

#### IV. Instructional Effectiveness

**Exhibit IV.A:** Course Retention – completion rate

- **Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps**  
85% is a good course retention and completion rate. We will continue to work towards maintaining and increasing that number.
- **Respond to the data evidence – how will the data results be utilized to enhance and improve instructional effectiveness of the program, list specific planned projects**  
Our instructors work to make course work clearer for students so they will persist and complete.

#### V. Program Student Success

~~**Exhibit V.A:** Program Persistence from Persistence Report (being developed)~~

**Exhibit V.B:** Program Completers (Graduated) (unduplicated student count)

**Exhibit V.C:** Program Awards (all certificates and degree, duplicated)

~~**Exhibit V.D:** Transfer Rate (student who did not graduate yet transferred) from Transfer Report (being developed)~~

~~**Exhibit V.E:** Transfer Figures from Transfer Report (being developed)~~

- **Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps**  
Our completers have been consistent over the past 5 year. With auto awarding, more certificates have been awarded that were not “collected:” in the past.
- **Respond to the data evidence – how will the data results be utilized to enhance students success within the program, list specific planned projects**  
The State of Oregon is supporting child care providers moving up on the state Professional Development Registry. This charge to us, through the CCR&R will keep us focused on who is completing and what they need to do to complete. We are in the process of developing professional development plans with all child care providers listed on our database.

#### VI. Program Relevance

**Exhibit II.A:** OLMIS Reports Demonstrate Employment Opportunities - **OLMIS DATA:** <http://www.qualityinfo.org/olmisi/OlmisZine>

**Exhibit II.B:** Advisory Committee Recommendations

- **Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps**  
*OLMIS and local labor market information show a continued local and statewide demand for credentialed child care providers. The state*

Department of Education is working with Head Start, community colleges, and other child care professionals to expand aligned and articulated statewide certificate options. Southwestern has been an active participant in these statewide initiatives.

- **Respond to the data evidence – how will the data results be utilized to ensure program relevance of the program, list specific planned projects**

*Continue to participate in statewide initiatives to develop and maintain certificates aligned to industry standards and demands so as to produce highly employable program graduates.*

## VII. Graduate Student Success: Oregon 4 Year Completion Data, Wage Match Data, Placement Data Placement Rates

**Exhibit VI.A:** 4 Year Achievement (if available)

**Exhibit VI.B:** Wage Information (if available)

**Exhibit VI.C:** Placement Rates (if available)

- **Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps**  
*Not readily available.*
- **Respond to the data evidence – how will the data results be utilized to enhance and improve graduate student success within the program, list specific planned projects**  
*N/A*

## PART D: Systemic Program Review

### Systemic Program Enhancements and Projects Not Addressed in Program Outcomes or Operational Data Analysis Data

- **Address systemic issues:**
- We have an excellent Childhood Education & Family Studies Program! We are nationally accredited with 2 degree options and multiple certificates. Our lab school is also nationally accredited. Our courses are well planned, implemented and attended, and our lead faculty is well experienced and committed to the program. Our program is offered online so it is accessible to students in all reaches of the internet wherever there are Head Start programs or NAEYC accredited sites for students to do their distance practicum work.
- What we need for our program is a great marketing program. There are many options for positions throughout the state for early childhood educators. Oregon has funded all-day Kindergarten and is beginning to fund PreK in the public school venue. It is our time to extend ourselves to the needed market. We have never had a marketing program. This is a time when marketing would benefit our program growth. We do not need to be a best kept secret.

- **Proposed Systemic Project(s):**

**Systemic Program Viability Analysis**

- **Program Demand:** Review of overall 4-year trend of enrollments in discipline courses average 17% growth from 2010 through 2013: 20pt  
 >10 Growing Strong (20 pt.)  
 5-10% Growing (17 pt.)  
 0-5% Maintaining (14 pt.)  
 5-0% Dropping (10 pt.)  
 <-5% ??? (5 pt.)

- **Program Outcomes Assessment:**

<b>Assessment Category</b>	<b>No Evidence (1 pt.)</b>	<b>In Development &lt;30% (2 pt.)</b>	<b>Implemented in Some Areas 30-80% (3 pt.)</b>	<b>Fully Implemented 81-100% (4 pt.)</b>	<b>TOTAL SCORE</b>
<b>READING PROGRAM</b>					
Development of course outcomes				<b>4</b>	<b>4</b>
Mapping course to program outcomes				<b>4</b>	<b>4</b>
Multiple Assessment measures documented and mapped to program outcomes				<b>4</b>	<b>4</b>
Course Assessment data collected and analyzed			<b>3</b>		<b>3</b>
Assessment Data used to improve course teaching / learning and is documented			<b>3</b>		<b>3</b>
<b>Total</b>					<b>18 pt</b>

- **Program Size:** Review of unduplicated student FTE (all terms) in discipline courses in prior 29%: 14 pt  
 >50 FTE (20 pt.)  
 30-50 FTE (17 pt.)  
 20-30 FTE (14 pt.)  
 15-20 FTE (10 pt.)  
 10-14 FTE (7 pt.)  
 <10 FTE (5 pt.)
- **Proposed Productivity:** Percent of students in all discipline classes for a year that earned C or better compared to number of students enrolled in same classes at end of second week. 85%: 16 pt  
 >95% (20 pt.)  
 90-95% Growing (18 pt.)  
 80-90% Maintaining (16 pt.)

70-80% Dropping (14 pt.)

60-70% (10 pt.)

<10% (5 pt.)

- **Program Cost:** Cost of program per student FTE in prior year. \$3800: 10 pt  
    < \$1000/FTE (20 pt.)  
    \$1-2000/FTE (17 pt)  
    \$2-3000/FTE (14 pt.)  
    \$3-4000/FTE (10 pt)  
    \$>4000/FTE (5 pt.)
- **OVERALL PROGRAM VIABILITY SCORE:** 78 pt

## PART E: Program Project Timeline – All Projects

Activity Timeline that includes core theme association, staff lead responsibility, start and projected end dates, association with other planning activities (academic master plan, technology plan, facilities plan), association with instructional projects.

Project	Person Responsible	Activity Year	Budget Request (for 2015 activities only)	Core Theme/ Objective	Associated Plans	Associated Projects
1. Update program outcomes and assessment mapping.	Laurie Potts	2015	Replace funds for Childhood Education Director salary that have been backfilled by grants in the past.	Learning & Achievement	SP – LA.3 AMP	Program Review
2. Conduct thorough Labor Market analysis to determine current industry standards and market trends.	Dean/Robin Bunnell			Sustainability	SP – S.3	Program Review
3. Conduct a program gap analysis considering results of Project 2.	Laurie Potts			Sustainability	SP – S.3	
4. Update program in response to gap analysis	Laurie Potts			Sustainability	SP – S.3	
5. Review program course transferability and update AS articulation with Southern Oregon University; Explore AS articulation with Western Oregon Univ.	Laurie Potts	2015		Sustainability	SP – S.3	
6. Develop and implement marketing strategy for CE FS program and courses	Laurie Potts	2015		Sustainability	SP – S.3	Work with Early Learning PD Collaborative to extend population served.

7. Conduct a minimum of two (2) Advisory Committee meetings per year.	Laurie Potts	Oct 2, 2015 Spring 2016		Community Engagement	SP – CE.1	
8. Develop program part-time faculty coordination plan to include ongoing instruction evaluation, curriculum review, and professional development opportunities		ongoing		Sustainability	SP – S.2; S.3	
9. Research strategies for collecting graduate success data.	Robin Bunnell			Learning & Achievement	SP – LA.2	
10. Review student persistence when report is available.	CE&FS team			Learning & Achievement	SP – LA.1	
11. Maintain annual requirement for NAEYC ECADA reporting and accreditation status	CE&FS Team	ongoing		Sustainability	SP – S.3	