

Early Education and Family Studies

Program Review

June 2010

Background:

Early Care and Education (ECE) is a tenuous profession that faces many challenges to its professional status. Practitioners are often professionally isolated, working long hours with little flexibility. Many practitioners “fell” into the field after becoming parents, caring for the children of friends and family on an informal basis, and so forth. As a result, they may not see themselves as professionals or as “knowers”. As most are women, there are related issues of self-esteem and a lack of confidence related to credentialing requirements (Belenky et al, 1986). Often, outside the field, ECE is perceived as a service industry rather than a profession (e.g. low training standards, minimal regulation, low wages, and little status or respect accorded its workers). There is little recognition outside those involved in the field that work requires in-depth knowledge and a specialized set of skills that can only be acquired through significant effort and education (Children’s Institute, 2007).

The “professionalization” of ECE and the status elevation of all workers in the field is an economic development issue. Currently, it is estimated that Oregon’s child care industry employs more than 14,000 people and supports more than 2 billion dollars in income annually by allowing parents to work (CCD, 2005). Establishing the profession and increasing ECE worker compensation will support increased tax revenues. Professionalization would also provide more viable economic opportunities, especially for women, as the existing cottage industry of independent child care providers, earning living wages, is further established.

Early Care and Education is a multifaceted profession including multiple types of care and education for young children, teacher-education programs, and resources for children and families (family child care, center-based care, parent education programs, etc.). While the diversity and inclusiveness of the field are generally seen as strengths, an unfortunate consequence has been a lack of a consistent and coherent definition of identity and purpose for the field (Goffin & Washington, 2007).

Recently, due to reports on the impact of early experiences on brain development and the long-term economic impact of early care and education, policy makers and politicians have begun to take note of the field. There is now a nation-wide movement to bring universal preschool (UPK) legislation before state governments (Fuller, 2007) as a means of eliminating achievement gaps based on socio-economic status and ethnicity that persist in this country. These efforts have successfully increased both the monies supporting program implementation in early care and education AND the credentialing requirements for practitioners serving in a teacher role in publically funded and accredited programs.

Community College programs in early care and education play a major role in bringing formal credentialing to the field. As noted in a 2007 report by the Children's Institute, Oregon is largely lacking in Bachelor's level programs for the field. The place for specialized training in the state is at the Community College level. Currently Oregon initiatives aimed at further professionalizing the field are significantly linked to Community College programs, inducing practitioners in the field to transition to college through a variety of financial and regulatory incentives.

Reading and review of the Early Education and Family Studies program review should be read with this background and issues in mind. The Early Education and Family Studies program and faculty see their role as providing professional preparation and credentialing for practitioners in the field, while also serving as change agents for further field professionalization.

One additional note: The EEFS department has been engaged in a two-year self-study process leading to National Accreditation through the National Association for the Education of Young Children. As late as June 2009, the EEFS department faculty were assured that the accreditation self study would stand in for the program review process. In September 2009, with the faculty well ensconced in accreditation requirements, the department was serendipitously informed (i.e. it happened to come up in conversation) that program review must be a process separate from and in addition to accreditation. Therefore, program review has been an exceedingly frustrating exercise feeling a great deal like jumping through institutional hoops. The EEFS program faculty strongly suggest that the PCC program review process for nationally accredited CTE programs be re-examined with eye toward avoiding parallel review questions/evaluations where accreditation materials are not quite sufficient to meet program evaluation criteria.

1. Program/Discipline Goals

A. What are the educational goals/objectives of this program/discipline? Have they changed since the last review, or are they expected to change in the next five years?

As a professional technical program, EEFS program goals and objectives are highly similar to program outcomes. As a result program outcomes will be discussed in this section.

Early Education and Family Studies Program Outcomes (2005)

Early Childhood Certificate Outcomes

- Students with an Early Childhood Certificate will exit the program with entry level skills necessary for the care and education of young children.
- Students with the Early Childhood Certificate will meet Oregon Child Care Division requirements for teachers in Infant & Toddler, Preschool, and School Age Programs

Early Education and Family Studies Degree Outcomes

- Students with an Associate of Applied Sciences in Early Childhood will exit the program with skills necessary for the care and education of young children.
- Students with an Associate of Applied Sciences in Early Childhood will demonstrate the ability to integrate knowledge of child growth and development, communication, environments, and curriculum with observation and assessment in planning developmentally appropriate programs for individuals and groups of children from infancy through age six.
- Students with the Associate of Applied Sciences in Early Childhood will meet National Association for the Education of Young Children requirements for teachers in Infant & Toddler, Preschool, and School Age Programs.

Due to college requirements, program outcomes for the Early Education and Family Studies program have recently changed to reflect national professional standards, an external focus, and links to PCC's Core Outcomes. It is expected that outcomes will change only in response to modifications in professional standards set at the national level. Revised outcomes are included below...

Early Education and Family Studies Outcomes (2010)

Students exiting the program with an AAS in EEFS will ...

- use their understanding of young children’s characteristics and needs, and of the multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children (critical thinking & problem solving; professional competence)
- apply a recognition of the importance and complex characteristics of children’s families and communities to the creation of respectful reciprocal relationships that support and empower families and involve all families in their children’s development and learning (cultural awareness; self reflection).
- use systematic observation, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning. (professional competence, communication, critical thinking & problem solving)
- employ their understanding of and relationships with children and families and their understanding of developmentally and culturally effective approaches to teaching and learning to implement and evaluate experiences that promote positive development and learning for all young children (critical thinking & problem solving; communication; cultural awareness).
- identify and conduct themselves as members of the early childhood profession. (professional competence)
- know and use ethical guidelines and other professional standards related to early childhood practice (professional competence)
- identify themselves as continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. (Self reflection; communication)
- act as informed advocates for sound educational practices and policies (communication; community & environmental responsibility).

Students exiting the program with an Early Childhood Certificate will ...

- use their understanding of young children’s characteristics and needs to create environments that are healthy, respectful, supportive, and challenging for all children. (critical thinking & problem solving; professional competence)
- use their understanding of the importance and complex characteristics of children’s families and communities to create respectful reciprocal relationships that support and involve all families in their children’s development and learning. (cultural awareness; self-reflection)

- use observation and documentation, in partnership with families and other professionals, to positively influence children's development and learning. (professional competence, communication)
- employ their understanding of and relationships with children and families and their understanding of developmentally and culturally effective approaches to teaching and learning to implement and evaluate experiences that promote positive development and learning for all young children (critical thinking & problem solving; communication; cultural awareness).
- know and use professional standards related to early childhood practice. (professional competence)
- identify themselves as collaborative learners who demonstrate reflective perspectives on their work, making decisions that integrate knowledge from professional sources. (Self reflection; communication).

B. Place the Program/Discipline within the context of the institution. Describe how the college's Mission, Values and Goals are addressed

PCC Mission

Portland Community College provides access to an affordable, quality education in an atmosphere that encourages the full realization of each individual's potential. The college offers opportunities for academic, professional, and personal growth to students of all ages, races, cultures, economic levels, and previous educational experiences.

EEFS Mission, Vision, and Values.

The Mission, Vision, and Values statement of the EEFS program was first developed in 2001 and revised in 2008 (See Appendix 1). The statement is inclusive of the EEFS academic program as well as the EEFS Lab School, providing child care for student parents, practicum placement for students in the first two levels of practicum, and demonstration practices for other EEFS courses. The 2008 revision process included soliciting feedback from the PCC and early care and education professional community on the statement's validity and relevance. The Mission, Vision, and Values statement acts as a vehicle to guide program practice and to help identify areas in which the program can strive to realize its goals.

*PCC's mission statement is reflected in the EEFS mission and vision statement. The EEFS mission and vision statement speaks of **quality academic instruction** and program participants **reaching their potential** in the field of early care and education. EEFS mission and vision statement conveys the complex role of the department as an academic program and provider of quality early care and education for student parents.*

Statement of Values

- Quality, lifelong learning experiences that helps students to achieve their personal and professional goals
The EEFS program recognizes the diverse cultural, education, professional, and personal histories of its participants. This recognition is reflected in the program's structure and practices that value the needs of the individual student and provide a variety of ways to support student growth and development.
- An environment that is committed to diversity as well as the dignity and worth of the individual
The EEFS program and its faculty strive to create program structures and learning environments that recognize, respect, and support the diversity of the student body. Diversity is a fundamental working assumption of quality practice in early care and education. As such, the EEFS program works to ensure that it practices with adult learners what it teaches with regard to appropriate and dynamic learning environments.
- Continuous professional and personal growth of our employees and students
The EEFS program and faculty continually engage in critical reflection of the program's structure and requirements to ensure that program requirements are in line with the most current professional practices. Students engage in on-going practicum experiences, continuing professional growth throughout their experience in the program. EEFS faculty take advantage of opportunities for personal professional development accessing local and regional conferences and other opportunities.
- Effective teaching and student development programs that prepare students for their roles as citizens in a democratic society in a rapidly changing global economy
The EEFS program incorporates many technological, experiential, and androgogical elements that prepare students to effectively function in a rapidly changing, diverse society. The EEFS program has taken full advantage of the distance learning options available through the college helping students acquire technological skill and literacy. The program's two-course diversity sequence and practicum placements prepare students to function as involved citizens in our democratic society.
- Academic Freedom and Responsibility - creating a safe environment where competing beliefs and ideas can be openly discussed and debated
Creation of safe and open learning environments is a vital component of the EEFS program. The care and education of young children is fraught with practices that, while not best, are intimately tied to intuitive views of child

development, child rearing, educational expectations, and perceptions of adult-child relationships. These views are largely uninformed by theory or current research. Supporting students as they critically examine their currently held views requires that EEFS faculty skillfully and sensitively encourage sharing of competing beliefs and ideas.

- Sustainable use of our resources

The EEFS program (viz., faculty, staff, students, and children) recycles and eats organic produce whenever possible. The program has also moved to place all syllabi and related course resources online using MyPCC or Blackboard for online courses. Students then make their own decision as to whether to print out the information.

With passage of the PCC Bond, the EEFS program and faculty are involved in the building planning process. This has encouraged EEFS faculty (in partnership with program students) to research and develop plans for integrating sustainable use design and practices into the construction and operation of the new building.

- Collaboration predicated upon a foundation of mutual trust and support

The EEFS program actively seeks collaboration with professional partners in the community (Child Care Resource & Referral Agencies, other Community Colleges, local professional organizations, etc.). The EEFS program strives for collaboration that is in the best interests of early care and education practitioners (our students) and the children and families served in their programs.

- An agile learning environment that is responsive to the changing educational needs of our students and the communities we serve

The EEFS program has evolved in recent years to better serve the needs of the early care and education practitioner who is employed full-time in the field while attending school. The majority of EEFS courses are now offered in the evening, on the weekend, or online. With the exception of practicum, an EEFS student can now complete the program without being required to leave their place of work during the day.

As the EEFS student population has become more comfortable with online learning environments, more courses have been developed to meet this need. Currently, the department offers three courses completely online. Four additional courses are in development as online offerings.

- Accountability based upon an outcomes-based approach in education

The EEFS program maintains credential-level outcomes for the Early Childhood Certificate and the AAS Degree (see above). CCOGs document course outcomes for all program-required courses. Additionally, the EEFS program includes three levels of competency-based practicum. Students must complete or demonstrate all competencies before they can move to the next level of practicum. Practicum levels 1 and 2 are required for the Early Childhood Certificate. Advanced Practicum is required for the AAS Degree.

- The public's trust by effective and ethical use of public and private resources

The EEFS program complies with all college policies regarding use of college resources. The EEFS program has been awarded two grants within the past 5 years. The program has actively monitored implementation of those programs and has submitted all reports and documentation as required by the funder (reports available on request).

PCC Goals

1. **Access:** We will improve access to quality lifelong learning opportunities through the effective use of technology, affordable classes and the strategic location of facilities.

As stated above the EEFS program is committed to using technology and diverse time and location offerings to serve the needs of its student population, particularly those working full-time in early care and education.

2. **Student success:** We will promote success for all students through outstanding teaching, student development programs, and support services in all that we do;

- *Professional technical education will be responsive to industry needs and prepare students to work in a global marketplace.*

See comments above and in the report that follows on how the EEFS program is responding to industry needs and preparing students to be successful in the workplace.

- *Transfer preparation will prepare students for success in obtaining baccalaureate degrees.*

The EEFS program articulates with three programs in the State of Oregon system of higher education. Students can transfer to PSU's Child and

Family Studies program with 74 of 90 credits transferring. PSU's Extended Campus program accepts 80 of the 90 EEFS program credits. Finally, a new pending agreement with SOU's Child Development Bachelor's Degree will allow students to transfer with a 90 program credits.

- *College readiness will promote student preparation for college-level programs and employment.*
- *Community education/continuing education will provide quality education to enrich students personally, socially, culturally, and to upgrade occupational/job skills.*

3. Diversity: We will enrich the educational experience by committing to the development of diversity in our student body, faculty and staff.

Faculty in the EEFS program are strongly committed to advocacy for equity, social justice, and inclusion. The EEFS program reflects this commitment with a two-course diversity sequence required in the degree program and a variety of formal and informal supports for students including support groups for immigrant students and men in early childhood. The EEFS faculty provides outreach and leadership in college, community serving on the college diversity council, and in regional diversity efforts including yearly Martin Luther King Day community activities. Further, faculty members serve as community resources as well as active trainers on these topics.

4. Continuous Improvement: We will develop, safeguard and allocate our resources (human, financial, capital, and technological) to ensure through planning and assessment the delivery of relevant, quality programs and services.

The EEFS program analyzes course offerings and program implementation on a yearly basis to ensure that both full-time and part-time students make efficient progress through the program. The program works with state professionalization efforts as well as state and national credentials to ensure a smooth transition to the college program for early childhood practitioners in the field.

5. Cultivating Partnerships: We will effectively respond to the educational needs of our students and communities through strategic alliances with business, government agencies and educational institutions.

The EEFS program works intensively with a number of partners in the community both seeking feedback and guidance through the EEFS Advisory Committee and in providing program related services (advising, course offerings) at or near the location of our larger community partners.

6. Community: We will facilitate growth and development of our district communities by accepting a leadership role and serving as a key educational resource to the community.

EEFS faculty are actively involved in the community serving on numerous committees and boards related to early care and education. Committee and board involvement includes:

- *Multnomah County Resource and Referral Advisory Committee*
- *Oregon Child Care Division Qualifications, Credentials, and Pathways Committee*
- *PAVTEC Early Childhood Community Connections*
- *Clark College ECE Advisory Committee*
- *Clark County Support for Early Learning and Families Council*

2. Curriculum: reflect on the learning outcomes and assessment, teaching methodologies, and content in order to improve the quality of teaching, learning and student success.

A. Evaluate the curriculum using national and/or professional program/discipline guidelines where available.

The EEFS program is guided by *workplace role and skill expectations* and is clearly linked to national professional program guidelines and standards. As a professional technical program, the EEFS department is fundamentally linked to job preparation, and must be mindful of the current expectations and needs of early care and education employers with regard to the knowledge, skills, and abilities for prospective employees. It is most helpful to contrast coursework contained within the two credentials offered by the department. The courses of the 34-credit Early Childhood Certificate offer students an excellent foundation in concepts and techniques fundamental for appropriate practices in early care and education environments. Students build content knowledge and acquire skills related to child development, guidance and observation, curriculum and environments, child health and safety, building partnerships with families, and awareness of diversity issues. Service learning opportunities allow students to explore work environments in the field connecting instruction to implementation, linking theory to practice. While department faculty feel strongly that Certificate completion provides an excellent foundation for an assistant in an early childhood environment, the state of Oregon allows anyone with at least 30 credits of early childhood education to work as a teacher in a certified child care center.

At the Associate Degree level, coursework reflects increased *depth* and *content specialization* with focused considerations of child development, using observation in the service of addressing guidance issues, building anti-bias practices and environments, fostering language and literacy development, and working with children with special needs. The advanced practicum experience pushes students to *fully*

integrate what they have learned in the program with their own teaching dispositions in a work environment. Faculty believe that this constellation of specialized knowledge and skills constitutes the best preparation for a teacher role in an early childhood environment.

The program framework is clearly linked to the standards for the National Association for the Education of Young Children (NAEYC).

Standard 1, *Promoting Child Development and Learning* is visited in nearly every course, but receives particular focus in HEC 226 Child Development.

Standard 2, *Building Family and Community Relationships* is the focus of HEC 201 Family Partnerships, but is also considered in other courses including ECE 224 Multicultural Practices II, Curriculum & Implementation, ECE 234 Working With Children with Special Needs, and ECE 264 Advanced Practicum.

Standard 3, *Observe, Document & Assess to Support Young Children and Their Families* is reflected in ECE 121 and 221, Observation and Guidance I and II, as well as ECE 264 Advanced Practicum.

Standard 4, *Teaching and Learning* standard is met in the ECE 122 and 123, Environments and Curriculum I and II series. It is further reflected in ECE 224 Multicultural Practices II Curriculum & Implementation, ECE 236, Language and Literacy Development, and all levels of practicum (ECE 133, ECE 134, and ECE 264).

Standard 5, *Becoming a Professional* is covered by ECE 120, Introduction to Early Education and Family Studies, ECE 200, The Professional in Early Childhood Education, and ECE 264, Advanced Practicum.

B. Identify and explain changes that have been made to course content and/or course outcomes since the last review.

At the time of the last program review, the EEFS department was on the cusp of a major departmental overhaul. Since that overhaul, minor changes and reorganization to course content has occurred, while course outcomes have been maintained. For instance use of service learning has increased in many of the courses offered. Students are now expected to engage more within the community that they live or work in by the types of assignments to complete such as environmental assessments, anti-bias curriculum and professional networking.

At the advanced level, students now demonstrate their knowledge and skills through the use of documentation boards and participate in parent-teacher conferences. Student completing their AAS degrees participate in a professional portfolio defense to PCC faculty, child development teachers and other ECE community professionals. These portfolios and presentations are organized around the NAEYC Standards.

A review the CCOGs for this program review has identified six course CCOGs that need

revision. This revision will be completed in the coming 2010/2011 academic year.

- ECE 120 Introduction to Early Education and Family Studies. Establish congruence between description and addendum. Define content aspects of survey course.
- ECE 121 & ECE 221 Observation and Guidance I and II. Realign course sequence, clearly delineating content for two levels.
- ECE 122 & ECE 123 Environments and Curriculum I and II. Realign course sequence. More clearly delineate content and practice expectations between Level 1 and Level 2.
- ECE 234 Children with Special Needs. Revise to reflect current nomenclature, practices and emphasis on inclusive environments.
- ECE 236 Language and Literacy Development. Revise to reflect current nomenclature.
- Practice Sections (ECE 130, 133, 134, 260, 264). Major realignment scheduled for 2010/2011 academic year. Changes to CCOGs anticipated. See Section 7.

C. Assessment of course outcomes:

i. Are assessments that address the course outcomes described in the Course Content and Outcome Guides (CCOGs)?

Yes. The assessments referred to in the CCOGs are conceptually linked to the course outcomes.

ii. Describe evidence that students are meeting course outcomes.

Students in most EEFS classes complete weekly reading quizzes to document acquisition of content knowledge. Periodic exams are employed in several courses.

Assignment rubrics aspects of course outcomes and allow students to understand the extent to which their work met the established standard.

Students employ assessment tools presented in classes such as anecdotal, ABC event samples, Tallies, and the Early Childhood Environment Rating Scale to evaluate the classroom environment, routines, and schedules for infants, toddlers, and preschool age children's development, interests and needs and create strategies, approaches and tools to meet the needs of the children and families in the classroom. Evaluation of the observation and assessment results indicate extent to which student has 1) understood the use of the assessment tool and 2) applied the results derived from that tool to plans and interpretations based in child development concepts and knowledge of developmentally appropriate practices.

Students create “curriculum webs” to analyze and plan for the classroom, creating activities to meet the social, emotional, cognitive, and physical needs of the children as well as their cultural perspectives. Comprehensive child studies (focus child reports) require students to use observation techniques to establish the developmental level of the child and their familial and cultural environment and then plan or propose curricular or environmental changes that might best address that child’s needs in a developmentally and culturally appropriate manner.

Students come to our classes to learn how to play nicely with and enjoy their friends in the classroom. A successful class session is evidence of course outcomes in action.

Field work experiences and the EEFS Competencies for each practicum level provide a significant integration of theory into practice. Accomplishment of course outcomes, while assessed through course assignments throughout the program, are ultimately revealed during the creation of documentation for competency conferences and preparation of a professional portfolio for presentation during the Advanced Practicum portfolio defense.

iii. Identify/give examples of assessment-driven changes made towards improving attainment of course-level outcomes

The EEFS department, as a result of work on national accreditation in the 2009/2010 has developed assessment rubrics for identified Key Assessments in the EEFS program. These Key Assessments collectively address all the National Standards and Key Elements for the field.

Work to “rubricize” assessments has extended to other assessments in program course work. As course-level outcomes are linked to national standards and key elements and as course assessment rubrics similarly reflect links to those standards and elements, expectations regarding course outcomes and assessment are made clear to both students and faculty.

D. Assessment of College Core outcomes

i. Describe how courses in the program/discipline address the College Core Outcomes. <http://www.pcc.edu/resources/academic/core-outcomes/index.html>

Communication. Communication is an integral part of the EEFS program. In EEFS courses, students communicate with each other during small group discussions and presentations. Practicum requires effective communication with both children and adults in the lab setting. The final, Advanced Practicum portfolio presentation requires communication of student accomplishments to a group of EEFS faculty, students and community members.

Community and Environmental Responsibility. Social justice work is inherent in services for children and families. Students encounter, explore and demonstrate advocacy opportunities in courses considering building partnerships with families, implementing multicultural practices in all early childhood environments, and actively contributing to the professionalization of the field of early care and education. Service learning experiences connect students to the community and to community issues and opportunities.

Critical Thinking and Problem Solving. Practicum, with its integral links to theory and practice, demands that students engage in critical thinking and problem solving to align developmental expectations derived from readings and course material with the implementation of early childhood practices with “real live” children. Additional opportunities for critical thinking and problem solving arise during explorations of personal view and multicultural practices as well as analysis of ethical dilemmas in the field.

Cultural Awareness. Cultural awareness is an explicit component of the Early Education and Family Studies program with both a two course sequence exploring culture, cultural competence, and culturally appropriate practices as well as explicit consideration of the influences of culture in nearly every EEFS class and on nearly every aspect of the field. Students complete multiple reflective journal entries on aspects of cultural competence. Awareness of and implications of cultural appropriate practices in early care and education through project based assignments is a component of multiple courses in the program.

Professional Competence. Practicum experiences engage students in professionally relevant and expected practices. Professional portfolios prepared for practicum competency conferences provide students with prepared materials to bring to employment opportunities as evidence of professional skill. ECE 200 The Professional in Early Education explores the features of professional status and conduct in the field and specifically provides opportunities to learn and practice professional presentation techniques.

Self Reflection. Reflective practices are core tenet of the early care and education field. Students are provided with multiple opportunities to reflect on personal beliefs, practices and individual growth. It is expected that students will demonstrate reflective abilities in their evaluation of theory to practice opportunities and assignments.

ii. **Please revisit the Core Outcomes Mapping Matrix for your SAC and update as appropriate.** <http://www.pcc.edu/resources/academic/core-outcomes/mapping-index.html>.

Matrix is appropriate as of the preparation of this report. It is likely that some updates may be made after the review and revision of the practicum sequence is complete.

iii. What strategies are used to determine how well students are meeting the College Core outcomes?

Reflective journals
Course presentations
Small group assignments
Service learning placements
Cultural boundary crossing assignments
Ethical dilemma analysis
Practicum Competency Conferences
Advanced Practicum Portfolio Defense

iv. Describe evidence that students are meeting the Core outcomes

See i

v. Describe changes made towards improving attainment of the Core outcomes.

As a human service professional technical program, EEFS is ideally positioned to fully meet college core outcomes.

E. To what degree are courses offered in a Distance modality? Have any significant revelations, concerns or questions arisen in the area of DL delivery?

The EEFS program is actively involved in using Distance modalities to offer courses. Use of Distance modalities is seen as a key component in reaching early education practitioners, a majority of whom are geographically and professionally isolated due to working location and conditions. Such isolation makes it extremely difficult for such students to participate in typical face to face classes.

Expressed concerns regarding Distance Education include 1) students' apprehension regarding online classes, 2) concern that online learning does not address multiple learning styles, and 3) the availability of reliable home computers. The EEFS department and faculty believe that not every EEFS course is a "good fit" for the online environment. Development options are carefully considered before being proposed to the Distance Learning Department. Most courses currently offered online are also offered via face-to-face modality at least once a year. For classes offered only online, students who feel they are unable to complete a course in the online environment are referred to similar classes offered FTF at other local community colleges.

The EEFS department offers the following courses online...

- ECE 122 Environments & Curriculum I (Winter)
- ECE 123 Environments & Curriculum II (Spring)
- HE 262 Children's Health, Nutrition & Safety (varies)
- HEC 201 Family Partnerships (Fall, Spring)
- HEC 226 Child Development (Fall, Winter, Spring)
- ECE 221 Observation & Guidance II (varies)
- ECE 236 Language & Literacy Development (varies)

The department has tentative plans to develop and implement ECE 120 Introduction to Early Education and Family Studies and ECE 234 Children With Special Needs as Distance/online courses. Further, the EEFS program works with colleagues at other early education community college programs to sequence the offering of the online courses such that students across the state can access needed core courses as needed.

F. Has the SAC made any curricular changes as a result of exploring/adopting educational initiatives (e.g. Service Learning, Internationalization of the Curriculum, Inquiry-Based Learning)? If so, please describe.

Service Learning. The EEFS program makes extensive use of service learning in course offerings. Use of service learning does depend to a certain extent on the faculty person teaching the course.

The following courses include service learning...

- ECE 121 Observation and Guidance I
- ECE 122 Environments and Curriculum I
- ECE 123 Environments and Curriculum II
- HEC 201 Family Partnerships
- ECE 200 The Professional in Early Education
- ECE 124 Exploring Our Views – pending

Internationalization of the Curriculum. Thanks to the Adelante Maestros project, the EEFS program conducted a great deal of investigation and work into structuring instructional practices so as to meet the needs to multiple learners, particularly those from other countries. Changes to instructional practices were designed to promote knowledge integration through multiple modalities so as to accommodate the learning styles and linguistic abilities of multiple populations. Further, the Adelanté Maestros project provoked a serious re-examination of what constituted best practices in the lab environment, leading to a broader definition of best practices for work with young children and their families informed.

2. Needs of Students and the Community: are they changing?

A. What is the effect of student demographics on instruction, and have there been any notable changes since the last review?

Please refer to Appendix 2 for relevant demographic information. Demographic information continues to support the EEFS program's efforts to extend instruction online and throughout the district. Students are spread throughout Washington (40+%) and Multnomah Counties (20+%).

The program has not seen significant changes in other demographic categories (age, race/ethnicity, gender, full-time/part-time status in the past three years. A majority of students are female, white, and range in age from 21 – 40. Recently, the department has increased efforts to recruit and support the retention of male students in the program. The presence of a full-time, male faculty member has increased the visibility of men in early care and education. Additional efforts include integration of material into introductory courses, establishment of a support group, and creation of a MyPCC group page.

The EEFS program enrollment for under-represented groups tracks well with demographic data from Washington and Multnomah Counties, but differs significantly from the PCC population with regard to enrollment of students who self-identify as Hispanic.

For many years, the EEFS program administered a federal grant targeting Head Start teachers in traditionally Hispanic-serving institutions. As a result of this grant, significant relationships were built with Oregon Child Development Coalition and Community Action Organization Head Starts and their employees. This is an area of major change since the last program review as the grant was discontinued as of September 30th 2009 and resulted in the loss of the program administrator and her significant outreach efforts to the Head Start practitioners. The EEFS program is working to institutionalize various aspects of the program. Two classes, taught in Spanish, will be offered each year as part of the EEFS program regular section allotment. The Perkins academic support position will offer outreach and advising to Head Start employees each term onsite. An advisor at Rock Creek campus has taken on initial program advising for Spanish-speaking students. The EEFS program will be monitoring these efforts and connections closely in the coming terms.

	EEFS 08/09	PCC Credit 08/09	Washington County*	Multnomah County*
African American	4.2%	5.5%	2%	6.0%
Asian/Pacific Islander	6.6	9.1	8.5	6.0
American Indian/Alaska Native	2.0	1.5	.8	1.1
Hispanic	16.7	8.0	15.2	10.8
White, Non-Hispanic	70.6	72.8	85.9%	83.4%

*Source: 2008 US Census Estimates

B. Has feedback from students, community groups, transfer institutions, business and industry or government been used to make curriculum or instructional changes? If so, describe.

Feedback from students is most apparent in department attempts to maximize program accessibility, particularly with regard to practicum. See Section 6, Part E for an extensive discussion of this issue.

Feedback from Advisory Committee Members (including business representation) has influenced the presentation of curriculum models and assessment formats in relevant courses. Thanks in part to the Bush Administration's insistence on evidence-based programming, early care and education is now dominated by a number of popular curriculum models (Creative Curriculum, HighScope, The Project Approach, Reggio). Many of these models also include paired developmental assessment tools with online reporting components. A 2005 revision of the ECE 122 and ECE 123 Environments and Curriculum sequence ensured that the major model formats are introduced in the sequence. The department is now considering whether and how to incorporate at least one of the developmental assessment models into program coursework.

At a National level, early care and education is represented by the National Association for the Education of Young Children, the field's largest professional organization. NAEYC administers an accreditation program for Associate Degree granting programs in the field. PCC's EEFS program has engaged in a yearlong self-study process to meet these national accreditation standards. As a result of the self-study, changes have occurred in the way certain assignments are presented and graded. For example, the department is moving toward the use of rubrics (linked to national standards) as a grading tool.

C. Describe current and projected demand and enrollment pattern. Include discussion of any impact this will have on the program or discipline.

A review of program enrollment data from PCC's Office of Institutional Effectiveness shows an incremental increase in program enrollment over the past four years. Though FTE was down in 2008/2009, student head count in the program actually increased. FTE reports for 2009/2010 indicate significant increases in FTE over the 2008/2009 academic year.

Though most of the current year's FTE growth is likely the result of the poor economy, Early Care and Education as a professional field is experiencing a great deal of increased interest and engagement from politicians and policy makers. This is bringing unprecedented growth and funds for professional development to the field. For instance, President Obama's stimulus package includes 2 billion dollars for child care for low-income families. In Oregon, this translates into 22.5 million dollars in total allocation. In February 2010, an additional 1 million dollars was allocated for Early Head Start expansion in Oregon including the hiring of additional, qualified teachers and assistants.

Additionally, NAEYC Accreditation criteria, Head Start current teacher requirements and future requirements for Head Start assistant teachers will put continued emphasis on completing an Associates Degree in ECE (NAEYC, 2007; US Dept of Health and Human Services, 2008). Federal funding will result in Head Start Expansion and the need for greater numbers of qualified employees.

Finally, Oregon is currently implementing an initiative identified as EQUIP. This initiative includes three elements influencing program interest and enrollment. First, practitioners with at least a Step 9 on the Oregon Registry can receive a \$500 education award. The Oregon Registry is a state credential to facilitate continued growth and professionalization for those involved in Oregon's early education community. Step 9 can be achieved with an Associate Degree in Early Care and Education. Second, a large scholarship program for the field has been implemented with scholarship monies going to both the community college early childhood programs (PCC receives approximately \$18,000 per year) and to the Oregon Center for Career Development in Childhood Care and Education (administrator of the Oregon Registry). The John and Betty Gray Scholarship program is designed to encourage practitioners to attend community college and complete credentials with the goal of increasing the stability of the early care and education workforce. Finally, the EQUIP program includes "rewards" for early childhood employers in the form of monies for professional development and higher scores on identified "Quality Indicators" when employers seeks to increase the number of employees with completed professional credentials.

D. What strategies are used within the program/discipline to facilitate access and diversity?

Students in the Early Education and Family Studies Program enter the program through multiple strands:

- Some enter immediately after High School. Agreements with local high school programs allow some students to enter the EEFS program with five (5.0) credits of early education related coursework including the Introduction to Early Education. Recent negotiations with local high schools may soon lead to qualified high school teachers presenting CDA material thereby allowing the EEFS program to articulate approved high school diplomas for 15 core credits.
- Employees in local early childhood programs are also regular student candidates. Several program in the area (larger employer sponsored child care and Head Start) require Associate Degrees of teachers, motivating many to enter PCC's program.
- In Oregon, transition and articulation to Community College is an emphasis of the state's framework for Professional Development. Prospective students from the community enter the EEFS program through contact with their local Resource and Referral Agency or the Oregon Center for Career Development in Childhood Care and Education, coordinating agency for the Oregon Registry.
- Finally, the remainder of the EEFS student population enters the program based on an emerging interest in the field. EEFS faculty regularly meet with prospective students in a variety of contexts to encourage participation in the program.

The EEFS program is an open-entry program. Students begin when they are "ready" to take EEFS classes. To be "ready," prospective students must enroll in the college, complete a college orientation, attend an EEFS program orientation, and complete a writing and math assessment. EEFS coursework assumes that students have placed at what is called the Writing 115 Level. Clearly, the most significant challenge to open enrollment is that a higher proportion of students may not successfully complete the program. Oregon's child care regulations allow preschool teachers to work in certified programs with as little as two years of "qualified experience." As a result, many who currently work in the field fell into the field due to minimal requirements and were often unsuccessful in their previous schooling experiences. The EEFS program is committed to the success of all students entering the program. The program sees access to and participation in Community College credentialing as an important component in the professionalization of the early care and education field. As many EEFS students currently work in the field, even partial completion of the program provides students with knowledge and skills they can use immediately in their work with young children and families.

To facilitate student success and maintain quality, the program faculty take an active role in guiding students at all levels of program participation. Writing requirements

gradually increase as students work through the program. Spanish speaking, English language learners are accommodated with several courses offered in Spanish or bilingually. This allows these students to work on ESOL coursework while remaining engaged in the EEFS program. Practicum competencies provide an important quality control, requiring the student demonstrate identified practices before continuing to progress in the program.

Given the great diversity of training and education levels present among practitioners in the field, and recent efforts at the state level of increase access to for-credit credentials, the EEFS program works closely with practitioner support organizations. The program has a number of mechanisms to facilitate access to the EEFS program by those practitioners currently working in the field (transition of non-traditional credit). Using PCC's Nontraditional Credit transcription process the EEFS program offers core program credit for the Child Development Associate (a national credential in the field), the Oregon Registry Step 7 (a 120 clock hour Oregon credential) and the Northwest Nannies Certificate (a local credentialing program). Specific transcribed courses depend on the credential focus. This allows credentialed practitioners in the field to take a single PCC class and then transcript their additional credit bringing students to within 20 credits of the EEFS Early Childhood Certificate.

4. Faculty: reflect on the composition, qualifications and development of the faculty

A. Provide information on

i. Rationale for the size, distribution and composition of the faculty in the subject area.

The Early Education and Family Studies program is a relationship-based program providing high quality course experiences as well as intensive practicum supervision and support. This comprehensive level of support is founded in research into best practices in early childhood teacher education emphasizing the effectiveness of relationship-based professional development in promoting teacher development and change (Weber & Trauten, 2008). The current size of the EEFS faculty supports implementation of this best-practices model.

The EEFS program attempts to serve the entire District. This has been difficult with regard to scheduling (see Section 5). Recent developments at Rock Creek campus and discussion with Cascade campus have opened up the possibility of extending the EEFS program to other campuses. While the EEFS SAC applauds these efforts, there are some concerns over maintaining program quality with explicit expansions of the program to other campuses in the District, particularly with regard to maintaining anticipated program accreditation with multi-campus implementation. Some centralized control must be maintained over program implementation in order to preserve fidelity to national accreditation standards.

ii. Quantity and quality of the faculty needed to meet the needs of the program/discipline.

The current cadre of full-time faculty is extremely well-balanced in terms of the needs of the program and discipline.

Hadiyah Miller holds an MA in Human Development from Pacific Oaks University. She specializes in diversity and social justice issues, cultural competency, and building developmentally and culturally appropriate curricula and environments. She advocates strongly for a variety of different teaching and learning modalities to optimally address the different learners in the EEFS program. In faculty and community meetings and in personal practices, Hadiyah challenges us to reach beyond our beliefs of what is possible in supporting students, children and families. In and out of class, Hadiyah engages with students with honesty and authenticity encouraging students to think out of the box about how development and cultural/familial practices intersect in early childhood settings.

Linda Jones holds an MA in curriculum and instruction from PSU. She has taught for 15 years and has 20 years of experience teaching prenatal and parenting classes. In 2008, She was presented with the Outstanding Woman Faculty award. Linda is actively engaged in relationship based instruction and this is reflected in her teaching in our Guidance and Family Partnerships courses and most particularly, in practicum. She specializes in individualized instructional methods for student learners acting as a highly effective practicum instructor in situations where students are encountering personal and professional challenges in meeting the practicum competencies. When assistance is not available to support student success in the program, Linda creates supportive opportunities. For instance, she recently convened a regularly meeting group of international and immigrant students to encourage dialog and the construction of mutually supportive relationships.

Andrew Forshee holds a Ph.D. in Human Services from Walden University and over 19 years of experience in the fields of early childhood education, family studies, and human services, including work as a children's classroom teacher, Head Start specialist, teacher trainer, mentor teacher, faculty member, program supervisor, and family support specialist. Andrew specializes in family studies and intervention strategies and balances his degrees in human development and human services with over 20 years of experience and inquiry as an artist in theater, performance art and movement. Andrew is an active scholar-practitioner. In addition to teaching, he maintains a broad research program, encompassing issues of masculinity, gender dissonance, gender bias, and support services for transgender children, adults, and families.

Christyn Dundorf holds a Ph.D. in Human Development from the University of Rochester with a specialization in Language and Literacy Development for young children. After several years implementing state-level initiatives to professionalize the early care and education workforce through the Oregon Center for Career Development in Childhood Care and Education at PSU, Christyn has added leadership and advocacy

with regard to professionalization efforts to her interests and specializations. Christyn brings a passion for child development-based inquiry to child development and observation coursework in the program. Her professionalization work in the program and community enhances students' understanding of themselves as professionals and as change agents for the field.

Part-time faculty provide the department with specialized knowledge and skills to complement existing program instructional strengths.

Given that EEFS implements a fixed number of courses each year, the quantity of faculty is sufficient at this time. Program expansion (see above) will require additional sections, though the creation of additional faculty positions is uncertain at this time.

iii. Extent of faculty turnover and changes anticipated for the future.

Since the last program review, one faculty member, Sharon Allen, retired and Dr. Andrew Forshee was hired in her place. After the hiring of Dr. Forshee, the program experienced some turnover in its cadre of part-time faculty as those individuals who had sought the open position moved on to other employment opportunities.

Changes are not anticipated in the future at this point.

iv. Extent of the reliance upon adjunct faculty and how they compare with full-time faculty in terms of educational and experiential backgrounds.

The EEFS department works with approximately 9 adjunct faculty per year. Adjunct faculty are typically hired based on their ability to fill specialized instructional needs in the department. The vast majority of adjunct faculty are highly experienced in the early care and education field. For instance, ECE 234 Children With Special Needs is taught by an adjunct faculty member with specialized credentialing in early intervention and early childhood special education as well as numerous years in the EI/ECSE field.

v. How the faculty composition reflects the diversity and cultural competency goals of the institution.

Though a very small department, the EEFS faculty represent diverse backgrounds and perspectives. Further, as the department is committed to cultural competency and social justice (see Mission, Vision, and Values statement), the quest for cultural relevance, accessibility and representation is an ongoing component of department meetings, discussions, actions, and program revisions.

Individually, full-time faculty demonstrate social justice passions that are reflected in their personal advocacy.

B. Report changes the SAC has made to instructor qualifications and the reason for the changes. <http://www.pcc.edu/resources/academic/instructor-qualifications.pdf>

No changes in instructor qualifications have been made since the last program review. The listed website provides an up-to-date version of qualifications, however it is not presented in the format used by the department (it appears the table of qualifications was haphazardly converted). Current, instructor qualification requirements are attached in Appendix 3.

C. How have professional development activities of the faculty contributed to the strength of improvements? If such activities have resulted in instructional or curricular changes, please describe.

EEFS faculty take advantage of professional development opportunities on a regular basis to enhance course instruction and program operation and organization.

To enhance course content with diversity and cultural competence perspectives, faculty have actively sought professional development opportunities such as attendance at the Summer Intercultural Institute in 2005 and 2008 and a Lee Mein Wah Diversity training in 2008.

Faculty have sought to enhance the quality of distance education courses with PCC-offered distance education training, but also by attending a Distance Learning Institute offered at Pacific Oaks University.

Two faculty members participated as members of PCC's Service Learning Faculty Cohort in 2008 to bring service learning opportunities to EEFS courses.

Most full-time faculty have attended and presented at the annual conference of the National Association for the Education of Young. On returning from this conference, attending faculty have conducted "teach-backs" for those who were not able to attend presenting information on our National Accreditation process, professionalization efforts, partnerships with laboratory schools, and outreach to underrepresented communities.

The current faculty department chair participated in the Leadership Development and Mentoring program at PCC with a leadership project that culminated with a presentation to the PCC cabinet as a subject matter expert on early care and education to inform bond planning. This faculty member also received a six month sabbatical to implement a state-wide leadership development and professionalization effort for the field. Components of this sabbatical project have been integrated in the EEFS coursework and continue to inform advocacy and access efforts in the department.

Contributions to the College and the profession:

EEFS faculty are active in the PCC and early care and education communities, addressing the needs of students in the program and sharing their knowledge and expertise while serving as representatives of the institution. Presentations and organized activities include...

- Development, organization, and implementation of first, bi-annual early care and education symposium in January 2009.
- Numerous conference presentations and organized training tracks at the semi-annual conferences of the Oregon Association for the Education of Young Children.
- Presentations at the annual conference of the National Association for the Education of Young Children.
- Planning and implementation of semi-annual meetings of the tri-county PAVTEC Early Childhood Connections group.
- Presentation at TFACTS annual meeting in 2008.
- Participation in Reggio Educational Network.
- Mentor in the Men of Color Mentoring Program.
- Member of the Sylvania Diversity Council
- Member of the Diversity Council Student Sub-Committee
- Faculty supervisor for Men in Early Education Support Group.
- Presentations on EEFS program for Child Care Resource and Referral Agencies in Washington and Multnomah Counties (2008 & 2009).
- Program outreach and advising for Nike Child Development Centers (2009 & 2010).
- Presentation for Albina Early Head Start Preservice Training (2008)
- Presentation for Peninsula Child Development Center (2010)
- Creation and management of MyPCC groups pages for EEFS department, Men in EEFS, EEFS faculty, and EEFS faculty & CDC staff to facilitate communication, networking, and access to resources.

Participant and presenter at Oregon Association of Career Technical Programs annual meeting, Spring 2010.

5. Facilities and Support

A. If classroom space, computers/technology and library/media, laboratory space and equipment impact success, please describe.

In seeking to implement relationship based professional development practices (current best practice for early childhood teacher education), EEFS face-to-face courses function most effectively in classroom arrangement that allow for seating flexibility. Students often work in small groups during class time.

Consistent and reliable classroom technology is essential to EEFS courses. A majority of EEFS courses are offered in the evening and on Saturdays, times during which technical support is minimally available.

Seven courses in the EEFS program are offered online. A well-functioning learning management system (LMS) is crucial to student success. With the selection of Desire to Learn as PCC's new LMS, program faculty are hopeful that previous issues with Blackboard will be resolved.

The teaching laboratory for the EEFS program is the Child Development Center in the Health Technology Building. While the CDC program has successfully achieved national accreditation, the construction and layout of the CDC does not represent best practices in the early care and education field or in supports for student teachers. For instance, only a single classroom includes an observation room to allow students to observe children without disturbing the classroom. Additionally, the outdoor space is not immediately adjacent to the classrooms decreasing outdoor access. Finally, there is no central, secure access to the building. Multiple entry points and a large number of observing students create significant challenges in protecting the safety and integrity of the CDC. The EEFS program is thrilled with the prospect of a new building emerging from the PCC Bond. Program faculty have begun work to integrate students into the planning process with a building planning meeting held on May 8th 2010 (meeting minutes attached in Appendix 4). EEFS faculty are partnering with the CDC in a compilation of plans and ideas from staff, parents, students and children to inform the new laboratory school conceptualization and design.

B. Describe how students are using the library or other outside-the-classroom information resources.

Students visit the library in ECE 121 Observation and Curriculum I as well as ECE 122 & 123, the Environments and Curriculum I and II sequence. Library staff provide these students with a training session on the use of the library in preparing research papers for the program.

Students interact with Glenna Barick Harwood from PCC's Career Resource Center in ECE 130 Practicum Seminar as Glenna guides students through a learning styles assessment. In ECE 200 The Professional, Glenna spends a class session presenting information on resume and cover letter creation as well as interviewing skills.

C. Provide information on clerical, technical, administrative and/or tutoring support.

Emilie Young rocks as Division Assistant and program support person! John Saito provides deanly guidance and advocates for the program at the institutional level.

Unfortunately, clerical and administrative support at other campuses has been challenging for program faculty with ongoing tensions regarding use of photocopiers, access to computers, locked rooms, and so forth. It is hoped the recent partnership with administration at the Rock Creek campus will help ameliorate some of these issues.

The EEFS program is fortunate to have a part-time writing support person funded through federal Perkins funds. All EEFS students have access to the Perkins support services. Doree Dennis is the current Perkins writing tutor. Doree works extensively with the faculty to provide outreach to students in EEFS classes via class presentations and flyers. She is very accessible to students providing daytime in-person, evening in-person and online availability. Doree has familiarized herself with the EEFS program, course and assignment requirements, which allow her to individualize her writing support.

D. Provide information on how Advising, the Office for Students with Disabilities and other student services affect students.

Advising generally sends students to the EEFS department when a student states an interest in the early care and education program. Advising in the early care and education field is complicated due to fragmented program employment requirements. Students with previously completed degrees in other fields have several options available to them that may not involve degree or credential completion.

Paul Halloran, at Rock Creek, has generously provided initial program advising to Spanish-speaking students.

The EEFS program has worked successfully with the Disabilities Services office to provide support for students with disabilities. In Winter Term 2010, Dr. Forshee worked with Elizabeth Kimberly in the Disabilities Services office in offering a section of ECE 120 Introduction to Early Education and Family Studies to integrate basic academic support and college success skills (e.g., organizational skills, writing, notetaking, test-taking strategies, and so forth) into the course structure. Due to the success of this support-skills model, one section of ECE 120 (Fall 2010) will again align EEFS with DS in supporting student success in our program.

In 2006, the EEFS program worked with Disabilities Services personnel to create an Employment Skills Training (EST) certificate to provide students with knowledge, skills, and experiences that enable them to work in early care and education settings as an aide (generally a support position, responsible for small groups of children, supporting classroom routines and so forth). The certificate has been successfully used with students with and without identified disabilities who are unable to complete the practicum competencies.

E. Describe current patterns of scheduling (such as class size, duration, times, location, or other) address the pedagogy of the discipline and the needs of students.

The EEFS program is one of the largest Early Care and Education programs in the State of Oregon. As a large program, we are fortunate to be able to offer courses with relative frequency and in multiple modalities. Though on a quarter system, the college as an institution essentially functions as a trimester system, with full-time faculty employment and section assignment based on three teaching terms. The majority of the Certificate level classes are offered each term (Fall, Winter, Spring) with multiple sections of *ECE 120, Introduction to Early Education and Family Studies* and *ECE 121, Observation and Guidance I* offered during Fall Term. Certificate-level courses not offered each term are presented twice per year.

With the exception of *HEC 226 Child Development*, the Associate level courses are offered on a rotating two-year schedule. Classes are offered two times per year in Year 1 and then once a year in Year 2 (“Map” of course offerings available for review). This system has been largely successful in minimizing the number of cancelled sections by managing enrollment and demand. *HEC 226 Child Development* is a college-wide, general education class and is open for enrollment to any student who meets the writing requirement. This course is offered each term during the academic year.

EEFS courses are generally offered once a week. A majority of EEFS courses are offered in the evening, on the weekend, and online. Entry-level courses (*ECE 120* and *ECE 121*) are offered such that students can attend class once a week. The EEFS SAC view the program as a District-level program. That is, early care and education practitioners are present throughout the District working in a profession that, due to working conditions, often results in both geographic and professional isolation. To most effectively reach these practitioners, courses must be brought directly to metro area communities. It has proven exceedingly difficult to schedule EEFS courses at other campuses, though we have had some success on weekends. A recent agreement with Rock Creek Campus is allowing for 1 – 2 sections of EEFS to be offered per term in addition to a small section of practicum. Other attempts at community outreach involve offering program segue courses (1-credit electives) at local Child Care Resource and Referral Agencies, agencies responsible for providing training and support to early childhood practitioners.

The majority of face-to-face classes are offered with a course limit of 30 – 35 students. Online courses will now be offered with the faculty contract-specified 25 students. Practicum limits are significantly smaller as section size is directly linked to faculty teaching loads. Practicum is offered at 4 – 5 students per preparation. Faculty supervising student teachers typically teach 2 – 3 preps of practicum.

Classes in the EEFS program integrate multiple teaching techniques and formats to support student success. Based on research indicating that student learn best when material is contextualized and fits their learning style, EEFS courses include such activities as small and large group discussions, hands-on explorations, field trips, role

plays, short reflective writing activities, pertinent video programming, and guest speakers. To meet course requirements, students frequently have opportunities to choose from multiple assignments and formats. For instance, students might select a research paper or oral report or group project and then chose to submit that assignment in a written or visual format. Additionally, in specific courses, students may select a 30-hour service-learning option in lieu of a faculty-identified assignment.

Course content, activities, format, and prerequisites are designed with the needs of a diversity of learners in mind. Content is regularly critically evaluated to include multiple perspectives particularly those that feature development, care, and education through the perspectives of culture, language, and inclusion. In course sessions, students are encouraged to participate in activities in such a way that supports engagement for all learners. For instance, interaction is encouraged between students who speak the same language so that knowledge acquisition and processing can be acquired through the primary language of the individuals. Reflective writing pieces offer even the most timid student the opportunity to express their understanding of or connection to the material. To support the completion of supportive skills classes (i.e., writing, math), course pre-requisites gradually increase the supportive skill requirements such that students can stay engaged in early childhood material while make progress on reading, writing, and math. Similarly, the needs of the Spanish-speaking, English language learner are accommodated with several courses offered in Spanish or bilingually. This allows these students to work on ESOL coursework while remaining engaged in the EEFS program. Furthermore, both formative (i.e., papers, reflections, observations) and summative (i.e., quizzes, tests, and final presentations) assessment are key components of the pedagogy.

6. CTE Programs only : to ensure that the curriculum keeps pace with changing employer needs and continues to successfully prepare students to enter a career field.

A. Evaluate the impact of the Advisory Committee on curriculum and instructional content methods, and/or outcomes.

The EEFS advisory committee has met on an ad hoc or “as needed” basis. For instance, in spring of 2009, an advisory group was convened to discuss advanced practicum and ways of improving access and coordination. As the EEFS department began work on NAEYC accreditation in earnest in Fall 2009, an advisory committee was convened and has met every other month in the 2009/2010 academic year. The committee has provided invaluable review, perspective, and commentary on the department’s accreditation process and, by corollary, the program’s construction and functioning. A list of current Advisory Committee members is attached in Appendix 5.

B. Degree and Certificate Outcomes:

- i. Identify and explain any changes that have been made to degree and certificate learning outcomes since the last program review**
<http://www.pcc.edu/resources/academic/degree-outcome/> .

See Section 1, Part A.

- ii. What strategies are in place to assess degree and certificate outcomes?**

Practicum competencies (see Appendix 6) are directly linked to certificate and degree outcomes. When a student has completed or integrated the practicum competencies, they also meet the certificate or degree outcomes.

- iii. Give evidence that students are meeting these outcomes.**

On average, students progress through the competencies and demonstrate achievement of the NAEYC associate standards at the following rate:

Practicum 1 (beginning): one academic quarter

Practicum 2 (intermediate): two academic quarters

Practicum 3 (advanced): two academic quarters

The above progress benchmarks do not take into account a student's English-language fluency, academic preparation, course-load, or similar factors. Students must demonstrate satisfactory achievement of the competencies (70%) prior to progressing to the next "level" of practicum.

- iv. Describe any changes made towards improving attainment of the degree and/or certificate outcomes.**

The EEFS program and faculty are constantly working to improve attainment of degree and certificate outcomes. While many SACs meet two to three times a year at college-sponsored SAC in-service days, the EEFS program faculty meets 1 – 2 times per month.

As practicum completion is a key element in the successful attainment of degree and certificate outcomes, practicum structure and the competencies are frequent topics of discussion and efforts at improvement. See section 7 for elaboration on recent and planned efforts to improve the practicum structure and competency formation.

C. Review job placement data for students over the last five years, including salary information where available.

The Early Childhood Certificate meets State of Oregon requirements for an individual seeking employment as a preschool teacher. Certificate level positions typically pay just above minimum wage.

The AAS in Early Education and Family Studies meets current requirements for teachers in federally-funded Head Start programs (the largest employer in ECE), Nationally Accredited programs, and large corporate programs in the state (e.g., Nike Child Development Centers and Mentor Graphics). Programs requiring an AAS degree of employees are currently paying the highest wages in the field and are most likely to offer benefits to employees.

D. Forecast future employment opportunities for students.

Early Care and Education as a professional field is experiencing a great deal of increased interest and engagement from politicians and policy makers. For instance, President Obama's stimulus package includes 2 billion dollars for child care for low-income families. In Oregon, this translates into 22.5 million dollars in total allocation (US Dept of Health and Human Services, 2010). In February 2010, an additional 1 million dollars was allocated for Early Head Start expansion in Oregon including the hiring of additional, qualified teachers and assistants (Children's Institute, 2010).

Additionally, NAEYC Accreditation criteria and Head Start current teacher requirements, and future requirements for Head Start assistant teachers will put continued emphasis on completing an Associates Degree in ECE. Federal funding will result in Head Start Expansion and the need for greater numbers of qualified employees.

In Oregon, efforts at the state's departments of Employment (agency that houses the Child Care Division) and Human Services (department that disperses funds for Employment Related Day Care) continue to emphasize transitioning practitioners from primary reliance on not-for-credit training and education systems into community college and other credentialing systems. New initiatives in the state "reward" employers with higher scores on Quality Indicators if employees have completed professional credentials.

E. Analyze any barriers to degree or certificate completion that your students face, and consider the reason that students may leave before completion.

Practicum is the primary reason why students fail to complete the certificate and degree. Practicum is a time intensive experience for students. Practica I and II require 9 hours in the lab school per week (90 over the course of an academic quarter), with an additional two-hour weekly seminar. Advanced Practicum is a 12 hour per week commitment (120 hours over the course of an academic term) with an additional 3-hour

weekly seminar. While experienced students can complete Practicum I and II in their work settings, at least one term of practicum must be completed outside the primary employment setting. This constitutes a hardship for many working students who must forgo wages or close their business in order to complete the requirement.

For those students who cannot complete practicum due to employment constraints, the EEFS program faculty work to support the student in the completion of an Associate of General Studies degree. In many situations, the AGS will meet employment criteria for a degree “related” to early care and education.

Practicum is also the experience where students demonstrate their ability to link theory with practice. The competencies at each level of practicum are a collection of clear statements of best practice. The statements are organized into the NAEYC standards areas. Students are required to demonstrate and document how they meet the competencies in order to successfully accomplish a practicum level. However, determining when the competency has been sufficiently met or completed occasionally involves a subjective judgment on the part of the faculty supervisors. When students find it difficult to meet the competences, they can become “stuck” at a particular practicum level.

While the Child Development Center at PCC is fundamentally linked to the EEFS program, it is its own separate entity as well. There are times when practice in the CDC does not reflect what is taught in EEFS coursework. This creates some disequilibrium for practicum students who want to know why the disjunction is occurring. Obviously, some disequilibrium is beneficial, but congruence is particularly important for our beginning teachers. Students in practicum placements are best served by experienced mentor teachers who intentionally model best practices, reflectively observe the students’ practice, directly support that practice through coaching and provision of technical assistance, and then communicate the results of their observations in a manner which facilitates student growth and development (Weber & Trauten, 2008). This is a tall order and unfortunately, experienced mentors are not always available in practicum placements either in the CDC for Practicum I and II or in the community for Advanced Practicum. Lack of effective mentorship can be a significant barrier to student success and completion of practicum competencies. See Section 7 for further discussion.

For some students, practicum is a difficult experience. Practice with children in “real world” settings requires application of specific skills and issues beyond the content knowledge acquired during other courses. EEFS faculty work diligently to support students to the point of integrating the practicum competencies. However, the practicum experience causes some students to self-select out of the program and faculty must occasionally ask that students take some time off before reattempting practicum.

Finally, course rigor is a barrier for a certain proportion of EEFS students who enter the program believing that early childhood education will be an “easy” major. Many of these students are not successful even after serious attempts to link the student to program tutoring and other institutional supports.

7. Recommendations for improvement

A. Assess the strengths in your program/discipline.

The following are particular strengths of the EEFS program ...

- Commitment to program accessibility for all current and prospective early care and education practitioners. Reflected in access mechanisms and program supports described earlier in the report.
- A sound progression of coursework and credentialing, linked to national standards, that prepares students to work effectively in a wide range of early care and education professional environments.
- A cadre of faculty of diverse backgrounds, actively involved in the profession, with well-developed expertise in the field as well as varied and complementary areas of specialization and strength.

B. Identify the areas in need of improvement.

The following have been identified as areas in need of improvement...

- Structure and sequencing of practicum levels and competencies such that the levels and competencies are linked to national standards, outcome-based, and conform to current PCC requirements for registration and grading.
- Developing and sustaining a cadre of experienced mentor teachers both locally in the PCC CDC (see below) and regionally in advanced practicum placement sites.
- Course scope, sequence, and affiliated resources. It has become clear over the course of the program review and accreditation process that an analysis of course content and resource use is needed to reduce gaps and overlaps in the program.
- Review/revise courses that should have p/np grading option only (1-credit electives).

C. Given the above analysis and other findings of the SAC,

- i. prepare a set of recommendations relevant to areas such as curriculum and professional development, access and success for students, obtaining needed resources, and being responsive to community needs.

The primary recommendation of the SAC relates to the functioning of the Sylvania Child Development Center as a lab school. Given the CDC's role as an instructional component of the EEFS program, the **EEFS SAC strongly recommends a collaborative and comprehensive review of the CDC's current organizational structure and funding levels.**

The Sylvania CDC operates with a number of programmatic tensions and institutional constraints. The CDC is one of the few college service programs that functions both as an essential service to a portion of student parents and as a significant site for PCC student professional preparation.

Programmatically, the CDC must not only demonstrate the best practices characteristic of a high-quality accredited program, it must also function as a dynamic teaching environment for EEFS student teachers. This requires a number of components. First, the Lead Child Development Specialists (LCDS) or mentor teachers must model current, research-based practices with children and families, practices that are meaningfully linked to the models and methods presented in EEFS classes **AND** actively coach and provide technical assistance to student teachers as they attempt to implement recently acquired knowledge and skills. LCDS positions have a direct effect on student success, grades, and progress through the program. The coaching and technical assistance skills necessary for the LCDS positions are qualitatively different than the provision of high quality services to children and families. These skills constitute an additional instructional component of the position.

Unlike a fully professionalized field such as nursing, a field in which multiple qualified practicum placements exist in the community, early care and education is a professionalizing field where quality practice is scattered and fragmented and the professional status of practitioners is low. High quality practicum placements in community sites with qualified mentor teachers are not readily available. Indeed, the program occasionally struggles to find quality placements for Advanced Practicum students. The CDC plays a vital role in the preparation of the student teachers in the EEFS program.

Second, as an instructional site, the CDC must demonstrate latest, research-based practices. This requires that staff, particularly LCDS staff, must remain current in the field and be able to demonstrate and articulate best practices and the use of new technologies and tools. This necessitates attention to budget allocations for professional development opportunities and sufficient funds to cover the costs of substitute care while LCDS staff is engaged in knowledge and skill enhancement.

Finally, lab school functions necessitate purchase and use of equipment, supplies, and technologies to support the professional technical aspects of the program. These equipment and supply needs range from the accommodation of multiple adults in the classroom setting, to use of documentation and assessment tools and technologies currently used by regional employers, to use of supplies by student teachers who are just learning to manage and allocate resources in their classroom projects and demonstrations (illustrative examples available on request). Again, the equipment, supply, and technology needs of a laboratory school should be expected to exceed the costs of implementing a high quality early childhood program due to the instructional nature of the program.

At the institutional level, the CDC is under constant pressure to minimize costs to the general fund from CDC programming. This pressure is revealed in flat funding for the CDC budget over the past several years. As pointed out in a recently developed White Paper on Child Care at PCC, it is unrealistic to expect that fees from student parents will cover the costs of providing even low-quality or service child care (see Appendix 7). Exacerbating the difficulty in identifying, hiring and retaining qualified mentor teachers, PCC's Human Resources Department recently downgraded the status and wages of LCDSs, profoundly compromising the program's ability to attract qualified applicants to the job pool.

The EEFS SAC strongly recommends the development and implementation of new budgeting procedures that 1) break out the costs of providing fee-based service child care, providing quality child care, and implementing a lab school component, and 2) change funding models and streams such that the cost of providing quality child care flows from the general fund while the cost of the lab school component is derived from instructional funds in the institution. *This does not necessarily mean that budget increases will follow*, but rather that the CDC will be able to document and track the costs of offering quality programming as well as the cost of running a teaching learning environment for student teachers. This budget format is recommended practice for college-based lab schools (McBride, 2009).

A final point. The EEFS SAC is concerned that the logistics and realities of operating a lab school appear to tax the administrative resources of the CDC program resulting in questionable staffing decisions. For example, after a recent comprehensive search yielded only two potential qualified LCDS candidates, candidates who were let go after only weeks in the CDC due to poor practices, it was stated that a similar job search effort would not be repeated due to time constraints. It is the SAC's understanding that current PCC EEFS students are being considered for employment in the open positions. While the EEFS SAC is sympathetic to the current HR step placement issue and the time investment required for a comprehensive hiring process, employing *current* students as CDC staff is extremely problematic. When students are hired into CDC positions (regardless of their skill level), the classroom can no longer be used as a practicum placement site for the EEFS program. The use of current students as CDC teaching staff creates a conflict of interest such that EEFS practicum students would be completing practicum coursework under the supervision of their own program classmates. Additionally, current students have not completed an Associate's degree in the field and are not qualified to act as "mentor" teachers. The EEFS SAC is extremely concerned about these practices and strongly recommends an examination and evaluation of the administrative resources available to the program with the goal of effectively and consistently maintaining the instructional functions of the lab.

- ii. For recommendations that require additional funding , please identify those that are of greatest importance to the SAC

- Support to establish stable funding for bi-annual early education and family studies symposium. See Section 4.
- The EEFS SAC will likely seek curriculum development funding to support comprehensive review and revision of the practicum levels and competencies in the coming academic year.