

Academic Program/Discipline Review:

CFS (ECE, HEC, HUS) June 2020

1. Program/Discipline Overview:

- A. *What are the educational goals or objectives of this program/discipline? How do these compare with national or professional program/discipline trends or guidelines? Have they changed since the last review, or are they expected to change in the next five years?*

Since the 2015 program review, the focus of our program has expanded beyond Early Childhood Education and now includes Family and Human Services. Because of this expansion, our Department title changed from Early Education and Family Studies (EEFS) to Child and Family Studies (CFS). In 2019, as a result of extensive reflection, the CFS program developed a clarified mission and vision statement to include purpose statements for both ECE and HUS (see below).

Child and Family Studies Department

We believe that self-reflection, a commitment to diversity, equity and inclusion; cultural awareness, professional competence, ethical practice and wellness contribute to a vibrant and healthy community.

Guided by evidenced- based standards of excellence for associate-level professional preparation, the Child and Family Studies Department prepares students for entry-level practice in Early Childhood Education (ECE) and Family and Human Services (HUS).

Early Childhood Education Program

The purpose of the Early Childhood Education program is to prepare students for entry-level work with children and families in a wide variety of environments.

AAS-ECE (Degree) Outcomes

As a nationally accredited program (renewed December 2019-July 2025), our AAS-ECE and certificate outcomes are derived from the [NAEYC Accreditation Standards for Associate Level Professional Preparation](#). We will consider revising our certificate and degree outcomes to align with the present standards within the next five years, as NAEYC has updated their outcomes.

- Use an 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.
- 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.

- 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.
- 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.
- Use ethical guidelines and other professional standards related to early childhood practice.
- 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.
- Act as informed advocates for sound educational practices and policies.
- Know and use professional standards related to early childhood practice

ACERTP-EEFS (ONE YEAR CERTIFICATE-Early Childhood Education) Outcomes

- Use observation and documentation in partnership with families and other professionals, to positively influence children's development and learning.
- 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.
- Know and use professional standards related to early childhood practice.
- Identify themselves as collaborative learners who demonstrate reflective perspectives on their work, making decisions that integrate knowledge from professional sources.

ACERTP-CHA (LESS THAN ONE YEAR CERTIFICATE - Child Care Aide) Outcomes

- Know and use professional standards related to early childhood practice.
- Use observation and documentation, in partnership with families and other professionals to positively influence children's development and learning.
- 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.

Family and Human Services Program (HUS)

The purpose of the Family and Human Services program is to prepare students for entry-level generalist human service work in a diversity of environments under the direction of professionals with more education and experience.

AAS-HUS (Degree) Outcomes

All standards for our AAS-HUS and certificate outcomes are derived from the 2019 Standards from the [Council for Standards in Human Service Education National Standards for Associate Degrees in Human Services](#). It is the intention of the HUS program to begin the process of self-study for national accreditation Fall 2020.

- Demonstrate the general knowledge and skills necessary to work in director an/or indirect service in a variety of contexts.
- Apply an understanding of the ethical guidelines and other professional standards related to human service practice.
- Use professional skills, methods, and standards to support the needs of diverse client populations.
- Demonstrate an understanding of the interdisciplinary theories and practices used in the human service field.
- Apply an understanding of cultural awareness, equity, and anti-oppression to support the needs of diverse client populations and communities.

ACERTP-FHS (LESS THAN ONE YEAR CERTIFICATE - Foundations in Human Services) Outcomes

- Demonstrate an understanding of the interdisciplinary theories and practices used in the human service field.

B. *Briefly describe curricular, instructional, or other changes that were made as a result of your SAC's recommendations in the last program review and/or the administrative response. (The administrative response can be found opposite your SAC's listing at the web page where the Program Reviews are posted – look for the “AR” pdf.) Note: Any changes NOT made as a result of the last program review should be described in the appropriate section elsewhere in this template.*

ECE

Based on our 2015 program review, and in alignment with our mission and vision, we made the following changes to our ECE degree and career pathway certificates:

- AAS ECE DEGREE
 - Decreased required credits from 96 to 90
 - Decreased required number of terms of required practicum from 5 to 3
 - Alleviated many prerequisites for the final term of practicum (Practicum 3) which was causing a bottleneck for practicum completion
 - Added Teaming and Communication Course
 - Increased elective credits from 4 to 10 to allow students more choice for eventual concentration area electives
 - Added ECE 124 (Exploring Our Views) diversity course as a prerequisite to Practicum 1
 - Added 3 credits of PE to the degree requirements
 - Aligned with State of Oregon Teacher Qualifications
 - Added required 1-credit Mental Health First Aid
- ECE LESS THAN ONE YEAR PATHWAY CERTIFICATE
 - Decreased required credits from 39 to 36
 - Aligned with State of Oregon Assistant Teacher Qualifications
- NEW ONE YEAR PATHWAY CERTIFICATE

- New child care aide certificate at 22 credits
- Aligned with State of Oregon Teacher Qualifications as a Child Care Aide Position
- NEW COURSES/COURSE UPDATES
 - ECE 196 Teaming and Communication in ECE Settings
 - Added prerequisite Writing 115, (WR115) to all ECE courses
 - Revamped our Environment and Curriculum Courses to be more specific with an Infant Environment and Curriculum Course and a Preschool Environment and Curriculum Course- feedback from the community showed a need for more infant/toddler courses.
 - Added 10 hours of required observation/engagement at a licensed infant/toddler setting to the Infant/Toddler Environments and Curriculum Course
 - Added 10 hours of required observation/engagement at a Head Start Program to the Preschool Environments and Curriculum Course
 - Added HUS 102 Mental Health First Aid: Adult or Youth

HUS

Based on the last EEFS program review for ECE and HUS, a comprehensive market analysis, the convening of an advisory committee, and student and community surveys identifying the need for human services credentialing, we developed a new interdisciplinary Family and Human Services degree and certificate.

- AAS HUS DEGREE
 - New 90-credit interdisciplinary degree
 - Eight Concentration Areas
 - Gerontology
 - Parenting Education and Family Life
 - Early Childhood Education
 - Addictions and Counselling
 - Human Service Generalist
 - Health and Wellness
 - Criminal Justice (Fall 20)
 - Yoga Teacher Training (Fall 20)
 - This degree meets the requirements of [HB 2033](#) for child welfare caseworkers who hold an associates degree and have completed “additional training or additional certification in human services or a field related to human services.”
- CAREER PATHWAY CERTIFICATE
 - New Foundations in Human Services Career Pathway Certificate 13 credits (stackable)
 - This certificate meets the needs of the Federal Head Start Performance Standards for educational requirements for Family Advocate Position.
- NEW COURSES NOT INCLUDING CONCENTRATION AREA ELECTIVES
 - HUS 101 Introduction to Human Services 3
 - HUS 102 Mental Health First Aid: Adult 1

■ HUS 121	Family and Human Systems	3
■ HUS 131	Models and Systems of Human Service Delivery	3
■ HUS 141	Direct Service Methods	3
■ HUS 151	Introduction to Case Management	3
■ HUS 221	Issues and Trends in Human Services	3
■ HUS 241	Planning and Evaluation in Human Services	3
■ HUS 230A	Field Experience Seminar I: Family and Human Services	2
■ HUS 230B	Field Experience Seminar II: Family and Human Services	2
■ HUS 230C	Field Experience Seminar III: Family and Human Services	2
■ HUS 241	Planning and Evaluation in Human Services	3
■ HUS 250	Field Experience I: Family and Human Services	3
■ HUS 260	Field Experience II: Family and Human Services	3
■ HUS 270	Field Experience III: Family and Human Services	3

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

A. Course-Level Outcomes: *The college has an expectation that course outcomes, as listed in the CCOG, are both assessable and assessed, with the intent that SACs will collaborate to develop a shared vision for course-level learning outcomes.*

i. *What is the SAC process for review of course outcomes in your CCOGs to ensure that they are assessable?*

All assignments throughout the CFS department have corresponding rubrics mapped with CCOGs to ensure that outcomes are not only met, but that high standards for student achievement are transparent. Rubrics vary in their vocabulary, but generally students are assessed on a scale of “Does not Meet the Standards” to “Standards Achieved.” Furthermore, the SAC is currently developing a 3-year review matrix for all department courses to ensure that all courses are thoroughly reviewed, CCOG’s are assessable, and that curriculum meets both industry and accrediting body standards.

ECE

- Course assignments are tied directly to course outcomes
- All 19 ECE courses were updated and vetted through the Curriculum Committee this past year
- We plan on reassessing our course outcomes and developing a crosswalk to outline our assignments tied to our course outcomes to our degree outcomes to the college outcomes and the NAEYC Accreditation standards.

- Six of the 19 ECE courses have outcomes reported to the NAEYC accreditation body from assignment data.

HUS

- HUS courses are all new and were vetted through the Curriculum Committee in 2017 to ensure accessibility of outcomes.
- Course outcomes are tied to the [Council for Standards in Human Service Education National Standards for Associate Degrees in Human Service](#).
- Course assignments are tied directly to course outcomes
- We will begin self-study in Fall 2020 and will report on the degree and course outcomes based on assignment data.

ii. *Identify and give examples of changes made in instruction, to improve students' attainment of course outcomes or outcomes of requisite course sequences (such as are found in in MTH, WR, ESOL, BI, etc.), **that were made based on the results of assessment of student learning**.*

ECE

- ECE 133 Course Outcome:
 - Provide appropriate care and education to children from birth through age 5 using an understanding of children's characteristics and needs.
 - Our past anecdotal feedback from the Lab school staff and faculty showed students had a lack of the basic child development milestones, and were not meeting the course outcome. In addition, a review of Practicum and Seminar curriculum showed identified gaps.
 - Spring 2017 we tested two groups of students with a child development milestone pre and post test. One group received additional child development focused assignments, and one group continued with the previous curriculum. The results showed an increase in the test scores for those students receiving additional child development focused assignments. We tested 25 students. Group 1 had the additional information, and Group 2 did not. Both groups had different faculty. The results were as follows:
 - Group 1 overall mean pretest score was 73% correct
 - Group 1 overall mean posttest score was 79% correct
 - Group 2 overall mean pretest score was 62% correct
 - Group 2 overall mean posttest score was 59% correct
 - Based on the results from Group 1, we confirmed we needed to add additional Child Development curriculum into our practicum and seminar courses. We incorporated additional child development curriculum into Practicum and Seminar to meet this outcome.

- ECE 134 Outcomes
 - Create healthy, culturally relevant, respectful, supportive, and developmentally appropriate challenging learning environments for young children using knowledge of child development.
 - Develop positive relationships and supportive interactions with young children in an early childhood environment.
 - Reflect on personal caregiving and teaching practices in order to promote positive outcomes for each child.
 - Previously, in order for students to pass practicum, 90% of the students' outcome assessments were assessed through written work, and lacked direct assessment of skills in practice. We did not have formal criteria or tools to assess student practices as linked to the course outcomes.
 - The solution: we added direct evidence based skills assessments and informal skills based assessments.
 - The Classroom Assessment Scoring System (CLASS) Observation Tool to assesses student-child interactions
 - Developed new student assessment tools for observation in Practicum settings (circle time, transitions, ready a story, routines)

HUS

- Reading/Writing
 - In the HUS program, college-level reading and writing contribute to the ease of student matriculation and success. The HUS curriculum has college-level reading and writing prerequisites (RD 115/WR 115) for all but two core courses: HUS 101: Introduction to Human Services and HUS 102: Mental Health First Aid-Adult. Given that HUS 102 draws students from across the college and community and due to the applied nature of the course, we will continue to offer this course with no required prerequisites. Originally, HUS 101 was designed as a survey course without RD/WR prerequisites to capture the interests of the greatest number of students at PCC, generating interest in the field of human services. However, moving into the second year of the program (AY 19-20) and the fifth time offering the course, faculty noticed the high level of struggle for many students who have not completed RD 115/WR 115. The lack of writing skill *contributes to lower scores on exams and assignments, resulting in many assessments with a "does not meet standard" score for writing on assessment rubrics.* Furthermore, as a social science, the CFS department requires APA formatting, which can be overwhelming for students who struggle with reading and writing as a baseline. In the spirit of supporting student success and achievement of course outcomes, the CFS SAC placed WR 115/RD 115 prerequisites for HUS 101 beginning Fall 2020. Also beginning in Fall 2020, students will be required to purchase a copy of the Concise Guide to APA Style

(APA 2020) for all HUS courses. We hope these changes will contribute to higher achievement on course assessments.

Addressing College Core Outcomes

iii. Update the Core Outcomes Mapping Matrix.

<http://www.pcc.edu/resources/academic/core-outcomes/mapping-index.html>

For each course, choose the appropriate Mapping Level Indicator (0-4) to match **faculty expectations for the Core Outcome for passing students**. (You can copy from the website and paste into either a Word or Excel document to do this update, and embed it in your report or provide as an appendix. Or, you may send the revised matrix to Susan Wilson, swilson@pcc.edu, in advance of your program review due date so she can update the web page; then, you can insert a link to the web page in the body of your report).

ECE Course Mapping

Course #	Course Name	Communication CO1	Community and environment CO2	Critical thinking and problem solving CO3	Cultural Awareness CO4	Professional Competence CO5	Self-Reflection CO6
ECE 120	Introduction to Early Education and Family Studies	1	–	1	1	1	2
ECE 121	Observation and Guidance I	2	1	2	2	1	2
ECE 122i	Environments/Curriculum for Infants/Toddlers	2	2	2	1	1	1
ECE 123p	Environments/Curriculum for Preschoolers	2	2	2	2	2	2
ECE 124	Multicultural Practices: Exploring Our Views	3	3	3	3	2	3
ECE 130A/B/C	Practicum Seminar	2	1	2	1	3	2

ECE 131A	Practicum for Experienced Teachers 1	2	1	2	1	3	2
ECE 131B	Practicum for Experienced Teachers 2	2	1	2	1	3	2
ECE 133	Practicum 1 Lab	2	1	2	1	3	2
ECE 134	Practicum 2 Lab	3	1	2	2	3	3
ECE 135	Practicum 3 Lab	3	1	2	2	3	3
ECE 196	Teaming and Communication	3	2	3	3	3	3
ECE 200	The Professional in Early Education & Family Studies	2	3	2	2	3	3
ECE 221	Observation and Guidance II	2	2	3	2	3	2
ECE 224	Multicultural Practices: Curriculum and Implementation	3	3	3	3	3	3
ECE 232	Math and Science for Young Children	1	2	4	2	1	3
ECE 234	Children with Special Needs	2	3	3	3	1	2
ECE 236	Language and Literacy Development	2	1	2	2	3	2
ECE 262	Health, and Safety and Nutrition for the Young Child	1	4	3	1	2	2

HEC 201	Family Partnerships in Education	2	2	2	2	1	2
HEC 226	Child Development	1	1	2	2	0	2

HUS Course Mapping

Course #	Course Name	Communication CO1	Community and environment CO2	Critical thinking and problem solving CO3	Cultural Awareness CO4	Professional Competence CO5	Self-Reflection CO6
HUS 101	Introduction to Human Services	1	1	1	1	1	1
HUS 102	Mental Health First Aid: Adult	1	1	1	1	1	2
HUS 121	Family and Human Services	2	2	2	2	2	2
HUS 131	Models and Systems of Human Services Delivery	2	2	2	2	2	2
HUS 141	Direct Service Models	2	2	2	2	2	2
HUS 151	Introduction to Case Management	2	2	2	2	3	2
HUS 221	Issues and trends in Human Services	3	2	2	3	3	3
HUS 230A	Field Experiences Seminar 1: Family and Human Services	2	2	2	2	2	2
HUS 230B	Field Experiences Seminar II: Family and Human Services	3	2	3	3	2	3
HUS 230C	Field Experiences Seminar 1:	3	2	3	3	3	3

	Family and Human Services						
HUS 241	Planning and Evaluation in Human Services	3	3	3	3	3	3
HUS 250	Field Experience I: Family and Human Services	2	2	2	2	2	2
HUS 260	Field Experience II: Family and Human Services	3	2	3	3	2	3
HUS 270	Field Experience III: Family and Human Services	3	2	3	3	3	3

B. Assessment of Core Outcomes (LDC) or Degree and Certificate (CTE) Outcomes.

- i. Reflecting on the last five years of assessment, provide a brief summary of one or two of your best assessment projects, highlighting efforts made to improve students' attainment of the Core Outcomes (LDC-DE disciplines) or Degree and Certificate Outcomes (CTE programs). *(If including any summary data in the report or an appendix, be sure to redact all student identifiers.)*

1. LAC 2017

- a. Degree Outcome: Use an 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.
- b. We specifically examined this outcome tied to the component of child development. In Spring 2017 we tested two groups of students with a child development milestone pre and post test. One group received additional child development focused assignments, and one group continued with the previous curriculum. The results showed an increase in the test scores for those students receiving additional child development focused assignments. We tested 25 students. Group 1 had the additional information, and Group 2 did not. Both groups had different faculty. The results were as follows:
 - i. Group 1 overall mean pretest score was 73% correct
 - ii. Group 1 overall mean posttest score was 79% correct
 - iii. Group 2 overall mean pretest score was 62% correct
 - iv. Group 2 overall mean posttest score was 59% correct

- c. Based on the results from Group 1, we confirmed we needed to add additional Child Development curriculum into our practicum and seminar courses. We continued with the additional curriculum in all practicum and seminar courses.
 - ii. Do you have evidence that the changes made were effective by having reassessed the same outcome? If so, please describe briefly.
 - 1. Yes. We tested students the next year as well with the same pre-post test. We saw an increase of 2%. We learned that we need to continue incorporating child development ages and stages in all levels of Practicum and in addition to our ECE 121 Observation and Guidance course curriculum. We set our benchmark for students to increase their pre/post tests by 8%. Although, compared to the test results from the previous year, the initial pretest increased from 8% and 9% respectfully, which did meet our original benchmarks for increased test scores and child development ages and stage knowledge.
 - iii. Evaluate your SAC's assessment cycle processes. What have you learned to improve your assessment practices and strategies?

To date, our assessment cycle process has been on an annual basis as a part of the annual reporting process for NAEYC. Our degree outcomes are directly linked to the NAEYC Standards. We report on one standard per year for each of the six years of accreditation. A comprehensive review of Key Assessments comes at accreditation renewal every seven years. The reporting process consists of data presentation on Key Assessments that have been identified as a part of the 7-year NAEYC accreditation cycle. As a part of this process we have learned to further calibrate our rubrics for clarity and specificity as well as identify assignment "sticking points" for students.

In addition, our LAC goals have aligned with our degree outcomes. See charts below.

ECE Degree Outcome	NAEYC Key Assessment	Date Assessed
Use an understanding of young children's characteristics and needs, and of the multiple interacting influences on children's development and learning, to create	NAEYC Key Assessment #5	2014-2015
	NAEYC Key Assessment #2	2015-2016
	NAEYC Key Assessment #1 & #5	2019-2020

environments that are healthy, respectful, supportive, and challenging for all children.		
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.	NAEYC Key Assessment #5	2014-2015
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.	NAEYC Key Assessment #5 NAEYC Key Assessment #2 NAEYC Key Assessment #1 & #5	2014-2015 2015-2016 2019-2020
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.	NAEYC Key Assessment #5 NAEYC Key Assessment #4	2014-2015 2018-2019
Use ethical guidelines and other professional standards related to early childhood practice.	NAEYC Key Assessment #5	2014-2015

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.	NAEYC Key Assessment #5	2014-2015
Act as informed advocates for sound educational practices and policies.	NAEYC Key Assessment #5	2014-2015
Know and use professional standards related to early childhood practice	NAEYC Key Assessment #5	2014-2015

ECE Degree Outcome	LAC/TSA Assessment	Date(s) Assessed
Use an 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.	Showcase Portfolio LAC and TSA	2015-2016, 2016-2017
	Pre-Post Child Development Age and Stages Tests LAC	2016-2017, 2017-2018
	CLASS Observations LAC and TSA	2018-2019, 2019-2020
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.	Showcase Portfolio LAC and TSA	2015-2016
	Pre-Post Child Development Age and Stages Tests	2016-2017, 2017-2018

<p>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.</p>	<p>Showcase Portfolio LAC and TSA</p> <p>CLASS Observations LAC and TSA</p>	<p>2015-2016</p> <p>2018-2019, 2019-2020</p>
<p>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.</p>	<p>Showcase Portfolio LAC and TSA</p>	<p>2015-2016</p>
<p>Use ethical guidelines and other professional standards related to early childhood practice.</p>	<p>Showcase Portfolio LAC and TSA</p>	<p>2015-2016</p>
<p>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.</p>	<p>Showcase Portfolio LAC and TSA</p>	<p>2015-2016</p>
<p>Act as informed advocates for sound educational practices and policies.</p>	<p>Showcase Portfolio LAC and TSA</p>	<p>2015-2016</p>
<p>Know and use professional standards related to early childhood practice</p>	<p>Showcase Portfolio LAC and TSA</p>	<p>2015-2016</p>

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Moving forward, we are developing a matrix of outcomes/courses/assessments that will allow us to have a “birds eye” view of ECE and HUS assessments and initiate a 3-year cycle of assessment update and review.

- iv. Are there any Core Outcomes that are particularly challenging for your (LDC-DE) SAC to assess, or difficult to align and assess within your (CTE) program? If yes, please identify which ones and the challenges that exist.
 - 1. We have not identified difficulties in aligning Core Outcomes to our specific CTE program. Our specific CTE outcomes (ECE and HUS) tend to be very proscriptive, while Core Outcomes tend to be broad. Thus alignment does not appear to be an issue. As noted above, we are developing a Matrix to map course outcomes to accreditation outcomes to core outcomes for better clarity on alignment across the department.
- v. CTE only: Briefly describe the evidence you have, determined by direct assessment, that students are meeting your Degree and/or Certificate outcomes.
 - 1. Assessment of student practices when working directly with children using the CLASS Assessment Tool. Over the last three years, 89% of students have met the benchmark scores. We have used this data for our TSA as well.

ECE TSA DATA 2015-2020				
		# Met	# Students	% Met
2015	ECE	1	2	50%
2016	ECE	9	9	100%
2017	ECE	5	8	62%
2018	ECE	4	4	100%
2019	ECE	15	16	94%
2020	ECE	7	7	100%
		41	46	89.13%

3. Other Instructional Issues (Note: for questions A-C, specific information can be found at: https://www.pcc.edu/ir/program_profiles/index.html)

- A. Please review the data for course enrollments in your subject area. Are enrollments similar to college FTE trends in general, or are they increasing or decreasing at a faster rate? What (if any) factors within control of your SAC may be influencing enrollments in your courses? What (if any) factors within control of the college may be influencing enrollments in your courses?
- i. In 2015, we started to examine our graduation rates. We found many of our ECE students were completing the ECE Certificate, then graduating with a general education degree versus finishing the ECE Degree. Based on anecdotal data from our ECE Perkins Advisor, and informal interviews with students, we found a bottleneck in our degree program. We found there were too many prerequisites for the degree requirement of the 4th and 5th Practicum, so students were not completing the last two terms of Practicum. In addition, our agreement with Portland State University, only recognized Practicum 1-3. Because of this, students would instead forgo the ECE degree and transfer to PSU with the general education degree.
 - ii. Fall 2017, we implemented our new degree requirements, which alleviated Practicum 4&5. The numbers below highlight the increase in degree and certificate graduation rates from 2015-2020.
 1. 2014-2015 AAS- 8, ACERTP-32 (40 credentials)
 2. 2015-2016 AAS- 7, AERTP- 14 (21 credentials)
 3. 2016-2017 AAS- 11, ACERTP 10 (21 credentials)
 4. 2017-2018 AAS- 19, ACERTP 19 (38 credentials)
 5. 2018-2019 AAS- 13, ACERTP 27 (40 credentials)
 6. 2019-2020- AAS- 18, ACERTP 8 (26 credentials not including summer)

ECE

Enrollment in ECE has been consistent over the last 5-years, with an average SFTE of 60. Notably, SFTE has decreased since 2013 with a drop between 2015-2016 and 2016-2017 (-21.0%). This drop was likely due to the bottleneck created at the advanced practicum level. However, despite the declining numbers in AY 16-17, the ECE program awarded 21 credentials (certificates and degrees). FTE began an uptick in 2017-2018 at 6.6%, when ECE practicum was revised and consolidated from 5 to 3 levels of practicum to increase time-to-completion. The revisions to the practicum program proved to be beneficial as evidenced by 38 credentials (certificates and degrees) awarded in AY 17-18, and 40 (certificates and degrees) credentials in AY 18-19.

The enrollment in ECE aligns with Sylvania and collegewide trends of declining FTE over the last 5 years. Additionally, ECE is an open-entry/open-exit program and estimating a consistent FTE

can be problematic as many practitioners do not matriculate through the program in a traditional manner. Many practitioners “drop in” to take a class in order to meet state-required professional development obligations and then “drop back” into the workforce.

HUS

HUS is a new degree program, launching in Fall 2018 (for certificate) and Fall 2019 (for degree). In AY 2018-2019, the first year of the program, we awarded 13 Foundation in Human Services Career Pathway Certificates (ACERTP-FHS). In the second year of the program, we have awarded 11 ACERTP-FHS, and will award 3 AAS degrees in Family and Human Services. We project that our credential awards will continue to increase as demand for human service jobs will increase in our post-pandemic society.

Due to the newness of the HUS program, it is difficult to estimate how enrollment aligns with Sylvania and college-wide trends. The HUS program is an open-entry program and oftentimes a pathway for students into related human service careers. In 2018-20-19, many ACERTP graduates moved on to PSU for degrees such as Child, Family and Youth Services, Gender/Queers Studies, and Social Work. In 2019-2020, 3 students matriculated through the AAS degree program.

Credential	Fall 2018*	Winter 2019	Spring 2019	Summer 2019
Foundations in Human Services Cert. (ACERTP-FHS)	0	10	2	1
Family and Human Services (AAS)	0	0	0	0

*program launch

Credential	Fall 2019	Winter 2020	Spring 2020	Summer 2020
Foundations in Human Services Cert. (ACERTP-FHS)	9	0	2	NA
Family and Human Services (AAS)	0	0	3**	NA

**first Field Experience cohort

- B. Please review the grades awarded for the courses in your program. What patterns or trends do you see? Are there any courses with consistently lower pass rates than others? Why do you think this is the case, and how is your SAC addressing this?

ECE

Between 2013-2019 in ECE, and across the 41 courses sections that were offered during this period (inclusive of practicum, seminar and lecture-based courses) we have seen passing grades (A/B/C/P) range from 52% - 100%. We tend to see lower pass rates in those courses that are offered exclusively online. Although ECE faculty provide a tremendous amount of support for online learners (including personal contact and CPNs at weeks 3, 6, and 8), we tend to see students languish once course demands increase (assignments due, discussions due, quizzes due). Further, anecdotally we note a high number of students who log-in for the first week and never return to the course despite outreach efforts on the part of ECE faculty. This may be due to a variety of factors, including the need for financial aid funding, lack of skill or knowledge for online education delivery, or lack of or inconsistent access to a reliable device for online education. ECE SAC will continue to implement outreach efforts via personal contact and official CPN alerts at Weeks 3, 6, and 8 and retention strategies

HUS

Between 2017-2019 in HUS and across the 32 course sections that were offered during this period, we have observed passing grades (A/B/C/P) range from 55.4% - 98%. Lower numbers of passing were connected to those inaugural courses with lower enrollment. Lower passing rates for online courses (59.1%) were consistent with those of ECE for similar estimated reasons. HUS SAC will continue to implement outreach efforts via personal contact and official CPN alerts at Weeks 3, 6, and 8 and retention strategies. Additionally, the HUS SAC is committed to maintaining F2F and remote learning strategies as a way to retain and engage students throughout their HUS program experience.

- C. Which of your courses are offered online and what is the proportion of on-campus and online? For courses offered both via online and on campus, are there differences in student success? If yes, describe the differences and how your SAC is addressing them. When referencing classes taught online, it is acceptable to refer to those offerings as 'OL.' In the PCC vernacular, 'Online Learning' has replaced 'Distance Learning (DL)' in the PCC vernacular due to the recent name change of the Online Learning Division.

ECE

Course #	Course	OL/F2F/Hybrid
ECE 120	Introduction to Early Education and Family Studies	OL and F2F
ECE 121	Observation and Guidance I	Hybrid
ECE 122i	Environments/ Curriculum for Infants/Toddlers	OL
ECE 123p	Environments/ Curriculum for Preschoolers	OL
ECE 124	Multicultural Practices: Exploring Our Views	F2F
ECE 130A/B/C	Practicum Seminar	OL and F2F
ECE 131A	Practicum for Experienced Teachers 1	F2F
ECE 131B	Practicum for Experienced Teachers 2	F2F
ECE 133	Practicum 1 Lab	F2F
ECE 134	Practicum 2 Lab	F2F
ECE 135	Practicum 3 Lab	F2F
ECE 196	Teaming and Communication in ECE Settings	F2F
ECE 200	The Professional in Early Education & Family Studies	F2F
ECE 221	Observation and Guidance II	OL
ECE 224	Multicultural Practices: Curriculum and Implementation	F2F
ECE 232	Math and Science for Young Children	F2F
ECE 234	Children with Special Needs	OL
ECE 236	Language and Literacy Development	OL
ECE 262	Health, and Safety and Nutrition for the Young Child	OL
HEC 201	Family Partnerships in Education	OL
HEC 226	Child Development	OL

44% of ECE courses are offered OL.

- A. ECE 130A and 130B are offered F2F and OL depending on the student practicum placement. The passing rates for 2019-2020 for these courses F2F versus OL are: 130A

and 130B F2F= 35 students. ECE 130A and 130B= 7 students. 94% passed F2F and 100% passed online.

HUS

Course #	Course	OL/F2F/Hybrid
HUS 101	Introduction to Human Services	F2F
HUS 102	Mental Health First Aid: Adult	F2F
HUS 121	Family and Human Systems	OL
HUS 131	Models and Systems of Human Service Delivery	F2F
HUS 141	Direct Service Methods	F2F
HUS 151	Introduction to Case Management	F2F
HUS 221	Issues and Trends in Human Services	F2F
HUS 230A	Field Experience Seminar I: Family and Human Services	F2F
HUS 230B	Field Experience Seminar II: Family and Human Services	F2F
HUS 230C	Field Experience Seminar III: Family and Human Services	F2F
HUS 241	Planning and Evaluation in Human Services	F2F
HUS 250	Field Experience I: Family and Human Services	F2F

HUS 260	Field Experience II: Family and Human Services	F2F
HUS 270	Field Experience III: Family and Human Services	F2F

Given the nature of the discipline, only one course in the HUS core curriculum is online. As an interdisciplinary program, the above table is not reflective of courses students are required to take out-of-department that could potentially be delivered in an online format.

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

No. Although we have CBI embedded in several courses, no curricular changes have been made.

- i. Are there any courses in the program that are offered as Dual Credit at area high schools? If so, describe how the SAC develops and maintains relationships with the HS faculty in support of quality instruction.

1. The ECE program articulates 6 credits with 8 high schools, within five school districts. These credits include *ECE 120 - Introduction to Early Education and Family Studies* (3 cr) and *ECE 121 - Observation and Guidance 1* (3 cr). Articulating high schools include:

- a. Hillsboro Highschool
- b. Glencoe Highschool
- c. Aloha Highschool
- d. Liberty Highschool
- e. Scappoose Highschool
- f. Westview Highschool
- g. Tigard HighSchool
- h. Tualatin Highschool

The ECE program maintains a consistent relationship with our HS faculty partners. HS faculty are invited to ECE Community Advisory Committees. Additionally, our PACTEC liaison, ECE faculty member Tammy Ulrich, is the outreach “arm” to HS teachers. Tammy closely monitors HS curriculum to ensure fidelity with PCC’s ECE curriculum, conducts observations, and provides technical support. Additionally Tammy closely collaborates with PCC’s dual credit office, ECE faculty, HS administrators, HS teachers and our Dean of Social Sciences and Human Development, Dana Fuller.

2. Over the last five years, we have implemented formal practices, criteria and utilized evidence based tools for assessing quality and assigned a PT faculty as the Dual Credit Liaison.
 - a. Tammy Ulrich (noted above) - Dual Credit Liaison- conduct site visits, training, formal written feedback, observations and syllabus assessment.
 - b. Early Childhood Environmental Rating Scale (ECERS)- evidence based tool to assess the onsite “lab” preschool classroom environments at the highschoools.
 - c. Required standardized syllabus template
 - d. Required PCC textbooks
 - e. Standardized assignments/quizzes and content for each course and highschool instructor.

E. Please describe the use of Course Evaluations by your SAC. Have you created SAC-specific questions? Do you have a mechanism for sharing results of the SAC-specific questions among the members of your SAC? Has the information you have received been of use at the course/program/discipline level?

As a SAC, we have not identified SAC specific course evaluation questions. Course evaluations are used when evaluating part-time and full-time faculty. All faculty are encouraged to review course evaluations to support updates/edits to future courses. In the 20-21 academic year, we may begin to query faculty about the use of SAC-specific questions.

Given our current remote learning modality, we are asking faculty to encourage students to complete their course evaluations so we have a better idea of how we can support students in this new delivery option.

4. Needs of Students and the Community

- A. Have there been any changes in the demographics of the student populations you serve? If there have been changes, how have they impacted curriculum, instruction, or professional development, and, if so, in what way?
 - i. Increase in international students (peaking in AY 2018-2019) which means an increase in ESOL student support needs.

ECE International Students

2015-16	13		2018-19	17
2016-17	6		2019-20	10

2017-18	11			
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With the increase in international students, faculty have noted that this population tends to need extra support with writing and grammar skills. Instructors strongly encourage students to seek support from their international program advisors, the CFS writing tutor, and the PCC writing centers.

- B. What strategies are used within the program/discipline to facilitate success for students with disabilities? If known, to what extent are your students utilizing the resources offered by Disability Services? What does the SAC see as particularly challenging in serving these students?
- i. CFS faculty comply with documented accommodation notices provided by the DS office, allowing appropriate flexibility and support. To our knowledge, students are accessing the resources offered by DS (e.g., testing, alternative text formats, extended time, etc.). One area where our faculty often finds challenge is when the accommodation might not be “reasonable” within the context of our programs and stakeholder employment expectations. For example, many students request open-ended due dates for assignments. As a CTE program preparing students for jobs in ECE and HUS, an open-ended due date for assignments is often not reasonable. Faculty work with students to identify appropriate due dates within reasonable timeframes, but sometimes there is a disconnect between what students deem as standard accommodation and what is reasonable accommodation for a CTE program.

To further support all students, we have outlined the “job expectations” of students working in the ECE and HUS fields to better clarify how the program can or cannot meet accommodations. These expectations are located in both the ECE and HUS student program manuals, which all students receive in our programs.
 - ii. All online courses have the same universal Child and Family Studies course template so students have consistency and continuity in expectations of the shell and learning experience.
 - iii. CFS faculty work closely with Online Learning to make courses accessible, and utilize the quality matters rubric.
- C. What strategies are used within the program/discipline to facilitate success for online students? What does the SAC see as particularly challenging in serving online students?
- i. As a department we have developed a course template for all of our online courses. Similar aspects of template and cadence of the courses include: the syllabi, the course outlines, discussion posts are typically due on Wednesdays

and follow-up responses are due on Fridays; weekly quizzes; 3-5 assignments per course.

- D. Has feedback from students, community groups, transfer institutions, business, industry or government been used to make curriculum or instructional changes (if this has not been addressed elsewhere in this document)? If so, describe.

ECE

Based on student and community feedback from our last program review in 2015 revealed (1) a bottleneck existed in our current practicum structure and the curriculum, (2) students wanted more degree/certificate options beyond traditional ECE classroom teaching. Consultation with our advisory committee and community stakeholders influenced our decision to realign ECE practices and skills for each level of practicum based on expectations identified from community stakeholders. Namely, we aligned and coordinated skill sets and practices for the following respective levels of practicum:

- a. Childcare Aide Certificate (Practicum 1) = Teacher Aide
- b. Less Than One Year Pathway Certificate (Practicum 2) =ECE Teacher Assistant
- c. AAS Early Childhood Degree (Practicum 3)= ECE Lead Teacher

Of note, many updates were implemented in the ECE practica over the last five years. The application and intake process for practicum were simplified and aligned across all practicum experiences. Previously, we had seven different sections of practicum, consisting of 10-12 different Practicum Modules (student curriculum guides). Those modules were streamlined into three clear and succinct modules- one for each level of practicum. Using the feedback from our ECE advisory committee (who gave input on the requirements for practicum sites and qualifications for mentor teachers), we updated the ECE practicum program and expectations and implemented minimum qualifications for teachers mentoring practicum students. Further changes included new site agreements and clarified expectations of the field site, along with a new welcome packet for programs hosting students.

HUS

Using information from our 2015 program review, taking student interest into consideration and completing comprehensive market research, we convened a community advisory committee to develop our certificate (ACERTP-FHS) and degree (AAS-HUS) in human services. Using accreditation standards from CSHSE, all courses were developed using stakeholder identified need for entry level skill. The program launched in Fall 2018 and we have our first graduating cohort this Spring 2020. We

plan on convening a group of AAS-HUS graduates in Fall 2021 to gather feedback on the program curriculum and job placement.

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

- A. Provide information on how the faculty instructional practices reflect the strategic intentions for diversity, equity and inclusion in PCC's Strategic Plan, [Theme 5](#). What has the SAC done to further your faculty's inter-cultural competence and creation of a shared understanding about diversity, equity, and inclusion?

The mission/vision of the Child and Family Studies department focuses specifically on diversity, equity and inclusion (DEI): "We believe that self-reflection, a commitment to diversity, equity and inclusion; cultural awareness, professional competence, ethical practice and wellness contribute to a vibrant and healthy community." As such, our curriculum emphasizes the importance of diversity, equity and inclusion. Students in ECE must complete two courses focusing on DEI (ECE 124: Exploring Our Views and ECE 224 Multicultural Curriculum); HUS students must also take two courses focusing on DEI (ECE 124: Exploring Our Views and AD 104: Multicultural Counseling). All faculty in the CFS department are committed to infusing the curriculum with DEI content.

Additionally, quarterly faculty meetings ("huddles") are an opportunity to discuss issues related to DEI. For example, in Fall 2021, the CFS faculty will be discussing the book *Culturally Responsive Teaching and the Brain* (Hammond, 2015) and how we can apply these principles to our work with students in the classroom. We have purchased these books for all CFS faculty, and look forward to the conversation and application.

CFS faculty also take opportunities through the Anderson Conference, the TLCs, and external professional development to examine issues of culture, power and privilege.

- B. Report any changes the SAC has made to instructor qualifications since the last review and the reason for the changes. Current Instructor Qualifications are available at: <http://www.pcc.edu/resources/academic/instructor-qualifications/index.html>

Changes were made to ECE IQs in 2015 to clean up language for ease of reading and elucidate specifications (i.e, "early childhood education" vs. "in the field"). Further changes were made to operationalize terms such as "recent experience."

HUS IQs were developed in 2017 and updating these IQs will be necessary in the coming year, specifically regarding the qualifications for HUS 106 (Youth Mental Health First Aid) and HUS 107 (Older Adult Mental Health First Aid) as national instructor certification is required for both.

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

Faculty have engaged in a wide variety of professional development activities, contributing to the strength, critical andragogy, and robust learning environments found in our department. These activities include:

- Attendance at the NCORE conference (application of principles across disciplines)
- CLASS certification training for Preschool, Infants, and Toddlers (incorporation of CLASS assessments in ECE 133, 134, 135 as benchmarks for practicum students);
- Youth Mental Health First Aid instructor certification (development of HUS 106: Youth Mental Health First Aid);
- Pilot project Youth and Adult MHFA Virtual Experience (National Council for Behavioral Health)
- Attendance at the National Organization for Human Services 2019 conference (CSHSE accreditation support);
- Committee membership at the Multnomah County Preschool for All initiative;
- Attendance at the Oregon ECE Grand Articulation Summit;
- Monthly attendance at the Oregon Mental Health First Aid Learning Collaborative;
- Awarded sabbatical (Garland-Forshee) for Spring 2021 to integrate contemplative-based wellness practices throughout ECE/HUS curriculum;
- Oregon Infant/Toddler Mental Health Professional Development Committee Chair;
- Executive Council Member for National Parenting Education Network;
- Clark College Advisory Committee Members
- Presented and attended the Oregon Parenting Educators Conference in 2017
- Presented at the Oregon Association for the Education of Young Children conference 2015 and 2016

Facilities, Instructional, and Student Support

- D. Describe how classroom space, classroom technology, laboratory space, and equipment impact student success.

All classroom spaces and technology have met the needs of the faculty and students. The new CDC laboratory school has provided additional classrooms for practicum placement, and a beautifully designed ECE classroom experience for the students. The new center demonstrates excellence in design and materials as a model for student learning.

- E. Describe how students are using the library or other outside-the-classroom information resources (e.g., computer labs, tutoring, Student Learning Center). If courses are offered online, do students have online access to the same resources?

Students throughout the CFS program consistently access computer labs and tutoring services. We are fortunate to have a Perkins advisor who also acts as a writing tutor for our programs, so many students access this departmental resource. In addition, faculty receive reports after students access the writing centers from multiple campuses. Students also access the testing centers as well as other resources across the district. The library is accessed consistently in both ECE and HUS programs. Some courses (e.g., HUS 241 and HEC 226) specifically require library research and the librarians are eager to support our students in their research projects and information literacy skills.

- F. Does the SAC have any insights on how students are using Academic Advising, Counseling, Student Leadership, and Student Resource Centers (e.g., the Veterans, Women's, Multicultural, and Queer Centers)? What opportunities do you see to promote student success by collaborating with these services?

Students access Student Leadership Opportunities and the Student Resource Centers as needed, as interest arises, or when an opportunity presents itself. Many Student Resource opportunities are only available during the day, thus many students complain that this "day centric" approach marginalizes students who attend classes in the evening (a majority of CFS students). We have students who are currently student ambassadors across the various PCC campuses, a student involved in the Men of Color Leadership program, several students involved in the Multicultural and QRCs.

Many students access counseling services either individually or by encouragement from faculty members. It is not unusual for a CFS faculty member to walk a student to the counseling center. Non-Academic Prerequisites for our programs encourage counseling for students enrolled in ECE and HUS programs. In addition to providing regional and national crisis line information, the following statements are contained in both our syllabi and college catalogue:

The field of Early Childhood Education is intense, dynamic, and physically and emotionally challenging. Working in the field may bring up strong emotions as well as current, past, and unresolved psychological trauma from childhood. It is strongly recommended that students enrolled in the ECE program seek professional counseling while participating in the program. Free and confidential counseling services are available to all PCC students at no cost through PCC Counseling Services.

The field of human services is intense, dynamic, and emotionally challenging. Working in the field may bring up strong emotions as well as current, past, and unresolved psychological trauma. It is strongly recommended that students enrolled in the HUS program seek professional counseling while participating in the program. Free and confidential counseling services are available to all PCC students at no cost through PCC Counseling Services.

As noted above, college services tend to be “day centric” leaving those students who attend courses in the evening in a literal “service desert” from food to counseling to business office operations, to veterans services and beyond. This poses a major problem for many of our students who only attend classes in the evening. Students in crisis are relegated to calling a crisis line rather than being able to see a live counselor - a privilege our day students have. Given our student population coupled with the content and nature of our programs, it would benefit our students to have some core services available in the evening hours, with an emphasis on food and counseling services.

6. Career and Technical Education (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 your program’s advisory committee on curriculum and instructional content methods, and/or outcomes. Please include the minutes from the last three advisory committee meetings in the appendix.
- i. ECE advisory committee has given input over past five years:
 - 1. Increased number of 1 credit courses offered on weekends for early learning providers working in the communities for continuing education;
 - 2. Feedback and agreement with updated required terms of practicum;
 - 3. Direct input and feedback on the learning outcomes for the three terms of practicum, along with alignment of the certificates with the levels of practica;
 - 4. NAEYC Renewal Accreditation Site Visit and Interview;
 - 5. Feedback and input on the meeting NAEYC requirements of 10 hours in Infant and Toddler programs and 10 hours in a Head Start Program;
 - 6. Future field placement site requirements of QRIS rating of a 4 or 5;
 - 7. Future field placement mentor teacher requirements of a Bachelor’s degree.
 - ii. HUS advisory committee has given input over the last three years:
 - 1. Identify the need for a solid foundation of student entry level skills (i.e., mental health literacy, suicide prevention skills, etc.);
 - 2. Feedback on the HUS Student Program Manual;
 - 3. Feedback on the HUS Field Experience Manual;
 - 4. Support movement toward CSHSE accreditation;

5. Field Experience placement sites;
6. Provide feedback on the applicability of coursework and academic relevance to the field;
7. Promote and advertise program courses and initiatives;
8. Encourage wider spread outreach for Mental Health First Aid;
9. Support pathway agreements to PSU.

- B. Describe current and projected demand and enrollment patterns for your program. Include discussion of any impact this will have.

According to the US Bureau of Labor Statistics Occupational Outlook Handbook (June, 2020), jobs for preschool teachers with an associate's degree are expected to increase faster than average by 7% nationally between 2018-2028. Nationally, jobs for Social and Human Service Assistants are projected to increase much faster than average at 13% between 2018-2028 (USBLS, June 2020).

Regionally, jobs for associate-level preschool teachers are projected to be much larger than most occupations in Oregon, "this occupation is expected to grow at a somewhat faster rate than the statewide average growth rate for all occupations through 2027 (State of Oregon Employment Department, June 2020)." Comparatively, Social and Human Service Assistants are projected to be in demand with reasonable employment opportunities, "the total number of job openings is projected to be much larger than most occupations in Oregon through 2027" (SOED, June 2020).

Given Oregon's investment in early childhood education through the Student Success Act, we expect that professional development funding attached to further professionalizing the ECE field will not only increase our SFTE but position PCC to offer high quality education to some of the most important people in a child's early learning experience. Furthermore, with the expansion of Preschool Promise statewide in Fall 2020 and PCC's ECE involvement in Multnomah County's Preschool for All initiative, we expect demand for high quality early educator training to increase. We suspect that this increase will fill courses and perhaps provide opportunities to open additional sections of popular core coursework.

Furthermore, as a result of HB 2033, Oregon can now hire caseworkers who hold associate's degrees and have completed "additional training or additional certification in human services or a field related to human services." State law previously required workers who investigate reports of child abuse and make decisions about whether to remove children from their families to have earned at least a bachelor's degree (Oregonlive, May 28, 2019). The HUS program is well positioned to offer this future child welfare workers quality entry-level education. Potential impacts may include

additional coursework and curriculum specific to child welfare and hiring faculty with this expertise.

How are students selected and/or prepared (e.g., prerequisites) for program entry?

Both the ECE and HUS programs are open entry/open-exit programs. In ECE in particular, we find that students “drop in” to take a few credits to fulfill CEUs for the Oregon Registry, and then “drop out” for a few terms until credits are needed again. As both programs are open-entry, the only prerequisites for entry are standard college reading and writing: (WR 115 and RD 115) or IRW 115 and MTH 20 or equivalent placement. Prerequisites do apply for ECE Practicum and HUS Field Experience.

- C. Review job placement data for students over the last five years, including salary information where available. Forecast future employment opportunities for students, including national or state forecasts if appropriate.

Unfortunately, we don't have this information, and the college does not have a system of tracking or analyzing these data. We are hoping that with the new marketing plan a more comprehensive system will be developed by the institution. However, given the high demand for qualified early childhood educators in the Portland-Metro area, most ECE students are either currently in the field at the time of credential conferral or employed in the field soon thereafter.

Comparatively, one HUS student was offered and accepted a position at their internship placement in winter term, one student has been offered a full-time job at her internship site for fall 2020, one student has completed employment-based exams for case management and has been scored as “highly proficient.” Our fourth Field Experience student will continue volunteering for their internship site beyond formalized field experience coursework.

- D. Present data on the number of students completing degree(s) and/or certificate(s) in your program. Analyze any barriers to degree or certificate completion that your students face, and identify common reasons why students may leave before completion. If the program is available 100% online, please include relevant completion data and analysis.

Please see 3. A. iii above.

- E. Is the program Perkins-eligible? If so, answer the questions below. If not, put N/A for F.
- i. With which secondary school(s) does the program have aligned Programs of Study? Do PCC faculty meet with these HS program faculty on a regular basis?

The ECE program has an aligned program of study for 6 credits with 8 high schools, within five school districts in the Metro area. These credits include *ECE*

120 - Introduction to Early Education and Family Studies (3 cr) and ECE 121 - Observation and Guidance 1 (3 cr). Articulating high schools include:

1. Hillsboro Highschool
2. Glencoe Highschool
3. Aloha Highschool
4. Liberty Highschool
5. Scappoose Highschool
6. Westview Highschool
7. Tigard HighSchool
8. Tualatin Highschool

The ECE program maintains a consistent relationship with our HS faculty partners. HS faculty are invited to ECE Community Advisory Committees to ensure alignment of the curriculum. Additionally, our PACTEC liaison, ECE faculty member Tammy Ulrich, is the outreach “arm” to HS teachers. Tammy closely monitors HS curriculum to ensure fidelity with PCC’s ECE curriculum, conducts observations, and provides technical support on a regular basis. Additionally Tammy closely collaborates with PCC’s dual credit office, ECE faculty, HS administrators, HS teachers and our Dean of Social Sciences and Human Development, Dana Fuller.

- ii. Please describe the Technical Skill Assessments (TSAs) that are reported annually. Include information about the nature of the assessment, content covered, alignment of degree and certificate outcomes, when the assessment is taken by students, the number of completers, and the percentage of students meeting the identified benchmark(s) for the last 5 years.

TSA 2015-2018

ECE

Description of TSA(s) in 300 words or less: TSAs were assessed in the advanced practicum seminar course. Students completed a professional portfolio. Portfolio components included: reflections with artifacts based on the NAEYC Standards; resume; professional statement; and professional associations. Prior to 2018, students were assessed in the Spring course. Starting in Fall 2018, the course was offered Fall, Winter and Spring. This TSA addressed all of the degree outcomes:

Maximum score possible: 100%

Benchmark score (score that “meets expectations” for completing students): 70%

Data: 79% met the benchmark

TSA 2019, 2020

HUS

Description of TSA(s) in 300 words or less: TSAs were assessed in HUS 102 every year utilizing a standardized final test at the end of the course. The Opinions Quiz in our Mental Health First Aid course is used as a pre/post quiz to gather data on the change in perception of mental health before and after taking the Mental Health First Aid courses. This shows us the impact of the course on the understanding of Mental Health. The course is offered throughout the year, including summer term.

Maximum score possible: 100%

Benchmark score (score that “meets expectations” for completing students): 70%

Data: 2020- 96% met the benchmark

ECE 2018-2020

Description of TSA(s) in 300 words or less: TSAs were assessed in multiple ECE courses utilizing the Classroom Assessment Scoring System (CLASS). It is a national, reliable tool which measures the quality of interactions between teachers and children.

Maximum score possible: 7

Benchmark score (score that “meets expectations” for completing students):

In Practicum 1, the benchmark is 3

In Practicum 2, the benchmark is 4

In Practicum 3, the benchmark is 5

Clarifying notes: Students are assessed 6 times throughout the degree. Two in each term of practicum. They can meet expectations for all assessments, and ideally exceed.

Data: 95% met the benchmark

- iii. What does the SAC consider to be the most impactful use of Perkins funding for your program?

Perkins funding is a vital part of our CTE degree and certificate programs. Perkins funding provides support for our half-time program advisor (Doree Dennis) who also acts as a writing tutor for many of our students. Additionally, Perkins funds provide our faculty with much needed professional development that is vital to staying current and relevant in our dynamic fields. Examples of how CFS has used perkins funding for professional development in 2019-2020 include:

- Purchasing digital videos and resources for virtual practicum during COVID-19 for our ECE program;
- Instructor Certification for Mental Health First Aid;
- Purchasing digital videos and resources for virtual field experience during COVID-19 for our HUS program;

- Purchasing Teaching Strategies GOLD assessment system to train students on the child assessment system being used by the CDC - this will help faculty integrate GOLD into curriculum;
- Instructor Certification for QPR Suicide Intervention - to ensure there is more than one instructor in HUS that can train and certify students in HUS 101;
- Purchase texts for CFS faculty for collective book discussions during 20-21 "faculty huddle" meetings: *Culturally Responsive Teaching and the Brain; How to Create and Use Rubrics*
- Purchase texts for CDC mentor teacher focus and training (professional development): *Each and Every Child: Teaching Preschool with an Equity Lens*.

In sum, Perkins funding is vital to the success and continuous professional development of our programs. The funding allows us to be nimble and responsive to current trends and curricular changes.

- F. Describe opportunities that exist or are in development for graduates of this program to continue their education in this career area or profession.

Opportunities for graduates to continue their education include pathway agreements with the following institutions:

- Portland State University, School of Social Work, Child, Youth and Family Studies Program (ECE and HUS)
- Southern Oregon University (ECE)

We are currently working on developing articulation agreements with Clark College into their Bachelors in Human Services applied baccalaureate program. Additionally, we work with Dr. Anne Haberkern on identifying additional pathway opportunities for CFS students.

7. Recommendations

- G. What is the SAC planning to do to improve teaching and learning, student success, and degree or certificate completion, for on-campus and online students as appropriate?

Advising

- Continue our efforts in supporting students to see our program advisor throughout their time in the program, not just at the beginning. We want to discourage students from self-advising, so we have placed "catchments" at key

thresholds in the program where students are forced to see our advisor and get a signature (e.g., prior to practicum or field experience placement).

Writing

- Students will purchase the Concise Guide to APA Style 7th edition) for all classes.
- Work with the Writing Center to develop webinars and supports for APA style.
- College-level writing/reading prerequisites on all ECE, HEC, and HUS classes (with few exceptions).

Community Building

- Develop contexts in which students can develop community and interact with one another beyond the classroom environment (i.e., Open House, Pizza with the Faculty, Professional Learning Events, etc.).
- Hold virtual “zoom” BYOS (Bring Your Own Snack) Q & A sessions where students can check in with department chairs, receive updated department information, and ask questions.
- Completion Ceremonies

Retention Strategies

- Continue efforts to retain students via CPNs at Weeks 3, 6, 8.
- Continue faculty efforts to reach out to students individually when they languish in coursework or when we observe struggle.
- Continue use of the department *CFS Student Support Form*, to identify strengths and supports needed for individual students in our program as needed.

CDC/ECE Alignment

- Continue to work with CDC/Lab School to advocate for alignment of children’s classroom practices with what students are learning in lecture-based courses.
- Continue to work with CDC Administration to advocate for the work of mentor teachers in their roles as mentors of adult learners in the laboratory environment.

Program Matrix

- Crosswalk CCOGs with Program Outcomes with Accreditation Outcomes with College Outcomes.
- Align course assessments with Course Outcomes, CCOGs and Accreditation outcomes and Key Assessments.

Program Manuals

- Maintain the Program and Field manuals for both HUS and ECE. The manuals provide clarification on expectations, practice and requirements of the programs for students and faculty.
- Maintain the CFS D2L Department shell. This shell houses resources, templates, and practices utilized amongst the department.

ECE and HUS Practicum and Field Experiences

- Continually assess the curriculum (modules), application and placement process to stay current in the field and ease of access for students.
- Reassess the application, tracking, and placement systems for Practicum and Field Placement
- Work with community sites to clarify expectations and strengthen relationships for student placement and quality of experiences.
- Experiment with remote/hybrid instruction for Field Experience Seminars (given that remote instruction is now a viable option for PCC) as a way to increase access and decrease the burden of weekly travel time for students.

Remote Instruction

- Consider the development of ECE and HUS courses that can be delivered solely in a remote format.
- Consider offering ECE and HUS courses in remote formats as an alternative to face-to-face weekly instruction (thus increasing retention and equitable student success).

GEARS - General Educations Courses

- Evaluate, revise, rubric map, and present HEC 226 (Child Development) and HUS 121 (Family and Human Systems) to GEARS for General Education consideration.

- H. What support do you need from administration in order to carry out your planned improvements? (For recommendations asking for financial resources, please present them in priority order. Understand that resources are limited and asking is not an assurance of immediate forthcoming support. Making the administration aware of your needs may help them look for outside resources or alternative strategies for support.)

- **Dual Faculty Department and SAC Chair Model.** Our programs have grown substantially over the last five years. Not only have we improved and streamlined ECE practicum to shorten student time-to-completion, we have added a degree and certificate (HUS) to our departmental portfolio. As of May 2020, our program majors are robust with 429 ECE majors (degree/certificates), and 240 HUS majors (degree/certificate). HUS is only in its second year of implementation, and we expect these numbers to grow. In order to focus attention on each of these programs, navigate NAEYC and CSHSE accreditation requirements (including reporting and compliance), hire, support and develop part-time faculty, attend local, regional and national disciplinary conferences, student outreach/marketing, build community partnership through the advisory committees, off site contracted work, SAC requirements and additional college requirements for both disciplines and a champion each respective discipline. We highly recommend a dual chair model for the CFS program. *Our recommendation includes adequate funding and a financial commitment from the college for one .50 release for ECE and one .50 release for HUS to support each respective program's needs.* These chairs will work in collaboration and concert with one another to continue the robust leadership we provide to students and our regional, national and community partners in ECE and HUS.
- **Full-Time HUS Field Experience Faculty.** As the HUS program grows, there is a need for more full-time faculty resources, especially for the HUS Field Experience (FE) Program. Currently, there is one full-time HUS faculty teaching, chairing, and running the FE program. Given the nature of FE and accreditation requirements outlined by CSHSE, FE needs more attention, focus, and faculty presence. Not only do students need to be placed in their respective internship sites, FE requires a level of expertise, consistency, and time that can't be provided in our current model. *Our recommendation is to hire a full-time HUS faculty member to build and support our FE programs, orient and evaluate Onsite Supervisors, develop stakeholder engagement, manage FE logistics, and build key community connections that are essential to the growth, development, and quality of our HUS FE program.*
- **Continued Professional Development Support.** As a CTE department, our disciplines are consistently evolving and changing. As such, there is an ongoing need for continued professional development for both ECE and HUS faculty (PT and FT). In addition to the typical channels of accessing professional development (i.e., POD and Perkins) which are often dependent on frequency of development (i.e., every two years) or finite funds (Perkins has many programs to support; POD offers limited funds for conference attendance). Additionally, as CTE faculty, there are specific industry certifications we are required to maintain in order to do our jobs (i.e., CLASS certifications, MHFA Instructor Certifications, etc.) *Our recommendation is that the college make a financial commitment and provide adequate funding for CFS to access professional*

development funds through our division budget to be determined in collaboration with the CFS co-chairs and Division Dean.

- ***Child and Family Studies Conference.*** Plan, and implement a Child and Family Studies conference in collaboration with Dual Credit (School Districts), PCC Child Development Center and Community Partners to provide a series of ECE and HUS workshops. Participants would include: Dual Credit highschool students, Dual Credit highschool teachers, PCC students, early learning partners and parents. *Our recommendation is that the college provide adequate funding and a financial commitment to plan, implement, and evaluate a conference of this nature on a bi-annual basis, including funding for coordination and presenter stipends.*
- ***Increased Advising and Tutoring Support.*** As our programs grow, there is a need for more advising and tutoring support. Currently, we have a half-time perkins advisor that acts as both a program advisor and writing tutor for all students in the CFS department. In their current role, our advisor is stretched to support student needs at a .50 load, in addition to supporting the ongoing maintenance and updating of advising materials, developing job aids for faculty and students (e.g., APA style guides, PowerPoint tutorials, etc.). In addition, there is a need for additional support regarding the application processes, data entry and tracking for ECE and HUS practicum/field students. *We recommend an increase in our Perkins tutoring load to .75 to meet the needs of students and to support equitable student learning and success in our department.*

7. Assurances

Please put X's next to all three boxes to verify that...

faculty and FDCs at all of the campuses offering courses in this discipline/program have received a late-stage draft of the Program Review document.

all of the division deans offering courses in this discipline/program have been sent the late-stage draft.

the SAC administrative liaison has reviewed and had the opportunity to provide feedback on the final report.