



SPARC – Service Areas (Updated 11-23)

Service and Program Area Review - Comprehensive Template and Instructions

INSTRUCTIONS:

Please find below the form that includes the specific elements that should be included in your Service Area Review. Feel free to include and attach additional information or documentation that you feel is critical to the understanding of your service area. This may include information on a particular challenge your area is facing, additional assessment information for your area, or details on a notable project your area has recently completed to support the College Core Themes, Student Success and Educational Pathways.

The purposes of a program review are improvement, alignment with established objectives, and planning for the future. The program review process provides opportunities for programs to review their accomplishments, examine their strengths and weaknesses, and develop plans through which improvements can be achieved. Service Area Review conclusions and recommendations will be discussed and reviewed in department, division, College, and budgeting and strategic planning processes.

Service Area Review

Due Date: August-September of the Academic Year Assigned

Submission year: 2024-2025

Program Name: Education/Early Childhood Education

Instructions: SPARCs are due in August/September of the scheduled year. They consist of:

- a look back and evaluation of assessment outcomes and goals/objectives from your previous SPAREs (annual reports)
- identification of long-term goals (upcoming four-year cycle) and short-term objectives (to support the achievement of these goals)
- funding requests for the next fiscal year, subsequent to the reporting year.



Supervisor Review Date and Signature:

Part One: Service Area Overview

1. Describe the functions of your service area. How does your area contribute to the achievement of College Core Themes, and, through them, the fulfillment of the College Mission?

Education/Early Childhood Education programs help prepare future educators pursuing their higher education. Education/ECE programs fulfill the educational pathways of future educators.

2. Describe the current staffing levels of your service area and use the table below to categorize them. Briefly describe the functions of each position, so that readers can better understand your area and its operations.

Position type:	# of positions:
Classified: Full time	1
Classified: Part-time permanent	0
Classified: Part-time hourly	1
Student workers	0
Administrators	

3. As you look to the next four years of your area's operation, what are the strengths of your service area? What opportunities may exist?

The strengths of the program are the diversity of student population. The program is experiencing more multilingual speakers. The students are reflecting the county demographics. Opportunities for the program is to begin the process of developing Spanish ECE program, and the development of the associate of arts in education EC-4. The growing demand of our community partners are to have ECE staff with an AA. This provides the opportunity to create an AA/AAS in Spanish as well. The demand of AA in the industry is growing and we should see this as an opportunity to gain experience. The CTE program provide our ECE program an advantage for dual credit students. The goal is having students finish their certificate within 2 terms after high school graduation.

4. Over the same period, are there particular weaknesses you may see in your service area? What challenges may exist for your area?

Areas of weakness are the lack of a controlled environment such a children center on site, and resources to overcome student financial burdens. Students in the field of study need additional financial help to reduce the burden of student debt. The students who are entering the educational field are not fully exposed to ECE and missed opportunities.

5. Attach to this review (or insert below) relevant quantitative data that you feel reflects your area's level of service to students, responsiveness to their needs, and/or provides evidence of service gaps. Examples might include: numbers of student served by different functions within your area, usage levels of different services, information about demographics of your students served, student feedback or evaluation of your services, etc.

- a. Explain the source of your data. Give a brief overview of each example you have provided.
- b. What does your data illustrate about student needs, the level and quality of service you provide, and the strengths or challenges you outlined above in Part One?
- c. What opportunities for improvement are reflected in the data? Are there changes your area can make that would improve Student Success? How does the data inform your area's plans over the four-year program review period?

Part Two: Reporting on Past Period's Service Area Outcomes, Assessment, and Evaluation

1. Use the attached **Table I: OCCC Past Period Review of Service Area Outcomes, Assessment, and Evaluation** to list your *past period* Service Area Outcomes (SAOs) and the method you used to assess your area's progress toward achieving each outcome. For each SAO, specify the following:

- a. the core theme sub-objective that was supported by the SAO,
- b. the means of assessment you used to evaluate your progress toward achievement of the SAO and the frequency of assessment (minimum once a year), and
- c. the threshold of performance you established for each assessment that signifies achievement of your Service Area Outcome.

- A.) Understand how positive relationships and supportive interactions build the foundation of effective learning environment for young children.

Assess cultural, linguistic, and class-related experiences and needs of early education and human service programs.

- B.) Evaluation of the goal are done at the end of each term. This provides input to create changes the following academic year. Students are assessed in various methods from essay, research paper, discussions, individual project, group projects, exam, and individual oral presentations.

- C.) Students are evaluated the following categories: advanced, competent, developing, and emerging. The following rubrics are used and adapted to meet the needs of the program:

Communication Rubric

Cultural Awareness Rubric

2. How have your SAOs aligned with and supported College Core Themes and/or Comprehensive Institutional Learning Outcomes?

SAO aligned with the College Core Theme 1. The College Comprehensive Institutional Learning Outcomes (CILO) interconnects the theme of student success. The annual review of each CILO allows the ECE program to adapt to changes and challenges that will promote student success. SAOs and CILO provide the opportunity to update meet the needs of students and our community partners.

3. Describe how your service area consistently engaged in the discussion, review, assessment and revision of Service Area Outcomes.

The end of course reviews provide an opportunity to understand what changes needed in each course. This is reflective of how the program will adapt to changes in the workforce. The discussion offers an insight to identify our program weakness and provide positive feedback to adapt. Reviewing each CILO is best practices of andragogy to meet the demands of our student population.

4. **(Not Applicable in Initial Review Year One)**. Attach or insert the results of your Assessment of your Service Area Outcomes (SAOs). Provide a brief summary of your assessment.
 - a. Do the assessment results confirm your expectations? Why or why not?
 - b. Are your assessments capturing the information you had hoped to obtain about your service area?
 - c. What do the assessment results tell you about the level and quality of your area's services to students? What areas of potential improvement are indicated by the results?
 - d. How will you cause this improvement to occur during the next program review period? What changes will you implement in response to the assessment results?
 - e. How will you evaluate the impact of the change you have proposed above?

Part Three: Development of Next Four-Year Service Area Plan

1. Are there changes to your service area that you hope to implement over the four year review period to support student achievement of your Service Area Outcomes? Describe them here, with an explanation of how these changes would support your SAOs.

Begin the exploring process of building and housing our own childcare facility. The childcare facility allows student to attend their classes without the bearing the cost of childcare and be able to attend class by accessing the onsite childcare facility.

2. How will these changes improve the College's achievement of its two Core Themes, Student Success and Educational Pathways?

The onsite childcare facility would offer students a mean to attend class without trying to find childcare, thus leading to student success at the college. The childcare facility will provide students with a site to practice and understand a greater understanding of theories in early education. Students would observe teaching modeling in a childcare environment. Students who want to continue their educational goals will have the opportunity to explore the educational pathway.

3. How will your service area build on the existing strengths and/or opportunities you identified in part 1.3 over the review period?

Providing opportunities of viewing and implementing best practices will provide an effective workforce. The strength of the program is by producing effective educators.

4. Over the review period, how will you address any weaknesses or challenges you identified in part 1.4?



Working in collaboration with the Oregon Coast College Foundation in finding different grants for the purchasing of textbooks. The use of Open Educational Resources (OER) textbooks will

5. Identify two or more long-term objectives below that will continue to promote progress toward the institution's mission of achieving equitable outcomes for students at the College.

Reducing the cost of textbooks and access to an onsite childcare facility.

6. Based on your responses to questions 1-5 above, use the attached **Table 2: OCCC Update to Service Area Plan, Upcoming Four-Year Review Period** to identify three measurable goals your service area will undertake to achieve or continue to work on achieving, and the two long-term objectives you have identified to support equity and inclusion.
 - a. Specify which Service Area Outcome is supported by your program plan goal.
 - b. Identify at least two interim objectives necessary to make progress toward the achievement of each goal you have identified above.
 - c. How will you measure or assess your area's achievement of this goal?

Part Four: Identification of Future or Unmet Needs

If the achievement of a goal listed in question 5, Part Three, would require additional financial resources, or you have identified an unmet need in your area, complete Table 3: OCCC Service Area Plan: Identification of Future or Unmet Needs. If you are aware of a potential funding source for your request other than college general funds, identify the potential source.

1. Describe each resource request.
2. What measurable outcome will result from funding this resource request?



3. How will this request further college achievement of the College Core Themes and, through them, the fulfillment of the College Mission?

The creation of an onsite childcare facility will be beneficial to the needs of all students at the college. The childcare facility would provide a controlled environment to practice the theories taught in the classroom.

Table I: OCCC Past Period Review of Service Area Outcomes, Assessment, and Evaluation

Reporting Service Area: Academic Year: Review Year One	Core Theme Sub- Objective Addressed by SAO	Assessment Method	Frequency of Assessment	Threshold for Achievement of SAO
SAO #1:				
SAO #2:				
SAO #3:				

SAO #4				
SAO #5:				

Table 2: OCCC Update to Service Area Plan, Upcoming Four-Year Review Period				
Reporting Service Area: Academic Year: 2025-2026 Review Year One	Service Area Outcome Addressed by Goal	Assessment Method	Frequency of Assessment	Threshold for Achievement of SAO
Service Area Goal #1: OER textbooks				

Short-term (one year) Objective One: 2 courses with OER textbooks.				2 courses using OER by 2026-2027
Short-term (one year) Objective Two: Purchase textbooks and place them in the lending library.				2 textbooks per course available at the library
Service Area Goal #2: Applying for the Betty Gray ECE Scholarship				
Short-term (one year) Objective One: submit application to Oregon Community Foundation				Application will open in March 2025
Short-term (one year) Objective Two:				
Service Area Goal #3:				
Short-term (one year) Objective One:				

Short-term (one year) Objective Two:				
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Table 3: OCCC Service Area Plan: Identification of Future or Unmet Needs

Reporting Service Area: Academic Year: Review Year One				
Resource Need:	Specific SAO Supported by Funding Request	Specific Core Theme Sub-Objective Supported by Funding Request	Requested Amount	Potential Funding Source
Personnel				
Facilities	On site childcare center	Student Success	\$3 million	Grants, bonds, general fund
Equipment				

Supplies	Manipulatives		\$10,000	General fund, OCC Foundation
Computer Hardware				
Computer Software				
Training/Professional Development	ECE conference		\$20,000	General fund
Other (e.g. promotion)				
Total Requested Amount				

