



Ad Hoc Report

**Regarding an Update on the Implementation of the
Child, Youth, and Family Studies (CYFS)
BAS Degree Program**

Prepared for
the Northwest Commission on Colleges and Universities

Submitted September 14, 2018

Certification of the Ad Hoc Report

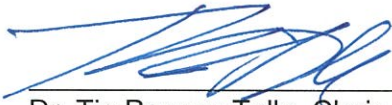
To: Dr. Sonny Ramaswamy, President, Northwest Commission on Colleges and Universities

From: Edmonds Community College

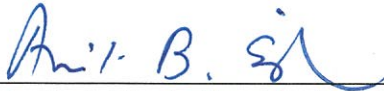
On behalf of the Board of Trustees and Edmonds Community College, we are pleased to submit this Ad Hoc Report for the purpose of assisting in the determination of the institution's accreditation status at the baccalaureate level.

We certify that there was broad participation by the campus community, and we believe that this Ad Hoc Report accurately reflects the nature and substance of the institution.

Signed:



Dr. Tia Benson Tolle, Chair, Board of Trustees



Dr. Amit Singh, President



James Mulik, Accreditation Liaison Officer

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Introduction and Recommendation to be Addressed

On [November 1, 2016](#) (with requested follow-up information submitted on [January 30, 2017](#)), Edmonds Community College (Edmonds CC) submitted a substantive change proposal for the Child, Youth, and Family Studies (CYFS) Bachelor's of Applied Science (BAS) degree program. In response, the college received an [Action Letter from the NWCCU, dated February 2, 2017](#) stating that, “[i]n accordance with Commission Policy, *Substantive Change*, the institution’s prospectus has now been reviewed and approved as a *major change*. Accordingly, the proposed Bachelor’s of Applied Science degree program in Child, Youth, and Family Studies is now included under the accreditation of Edmonds Community College. The College is granted *candidacy status* at the baccalaureate level.”

The February 2, 2017 letter also stated that, “[t]he Commission requests an Ad Hoc Report with a visit in fall 2018 to provide an update on the implementation of the CYFS BAS degree program to include a section on faculty qualifications in support of the degree program.”

This Ad Hoc Report provides the commission’s requested update on the implementation of the CYFS BAS degree program. More specifically, since the start of and throughout the first year of the program, Edmonds Community College has created a new CYFS department with new faculty and staff; has developed and continues to refine curriculum with appropriate levels of rigor for upper division coursework; and has admitted its first cohort of students, who have finished their first year in the program, and a second cohort of students who will begin their studies Fall quarter 2018. In addition, the college also developed processes and procedures for the program and has continued to improve the program through successes and challenges that have been observed. This report provides details on this and other aspects of the BAS program at the college, as outlined in nine sections:

1. Program and Curriculum
2. Staffing, Faculty Qualifications, Facilities, and Location
3. Admissions, Enrollment, and Retention
4. Marketing and Recruitment
5. Student Services
6. Library and Information Resources
7. Budget
8. Assessment and Evaluation
9. Successes and Challenges

Section 1: Program and Curriculum

Mission Alignment

Edmonds CC’s mission is “Teaching | Learning | Community” with core themes of academic excellence, student success, and community engagement, all of which are guided by innovation, equity, inclusion, and a global perspective. The BAS in Child, Youth, and Family Studies fulfills this mission by providing advanced knowledge and skills for professional

positions in educational settings for young children and social services programs for youth and families that serve the broader community. This innovative program is the first interdisciplinary BAS degree of its kind in the state of Washington, as the program integrates Early Childhood Education (ECE) and Social and Human Services (SHS), which are often taught as separate disciplines.

More specifically regarding the college's mission core themes, the CYFS curriculum not only includes stand-alone courses in social policy, advocacy, and social justice, but also interweaves an equity and inclusion lens throughout the program in all CYFS courses. To support student success, the CYFS department works with the faculty of the ECE and SHS associate-level degrees and certificates at the college and with community partners to ensure students' access to and seamless movement through higher education structures. The depth of community engagement, largely through the two practicum courses and the integration throughout the ECE and SHS programs of the college's community and surrounding region, is evidence of the program's role in advancing the value of the community aspects of the college's mission, as well as serving the needs for further integration of early learning and human services in the broader community.

Program Degree Requirements

The CYFS BAS degree is composed of three parts: 60 credits of professional-technical coursework (Proficiency), 60 credits of general education (Gen Ed), and 60 credits of upper division CYFS courses, for a total degree of 180 credits. In general, students would have completed an associate degree prior to entering the CYFS BAS program, such as an Associate of Applied Science-Transfer (AAS-T) degree, which includes a minimum of 60 credits of Proficiency in one specified field and a minimum of 25 credits of Gen Ed spread across distribution areas. Specified, related-fields for Proficiency include Early Childhood Education, Human Services, Addiction Studies, or Family Support Studies. Gen Ed distribution areas include communication skills; quantitative analysis/symbolic reasoning skills; humanities; natural science and mathematics; and social sciences. If students have completed more than 25 credits of Gen Ed from other degrees or institutions, they may have these credits evaluated for transfer.

The remaining Gen Ed courses needed to reach 60 credits, and all 60 credits of upper division courses are completed during the CYFS BAS program. The CYFS program consists of 12 newly developed and approved upper division courses. These interdisciplinary courses build upon the foundational knowledge that students learned in their associate degree programs in Early Childhood Education or Social and Human Services.

Course Schedule

Edmonds CC's CYFS BAS program currently operates as a cohort model beginning each Fall quarter. Every student enrolls in at least two, 5-credit CYFS courses each quarter during Fall, Winter, and Spring quarters, for a total of 10 credits per quarter. Students may also choose to complete one Gen Ed course with their CYFS courses for a full-time load of 15 credits each quarter. If students do not take additional Gen Ed courses during these quarters, they may

choose to complete those credits during Summer quarter or in the quarters following the completion of the 12 CYFS courses. CYFS courses are not offered during the Summer quarter. Students who attend full-time will graduate from the BAS program in two academic years. CYFS courses are offered in the evenings, twice a week, as hybrid courses using the learning management system, Canvas, and in-class instruction.

Curriculum Development

The college's faculty members involved in first developing the degree took extraordinary steps to ensure that they received appropriate feedback on the program curriculum. Since this is a cutting-edge interdisciplinary degree, incorporating outcomes that address the needs in the early childhood education profession, the human services field, the addiction support professions, and those working with families, there are few baccalaureate examples to look to as models. However, experts from two universities with relatable programs were requested to [evaluate the CYFS curriculum and provide constructive feedback](#): the Child and Family Studies program in the School of Social Work at Portland State University, and the Family and Child Life program in the Department of Family and Consumer Sciences at Central Washington University. These external evaluators provided positive feedback supporting the level of baccalaureate rigor and the alignment of the CYFS BAS curriculum with employer demands. Evaluators also expressed excitement over the concept of an interdisciplinary program in which upper division courses build upon the technical skills students gained from their associate degrees and relevant work experiences.

The program and course outcomes were developed and validated by industry and education professionals through support from both the ECE and SHS Advisory Committees, and through a series of six focus groups with community members, program graduates, and general industry outreach via survey, email, and phone. Community members and industry partners represented various, local, early learning child care and preschool programs, and various human services organizations. The focus groups provided substantial input on the advanced skills and knowledge a strong candidate for employment would require to meet industry standards. The CYFS department continues to recruit members for the CYFS Advisory Committee to represent both ECE and SHS industries and to provide feedback to the CYFS Department Chair as curriculum development continues.

After successful completion of the CYFS BAS program, students will be able to:

- Utilize their strong knowledge base to support a systemic and developmental approach to improve the lives of children, youth, and families across the lifespan.
- Demonstrate the ability to synthesize multiple perspectives in the context of teaching, youth services, and family support.
- Apply principles of equity and inclusion through strengths-based strategies to build resiliency and opportunity for individuals and families to reach their goals.
- Articulate and demonstrate a professional identity utilizing evidence-based practices, standards, and ethical conduct in early childhood and social service careers.

These are the program-specific student learning outcomes for the CYFS BAS program, as shown in the [college's academic catalog](#). Course descriptions and learning outcomes for each

upper division CYFS course are available in the [course catalog](#) (and provided in this detailed list of [course descriptions and learning outcomes](#)).

Additionally, Edmonds CC has a set of General Education Learning Outcomes that are common to all degrees and certificates of more than 45 credits. These include: Communication Skills, Human Relations and Professional Development Skills, Quantitative Analysis/Symbolic Reasoning Skills, and Cultural Diversity Skills. These learning outcomes are incorporated in the associate degrees at Edmonds CC and are further reinforced in the CYFS BAS program through the Gen Ed requirements.

Appropriate Rigor

As a basis for establishing and demonstrating baccalaureate-level rigor, the CYFS BAS degree applied the [Rigor/Relevance Framework](#) model developed by the International Center for Leadership in Education (ICLE). Figure 1 below illustrates the relationship between complexity of thinking and flexibility of application. The five levels on the x-axis look at increasingly deep application of knowledge through action using Bill Daggett’s Application Model. On the y-axis, Bloom’s Taxonomy shows increasingly deep assimilation of knowledge.

Figure 1: Rigor/Relevance Framework

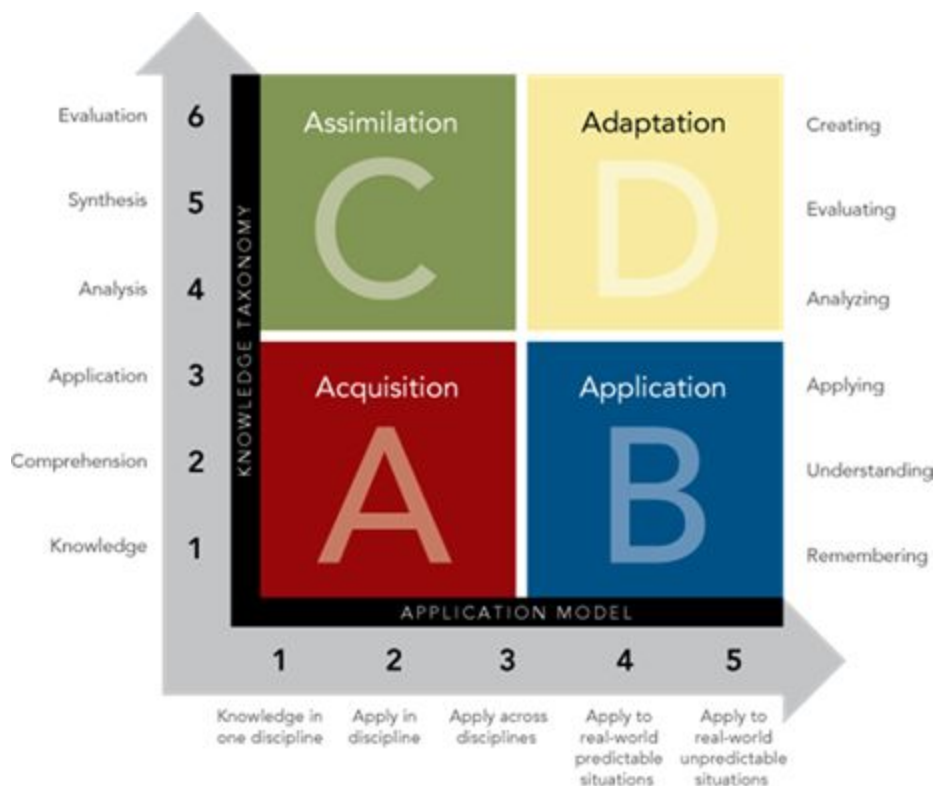
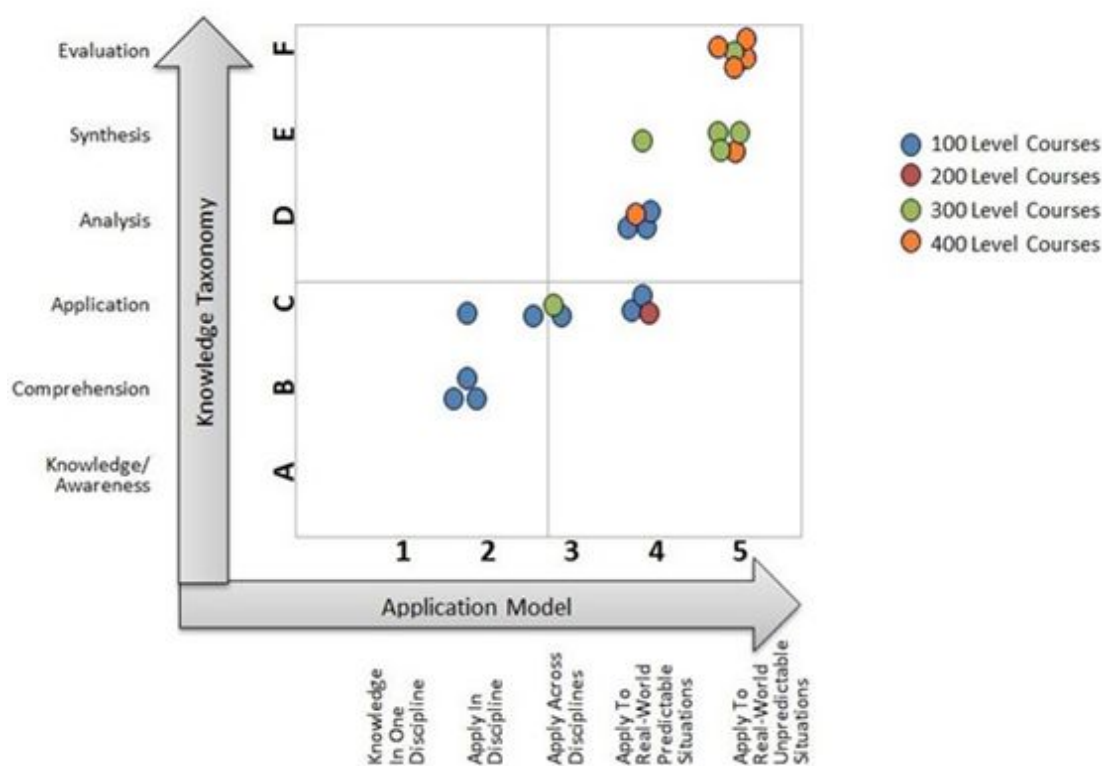


Table 1: Framework Quadrants Defined

A - Acquisition	Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.
B - Application	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.
C - Assimilation	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.
D - Adaptation	Students have the competence to think in complex ways.

Edmonds CC borrowed the Rigor/Relevance Framework adaptation created by Pierce College to demonstrate that the upper division courses are appropriately rigorous to be numbered in the 300-400 range (Figure 2). On this framework, the faculty mapped the outcomes of the upper division classes, as well as outcomes from a sampling of the lower division classes, to ensure that students would be tasked in 300- and 400-level classes with developing skills that fall in quadrants C and D, the more advanced quadrants which require more complex thought and decision making.

Figure 2: Map of the Upper Division Class Outcomes on the Rigor/Relevance Framework (with a sampling of lower division courses)



The CYFS Department Chair/Faculty uses this framework to develop lesson plans, coursework, and course material to ensure that the CYFS BAS is a rigorous program aligning course level outcomes with program level outcomes. There is a strong emphasis on theoretical knowledge, conceptualization, development of critical thinking and writing skills, and applied knowledge through projects and hands-on work, which are interwoven throughout the CYFS curriculum. The 300- and 400-level coursework requires mastery of a varied body of theory, including human ecological theory; symbolic interactionism; family systems theory; critical theory and epistemology (rooted principally in critical race theory, queer theory, and feminisms); stress and coping; and lifespan development. Students are challenged to think and apply theory and information, acquired through reading textbooks and scholarly journals, to their everyday practical experiences in their professional careers and personal lives. As a result, students invest and dedicate a significant amount of time and energy to their coursework and class participation.

Coursework throughout the program prepares students for a final capstone project that incorporates the understanding of systems; multiple perspectives; equity and inclusion; professional identity with evidence-based practices; research methods; and leadership for the benefit of children, youth, and families. Two practicum experiences further enhance mastery of these program-level outcomes as students are expected to apply their knowledge into practice during each quarter-long field placement. With a robust curriculum and appropriate level of baccalaureate rigor, the CYFS BAS program provides a clear pathway to related master's degree programs at various universities around Washington state.

Instructional Framework

Smaller class sizes, with a maximum cohort of 30 students, allow faculty members to provide more experiential/exploratory activities and discussions using a [Freirean Theoretical Framework](#) approach (cultural circles). This promotes a collaborative and safe learning environment, which gives students or participants the opportunity to engage in conversation and listen to multiple perspectives. Additionally, instruction provides a form of engaged pedagogy and social justice advocacy throughout students' time in the program. Considering the program's commitment to blending social justice, equity, and professional preparation, students are expected to demonstrate their capacity to articulate, demonstrate, and model what they learn in the classroom and how this affects each of them in their own personal and professional development.

Other theoretical frameworks emphasized in this program include transformative frameworks and ethnographic research. For example, students work on an autoethnographic study throughout the program. This study further develops students in academic writing, critical thinking, personal and professional reflexivity, scholarship, and research. To enhance these concepts, the CYFS curriculum embodies the work of many educational philosophers and theorists, such as Paulo Freire, Antonia Darder, John Dewey, and Lev Vygotsky, whose approaches actualized the ideas of progressive education. Additionally, scholarly literature is imbedded in instruction through professional journals and textbooks written by well known scholars in the field, such as Michael Apple, Augusto Boal, Antonio Gramsci, Henry Giroux,

Jonathan Kozol, and Donaldo Macedo. This program utilizes a broad selection of [textbooks and literature](#).

All material taught is consistently integrated throughout all courses of the program and builds from one quarter to the next quarter. This emphasizes the concept that students are part of a holistic CYFS program that continuously pushes them to improve and go beyond the knowledge they had gained in prior learning.

Section 2: Staffing, Faculty Qualifications, Facilities, and Location

At Edmonds CC, the CYFS BAS department was established as part of the Health and Human Services (HHS) instructional division. Within the first year, a Program Manager and a Department Chair/Faculty were hired to lead the implementation of this program. These positions report directly to the Dean of the HHS Division, and division office staff support these positions when needed. The first year did not include any (part-time) Associate Faculty, as all courses were taught by the CYFS Department Chair. With two cohorts running concurrently in the second year, Associate Faculty were hired to teach at least one course per quarter, or to team-teach with the Department Chair. The department is in the process of hiring a Practicum Coordinator.

The [CYFS BAS Program Manager](#) is the primary point of contact for students, staff, faculty, employers, alumni, and community members. This position focuses on marketing, networking, recruitment, student support, and retention. The Program Manager provides advising for prospective students, performs preliminary reviews of transcripts, and oversees the application process. For enrolled CYFS BAS students, the Program Manager provides wrap-around support, such as academic planning; helping with financial aid and scholarship opportunities; assisting with registration procedures; and providing resource referrals to student services at Edmonds CC and services in the community. The Program Manager is also responsible for coordinating graduation processes.

The tenure-track, full-time [Faculty/Department Chair](#) is the lead instructor teaching the majority of the CYFS courses in the degree, assessing and evaluating students, providing academic advising, and further developing the program. As Department Chair, this faculty member assists with finding and interviewing Associate Faculty, scheduling courses, and providing on-boarding support to Associate Faculty. The Department Chair is given release time to lead the department, develop curriculum, and consult with industry partners. Credentials for this position requires a relevant Master's degree, work experience, and teaching experience in both online and in-class instruction modes. A doctorate is preferred, and the [current tenure-track Faculty/Department Chair](#) is a PhD candidate.

For the second year, an [Associate Faculty member has been hired](#) to teach classes during Fall 2018 quarter, based on her expertise in the field. The college is in the process of finalizing the paperwork for hiring a second Associate Faculty member to teach during Winter 2019 quarter.

In Spring quarter of the first year, the CYFS program offered students their first practicum experience, [CYFS 390](#). This course was taught by the full-time Faculty/Department Chair with assistance from one of the current practicum coordinators who is a faculty member in the Social and Human Services department. This SHS faculty member was given a special assignment for this arrangement for the first year. With two concurrent cohorts in the second year, the CYFS department plans to hire a dedicated Practicum Coordinator for the CYFS program. This position will oversee field placement, connect with industry partners, and teach seminar classes.

The offices of CYFS staff and faculty are located in Snohomish Hall near the HHS Division office and other faculty offices for the four, related Associate in Applied Science-Transfer (AAS-T) degree pathways: Early Childhood Education, Human Services, Addiction Studies, and Family Support Studies. This allows for easier access for prospective students to seek advising and support, and for the CYFS Department Chair to work with AAS-T faculty to further develop curriculum for a smooth transition for students.

A designated classroom has been established for all CYFS BAS upper division classes. This classroom is located on the main campus of Edmonds CC in the same building as the Central Washington University-Lynnwood satellite campus, Snoqualmie Hall, which provides study lounges and creates a distinction between baccalaureate-level courses and associate-level courses. Having this distinction helps students focus on their transition from lower division courses into upper division level courses as they experience a higher level of rigor in classroom learning and coursework, similar to the experience of a student transferring to a university.

Section 3: Admissions, Enrollment, and Retention

Admissions and Application Process

The CYFS BAS program started its first cohort in Fall 2017. Using a cohort model, all accepted students begin in the Fall quarter and take the same sequence of CYFS courses together throughout the 2-year BAS program. Gen Ed courses vary per student and do not have to follow the cohort model. There is a maximum cohort of 30 students: approximately half the students have an ECE background, and the other half have an SHS background. The admissions process is competitive and meeting minimum requirements does not guarantee admission.

Minimum requirements include completion of an AAS-T degree, or equivalent, in either Early Childhood Education, Human Services, Addiction Studies, or Family Support Studies with a minimum cumulative GPA of 2.5 and a minimum 2.0 grade point in each professional-technical course. Prospective students also complete an application packet, which includes an application fee, application form, personal statement, resume, and recommendation forms.

After meeting minimum requirements, applicants are accepted based on a holistic review of the strength of GPA, strength of Personal Statement, strength of Professional Recommendation Forms, and amount of relevant work experience. [Applications](#) are reviewed by the [CYFS Admissions Committee](#) using a [scoring rubric](#) and the results are discussed as a committee.

With the information gathered from the first year, the application process was slightly modified for the second cohort. The first cohort did not include recommendation forms in the application packet, and a different allocation of points for scoring was used that weighed GPA heavier than the Personal Statement or work experience. Recommendation forms were added so that the Admissions Committee could learn more from industry leaders or other faculty members about the skills the applicant already had in the workplace, and the potential for succeeding in the field. The allocation of points for scoring were adjusted to put greater value on the strength of the Personal Statement. The GPA, amount of work experience, and strength of recommendation forms are now weighed about the same.

Another insight from the first year of the program is that the department noticed that prospective students were coming from other institutions and did not have the same degrees offered at Edmonds CC. Other associate degrees were similar, but may have had different courses or number of credits. As a result, the CYFS department has had to reevaluate the way “equivalent to an AAS-T” is defined. The Instruction Commission of the Washington State Board for Community and Technical Colleges (SBCTC) established an [Applied Baccalaureate Upper-Division Course and Certificate Policy](#) in July, 2017. This policy helped the department redefine what “equivalent” means. Specifically, equivalence to an AAS-T includes the completion of a professional-technical associate degree, such as the Associate of Technical Arts (ATA) with additional Gen Eds and math requirements. Additionally, students with 90 credits of college-level courses (60 credits of Proficiency and 30 credits of Gen Ed) may meet minimum requirements. The types of Gen Eds and level of math requirement needed prior to starting the CYFS BAS program has also become more flexible so that the focus is more on the number of credits rather than the type of Gen Ed credits. Intermediate Algebra is a minimum requirement for full acceptance into the program because it is a prerequisite to the Introduction to Statistics course, a required Math course in the CYFS BAS program. These new guidelines in evaluating prospective students for AAS-T equivalency allows for more students to be eligible to apply for the CYFS BAS sooner. The number of credits in each distribution area still remains the same for graduation.

If strong applicants have not met all minimum credits at the time of application, but will have met them either after the Summer quarter before the start of the CYFS program, or by the end of the first Fall quarter of the CYFS program, they may receive a Summer or Fall Provisional Acceptance, respectively. Upon completion of these courses, they will be granted full acceptance. At most, students would be 5 credits away from meeting minimum requirements by the start of the first Fall quarter, and would be considered Fall Provisional Acceptance students. These students are expected to complete these 5 credits of Gen Ed or Proficiency with their 10 credits of CYFS courses during their Fall quarter, and would then be granted full acceptance. If prospective students will have more than 5 credits to meet minimum requirements by the end of the first Fall quarter, they are encouraged to apply for the following cohort.

The Fall Provisional Acceptance option can make Fall quarter challenging because students would be taking a full quarter of 15 credits while transitioning into a new program. These students are advised of the challenge and have the choice to accept the Provisional Acceptance or wait to attend the following year instead, while taking other Gen Eds in the meantime. Most applicants have opted to take the Fall Provisional Acceptance rather than waiting a year to start CYFS courses. The second cohort includes more Summer and Fall Provisional Acceptances

than in the first cohort. This could help determine the best course of action for future cohorts in terms of using Provisional Acceptances.

Enrollment and Retention

For the first cohort, the goal was to enroll as many students as were qualified, up to 30 students. Due to the quick turnaround time from when the CYFS BAS program was approved and when the application process was implemented and reviewed, there was limited time to market, recruit, and accept applications. The first cohort had 21 applicants; 20 were current or previous Edmonds CC students, and one was from another college nearby. Out of these 21 applicants, 19 were admitted, and one deferred their admission. Therefore, the first quarter began with 18 enrolled students.

By the second quarter, 16 of those students were retained. Two students had chosen to leave the program during the first few weeks of Fall quarter for different reasons, which have been noted and will assist in the retention of future students. Although one of the remaining 16 students took Spring quarter off, they registered to return for the Fall quarter of the second year, maintaining a cohort of 16 students. Having a cohesive cohort of students; assertive advising and student support from the staff and faculty of the CYFS department; and rich curriculum content helped with the retention of the remaining students in the first cohort. Students appreciate the classroom discussion and hands-on activities, and feel that the program is fulfilling their desire to learn advanced skills.

“Class tonight was helpful in seeing oppression in action and relation to the work we do. It brought awareness and was powerful.”
- First cohort student

The second cohort had 25 applicants; 20 graduated from Edmonds CC, and 5 had completed the majority of their prior studies at another institution. All 25 applicants were offered admission, including full and provisional acceptances. 24 students accepted admission and 1 deferred for the following year. Out of the 24 students, 15 have SHS degrees, and 9 have ECE degrees.

Looking ahead, for the third cohort, there will be a focus on recruiting more ECE students so that the cohort has a more even balance of both disciplines.

Section 4: Marketing and Recruitment

The marketing tools used for recruitment have primarily been word-of-mouth; information sessions; presentations to student service departments across campus; and in-class presentations to students enrolled in associate-level SHS and ECE courses. With the unique qualities of the interdisciplinary model, focus on family systems, and connection to social justice,

prospective students have been excited about the content of this degree and the new career opportunities.

Brochures, information sheets, community boothing opportunities with promotional items, social media advertisements, and press releases helped spread the word as well. The college has also used a [variety of marketing materials](#) for the program. However, one-on-one discussions with the Program Manager or Faculty/Department Chair have been the most helpful in recruiting students to apply. Having a clear and [easy-to-use webpage](#) aids recruiting efforts, and is continuously vetted and updated as the department continues to receive feedback. Prospective students have also appreciated individual follow-up from the Program Manager during the application period to answer any questions about the degree or application process.

Prospective students seeking academic advising from the Program Manager include students close to graduation of their AAS-T, alumni who graduated with Associate of Technical Arts degrees and need more Gen Eds, as well as first-year Edmonds CC students that are deciding whether they want to pursue related associate degrees for the purposes of pursuing the CYFS BAS degree after completion of the AAS-T. With this trend, it is anticipated that more students will be completing the SHS and ECE AAS-T degrees with the intention of applying to the CYFS BAS program upon graduation. This would lead to future cohorts reaching maximum enrollment.

The CYFS BAS Program Manager and the Dean of Health and Human Services instructional division have regularly attended the state's quarterly [Baccalaureate Leadership Council](#) meetings and gained knowledge through discussions with BAS Program Managers and administrative leadership from around Washington state. Additionally, Edmonds CC is a member of the national [Community College Baccalaureate Association \(CCBA\)](#) with consistent staff and faculty representation at their annual conference. The general consensus has been that campus communities continue to have room to learn what BAS degrees are and to develop understanding that BAS degrees are a viable alternative to the traditional university transfer route for professional-technical students. BAS Program Managers around the state encourage building relationships with industry partners, as well as with campus staff and faculty to continue gaining buy-in and visibility on campus. The CYFS department hopes to continue to increase visibility on campus and in the community through active outreach and connection with community partners.

Section 5: Student Services

For CYFS BAS students, the Program Manager is the main point of contact for student support services and student resource referral, which is unique from other instructional programs. CYFS students often contact the Program Manager for financial aid, registration, tuition, and transcript evaluation questions. As a result, the Program Manager collaborates with these enrollment service departments and has been granted additional access and training to use the college's Student Management System, Financial Management System, and Transfer Evaluation System so that students can work directly with the Program Manager without having to be transferred to multiple departments, especially when students are working during the day and cannot easily come onto campus. These departments have supported the Program Manager serving as a liaison for the CYFS BAS students for most issues, unless the departments need information

from the student directly. The Program Manager also visits students during the evening before the start of their CYFS class to help address any concerns that may exist. CYFS students also have access to the same student resources and services as the rest of the student population at Edmonds CC, such as the Learning Support Center or Services for Students with Disabilities.

With a strong connection to student service departments across campus, the Program Manager continuously collaborates with departments to adjust services in support of the CYFS student's success in the program. The Program Manager also regularly seeks student feedback for continuous student services improvement. For example, CYFS BAS students expressed concern over the Math& 146 Introduction to Statistics course, a prerequisite for the CYFS 420 Applied Research Methods and Information Literacy course, and their abilities to succeed in the course while enrolled in CYFS courses. In response, the CYFS department reached out to the Math department's full-time Statistics faculty to discuss different ways to best support CYFS BAS students. The faculty agreed to provide additional support to CYFS students when possible, and additional study sessions to help students better succeed were held. Outside of the classroom, student tutoring services at the Learning Support Center increased their number of tutors in the later afternoon to accommodate for CYFS students enrolled in the evening hybrid Statistics course. The Services for Students with Disabilities department also hired a new tutor for this course to provide one-on-one support for CYFS students who qualified for those services.

Tuition costs are higher for upper division courses. To help students financially, the Edmonds Community College Foundation created three scholarships just for CYFS BAS students. These scholarships pay for about one quarter of tuition.

Overall, the specialized student supports and services (described above) encourage student persistence and help remove any barriers that may impede the CYFS students' success in the program.

Section 6: Library and Information Resources

Meeting the level of rigor for a baccalaureate degree that also prepares students for graduate programs, the CYFS BAS curriculum includes an Applied Research Methods and Information Literacy course (CYFS 420). This course requires heavier library use and enhances research and writing skills. Strengthening the emphasis on baccalaureate rigor, assignments encompassing research and evaluation skills and competencies are embedded throughout the CYFS BAS curriculum and supported with the [purchase](#) of new discipline-specific databases and encyclopedias, as well as a large collection of appropriate print and ebook resources. In addition, an online [resource guide](#) was created for the program, which provides extensive information on how to search for scholarly articles, how to correctly cite sources, and where to find resources related to specific CYFS courses.

Furthermore, the CYFS department has a designated librarian to support the CYFS students with library resources, classroom visits, and research assistance. This Librarian is also

scheduled to teach the Information Literacy portion of the CYFS 420 course in the second year of the CYFS program. Upon request, the designated librarian researches and provides scholarly, original research articles to assist the CYFS instructor in developing course curriculum. For the CYFS 420 course, the designated librarian researched textbooks, which informed the selection of the adopted [textbook](#), *Methods of Family Research*. The library is able to provide students with free, unlimited, online access to this textbook as it is part of the library's collection of academic ebooks.

Ensuring that the library is a significant component of the CYFS BAS program, the designated librarian has served on the following, program-related committees:

- BAS Implementation Team
- CYFS Department Chair/Tenure-track Faculty Hiring Committee
- CYFS Department Chair/Tenure-track Faculty Appointment Review Committee
- CYFS Department Committee
- Associate Faculty Hiring Committee
- Program Accreditation Preparation Committee
- CYFS Admissions Committee - second cohort

To establish a strong ongoing relationship between CYFS students and the library, during the first year of the program and through a classroom visit, students were introduced to the designated librarian, librarian support, and general library services and resources during their first Fall quarter. The designated librarian also conducted a second instructional session in Spring quarter to assist students with understanding scholarly articles. During this session, students received an introduction on different types of publications and their criteria, and then worked in groups to dissect the elements of scholarly, popular, and trade/academic articles and to report out on their discoveries.

In addition to having an abundance of resources available, the library adjusted services to accommodate for CYFS students' schedules. The designated librarian provides individual student research assistance, answers reference and citation questions via email, and specifically provides office hours in the late afternoon before CYFS classes so that students can receive research help. Multiple copies of textbooks have been purchased and placed on reserve in the library for each course in the program, and CYFS reserve books are allowed to be checked out of the library for two days. Traditionally, reserve books must stay inside the library and be returned within a few hours, but the longer check-out period provides better access for the students that work full-time during the day and only come onto campus on class days.

All students in the program were provided with full access to library services and resources during the Summer quarter following the first year, regardless if they were enrolled in classes. This service is generally only provided to students registered for Summer classes. This additional access allowed students to continue using their research skills in between quarters,

and to prepare for the CYFS 420 Applied Research Methods and Information Literacy course in the Fall quarter of the second year, if desired.

As an institution, Edmonds CC systematically collects statistical data, solicits user feedback, and involves the college community and staff in evaluating and developing library resources, services, and physical spaces. The library’s data analysis efforts promote ongoing improvements, support strategic planning, and highlight key trends. Edmonds CC will continue to perform these evaluations on a regular basis for the library resources allocated for the CYFS BAS degree.

Section 7: Budget

The CYFS BAS program is fiscally supported by the college. Budget allocations, based on the projected expenses from the CYFS BAS Program Proposal, were implemented by the college Business Office for the first implementation year (Year 2), with the understanding that expenses may differ as the program develops. The table below shows the projected expenses for the first three years of the program and the actual expenses for the first two years of the program.

Budget Category	Projected Expenses		
	Year 1	Year 2	Year 3
	2016-17	2017-18	2018-19
Total Personnel	\$146,155	\$282,608	\$283,931
<i>FT Faculty (Instruction - 1.0 FTE after Year 1)</i>	\$20,460	\$62,000	\$63,860
<i>PT Faculty (Instruction - 0.66 FTE after Year 1)</i>	\$4,303	\$23,839	\$24,554
<i>Curriculum/Program Development</i>	\$30,000	\$10,000	\$5,000
<i>BAS Program Manager (1.0 FTE)</i>	\$28,000	\$56,000	\$57,680
<i>Librarian (0.25 FTE)</i>	\$15,500	\$15,500	\$15,965
<i>Financial Aid (0.25 FTE)</i>	\$5,000	\$10,000	\$10,300
<i>Credentials (0.25)</i>	\$5,000	\$10,000	\$10,300
<i>Clinical/Practicum coordinator (0.5FTE)</i>	\$ -	\$22,000	\$22,660
<i>Personnel (salaries)</i>	\$108,263	\$209,339	\$210,319
<i>Benefits (35%)</i>	\$37,892	\$73,269	\$73,612
Library Resources	\$30,000	\$20,000	\$15,000
Goods and Services	\$5,000	\$4,000	\$4,000
Marketing and Outreach	\$5,000	\$3,000	\$3,000
Equipment purchases and replacement (1 lab)	\$30,000	\$ -	\$ -
Professional Development, Research, and Travel	\$10,000	\$10,000	\$10,000

Projected Expenses	\$226,155	\$319,608	\$315,931
Actual Expenses	\$72,701*	\$222,425	--

*This account includes pre-program costs for 2015-16 and 2016-17. Most hiring was delayed until the 2017-18 or 2018-19 fiscal years, so the actual expenses were lower than expected.

As the college enters the third year of budget expenses for the program (which is the actual second year of offering the instructional program to students and when the college will have a full course offering with two student cohort groups), the college will have a clearer understanding of the actual program costs and expenditures for future years.

Section 8: Assessment and Evaluation

To examine and improve students' experiences, the Edmonds CC Board of Trustees (through Board procedure [BOT 8.01pr - General Executive Expectations and Authority : Procedure](#), subpoint 10) requests a program review process of instructional programs once every three years. Program reviews intend to evaluate program goals and accomplishments; assessments of learning outcomes; analyses of student success measures; and future program plans.

To ensure continuous program improvement, faculty review the curriculum each quarter to assess how each course helped address and met the intended course and program learning outcomes, and how one quarter's curriculum related to prior and future quarters' curriculum. Additionally, both course and program curriculum are formally reviewed and updated for the next academic year during the college's annual curriculum and schedule development processes. Any and all course and program modifications from one year to the next year are documented in the college's curriculum management software (known at Curriculog). Minor [program revisions](#) were made between the first year to the second year.

Students are assessed and evaluated on their course learning through completion of all assignments, the quality of those assignments, and the appropriateness of their efforts for understanding the issues and practices related to language, culture, young children, youth, and families. Assignments include: assigned readings, small group discussions, presentations and demonstrations, test questions, use of research methods, writing assignments, and self-assessments. Students are expected to think critically, to collaborate, and to contribute to activities and discussions. Feedback on students' progress in the course are given through grade points and written comments on major assignments. Examples of [assessment and evaluation strategies](#) used for each CYFS course are provided.

In the first year, students were asked to provide feedback on the program through a [focus group](#) led by the Associate Dean for Instruction, as well as a [end-of-the-year forum](#) led by the Department Chair. The feedback provided has assisted the CYFS department in making beneficial changes for the second cohort.

Section 9: Successes and Challenges

The first cohort of students started in Fall 2017, with half the students from Early Childhood Education and the other half from Social and Human Services, as originally intended for an interdisciplinary model. Establishing a program with a strong focus on equity, inclusion, and social justice, the college hired a tenure-track, full-time Faculty/Department Chair that successfully embeds these themes throughout the curriculum. The college also hired a BAS Program Manager that embeds equity, inclusion, and social justice in advising, recruiting, and marketing efforts.

The cohort model has been a positive influence for the students and encourages retention as they continue to develop stronger connections with each other. Classroom time involves valuable group discussion and hands-on activities that allow students to learn from each other as they share their work experiences in their fields of work. The level of trust and respect they have developed has allowed in-depth discussion board conversations on the online learning management system, Canvas. They have formed study groups and encourage each other as they continue to develop study and time management skills. The students have expressed wanting to get their Gen Ed courses completed in a timely manner so that they can all graduate together at the end of their second year.

What motivates you to go to class and
what helps you learn?

*"The cohort piece, the bonding we do. We have
each other's backs and that is motivational."*

- First cohort student

Students have been expanding their knowledge, shifting their mindsets, and viewing their work and career aspirations from new perspectives as they continue with the program. Not only are they learning about the different disciplines, but they are also looking at systemic inequities and discussing better ways of practicing inclusion and cultural competency in their day-to-day lives. Students are learning how to take abstract thinking and relate it to their current work. Much of their assignments involve self-reflection and awareness, which enhances their abilities to work with children, youth, and families.

During the first year of the program, the college noted any challenges or student frustrations, and appropriate adjustments in program procedures were made. For example, the first admissions process was a learning experience for the CYFS department. After encountering a few struggles with applicants, the Admissions Committee found that other factors needed to be considered: namely that it would have been helpful to learn more about each applicant. Other colleges were consulted when reviewing the admissions process. As a result, the CYFS

department modified the way prior credits were evaluated, and sought to honor more credits from a degree that was obtained at a different institution (i.e., not earned from Edmonds CC). To learn more about each applicant, recommendation forms were added to the application process, and the scoring rubric was adjusted to reflect what the CYFS department valued in an applicant.

Transitioning to a higher level of coursework and students managing their time was an initial challenge for the first cohort of students. Most of the students are working, raising families, and going to school. The CYFS courses require a lot of reading, writing, and critical thinking. Additionally, about half of the cohort chose to enroll in full 15-credit quarters so that they could receive a large tuition break, finish in two years, and/or have Summer quarter off from school. This was an increased workload for all the students compared to when they were completing their associate degrees, and many felt unprepared for this shift. The level of stress students felt was new to them, and it took at least a quarter or two to figure out study habits, stress management, and time management. To prepare the second cohort of students, the Program Manager has been providing first cohort student feedback to the new cohort of students during academic advising sessions. This helps with mental preparation and allows students to adjust schedules ahead of time to accommodate for the increased level of rigor expected in the CYFS BAS program.

Students expressed that they had expected the CYFS BAS program to be a continuation of their prior associate degree programs at Edmonds CC with similar teaching styles and course content. CYFS courses use a hybrid mode of instruction, and some students were not as accustomed to using Canvas, the online learning management system, as heavily as this program requires. The increased expectation of using this technology for homework assignments led to some frustrations. Additionally, due to the interdisciplinary nature of the courses, half the students would be learning new concepts while the other half were reviewing foundational knowledge. The differences between the ECE and SHS fields were apparent in the first Introduction to CYFS class, and some students struggled as they adjusted to this new program with classmates from different disciplines. The student feedback provided an opportunity for the CYFS department to reconsider some processes and procedures that would aid students in the transition into a new interdisciplinary program with the use of Canvas.

The Introduction to Statistics course, a prerequisite to the CYFS 420 Applied Research Methods and Information Literacy course in the second year of the program, was especially challenging for the CYFS students, and they were vocal about their frustrations with this required class. One of the concerns was that the Statistics course was very time consuming and difficult to excel in when they are also taking two CYFS courses. To support the students, additional tutoring services were added, and the Learning Support Center was made aware of CYFS BAS students needing additional help. The Learning Support Center created a study guide to help students understand the content. It was also suggested that students take the same session of Introduction to Statistics together, which helped them form study groups. These adjustments helped students through the course, and students were able to fulfill the prerequisite before the start of year two.

As a systemic response, the Early Childhood Education and Social and Human Services departments have added the Introduction to Statistics course as an alternative Math option to their program requirement sheets at the AAS-T level. This allows prospective students to

complete it prior to the CYFS BAS program, when they potentially have more time to focus on that course without also taking CYFS courses. For the second cohort, academic planning has been more strategic in when to take Introduction to Statistics to better align with class schedules and time availability, based on each student's work, life, and class situations. Additionally, the CYFS department is exploring and collaborating with the Math department to design a new applied statistics course that may be more relevant to these fields of study and better align with the skills needed to succeed in the CYFS Applied Research Methods and Information Literacy course. The intent is that the new applied statistics course would be open to all students at Edmonds CC and could be taken prior to applying for the CYFS BAS program.

Concluding Statement

Edmonds Community College has taken the necessary steps to implement and sustain its CYFS BAS degree program. More specifically, the college has:

- created a new CYFS department with new, appropriately-qualified faculty and staff;
- developed and continues to refine curriculum with appropriate levels of rigor for upper division coursework;
- appropriately resourced the program with student support services and with library, physical, and financial resources; and
- admitted its first cohort of students, who have finished their first year in the program, and a second cohort of students who will begin their studies in Fall 2018.

Throughout the first year of the program, processes were implemented and observed for effectiveness. Students have provided feedback on ways to improve and also on strengths of the program. The first cohort of students have expressed gratitude for the new knowledge they have gained, and they are excited to graduate with this degree. Several students have been spreading the word to their coworkers about the high quality of the CYFS program and have been encouraging their coworkers to apply for a future cohort.

In short, the college and the CYFS department both continue to develop processes that allow for more access to the CYFS BAS degree program, while also upholding the integrity and appropriate level of rigor for this interdisciplinary applied baccalaureate degree.