Program Review - Overall Report

Instructional: Early Childhood Education

Data Review

2021 - 2024

Overall Trends

What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?

Preamble

Early Childhood Education, incorporating programs in general and special education pathways, provides participating students with opportunities to identify careers in a wide range of pathways that involve working with, and needing to understand the way in which children develop, grow, learn, and exist and thrive as part of a family inside a wider society. Our students come from varied backgrounds, ages, races and ethnicities. We serve predominantly women in our discipline, but have been working hard to reduce this trend.

In the past three years we have invested time in the training of a new full-time faculty member, close to $100,000 in Perkins money, grant money for exploring and designing an apprenticeship program, incorporating four other local community colleges in the funding, securing additional money via grant possibilities as a partner with Cal State San Bernardino and Cal Poly Pomona, and securing $5, 000,000 in appropriations from the state legislator to build a new child development center.

The last year has seen our field impacted greatly by COVID, with many of our alumni being on the front lines of the pandemic, continuing to provide services to families and their children. Our students are resilient, dedicated, and committed to a profession that doesn't always get treated with the greatest respect, understanding, or financial support. Without our students, the economy wouldn't function, our children won't be prepared to go to elementary school, and the long-term ripple effect of a poorly educated society is one we shouldn't contemplate.

Ms. Adams and I are very passionate about our discipline and its relationship to the social and behavioral sciences, but we also recognize the enormous role we play in preparing professional educators for our workforce. This year, ECE switched from SBS to BEIT as their department. This was in part to align with our fellow CTE faculty, to create a less confusing reporting process to Deans, and to enhance our ability to engage in conversations around apprenticeship, strong workforce, non-credit and dual enrollment, from a CTE perspective.

In analyzing our data we see room for improvement, clear evidence of the strength of our program, and opportunity for growth.

Enjoy,

Sarah and Maria

2022 Update

In the past year, we have moved closer to locating the ECE Program onto the Stokoe Elementary School Innovative Teacher Center site. A lot of work has gone into bringing this idea into almost reality. To prepare for this move we will need to bring all faculty up to speed on expectations for participation on this campus,

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incorporating current curriculum approaches being used on the site, and modify our course content to prepare both students and faculty.

We have also completed Major Modifications on the CAP 8 courses so we are aligned with the newly revised CAP-TPE course outlines. In addition, we have been participating in numerous pilots with CTC and our colleagues at CPP. These pilots will lead to significant changes in our program as we move towards an accreditation system for CCC ECE programs and an ECE Teaching Credential. All of this will require integration into our courses, programs, and understanding.
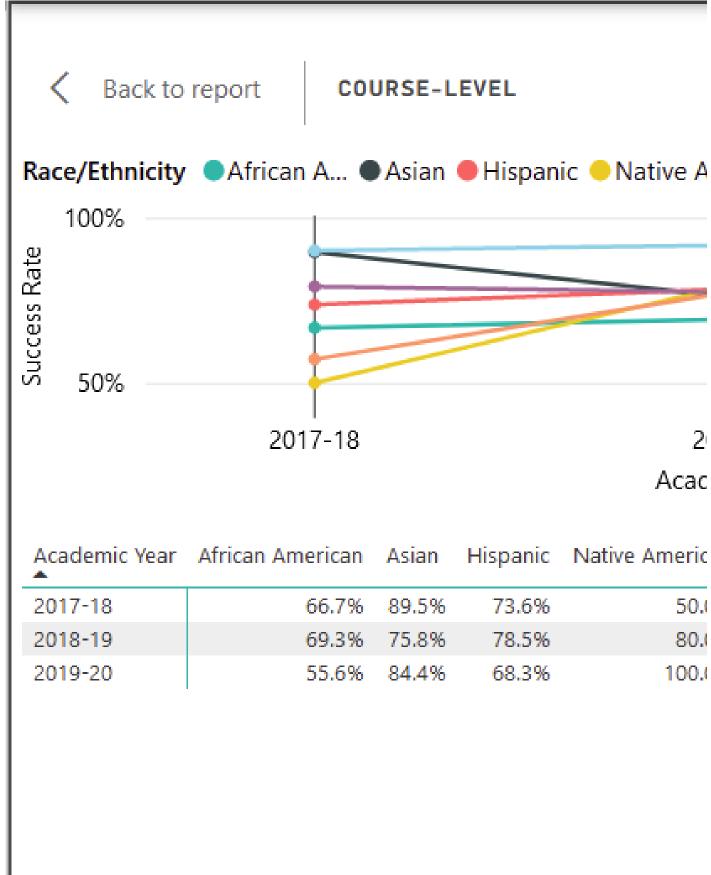
Overall Trends

Success Data for all Modes of Teaching

Overall, student success in Early Childhood Education courses has remained about the same between the years 2017-2021.

In 2017-18, the success rate was **75.5%**, with a slight increase to 77.8% in 2018-19. There was a decrease in 2019-20 to 71.5%, but with a rise again in 2020-21 to 74.2%.   This shows an average of 74.75% over the four years. Disproportionate Impact (1)was only identified for Hispanic males in 2019-2020.

The average for the college as a whole over this same time period was **71.9%**, with Disproportionate Impact identified in Asian, Hispanic and White Males in 2018-19 and 2020-21, and also African American males in 2020-21.

table 1. Success Rate ECE 2017-2020

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Race/Ethnicity ● African A... ● Asian ● Hispanic ● Native A

Academic Year	African American	Asian	Hispanic	Native Americ
2017-18	66.7%	89.5%	73.6%	50.(
2018-19	69.3%	75.8%	78.5%	80.(
2019-20	55.6%	84.4%	68.3%	100.(

The fluctuation in 2019-20 in ECE success rates is likely attributable to COVID 19 and the need to place all classes on-line in spring 2020. We are heartened to see that students have seemly increased their ability to

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complete classes in this mode with the increase in success in 2020-21. This could also be attributed to the faculty gaining more experience, compentency, and ability in teaching in a fully on-line environment. We are concerned at the DI on Hispanic males in our program and the decreasing success rate from 67.5% in 2017-18, 75% in 2018-19, down to 62.9% in 2019-20 and most recently to 60% in 2020-21. Again, we attribute this decrease to COVID and the associated health, socioeconomic, and other COVID related factors.

Overall, ECE has a good success rate, with an average in the mid 70% over the past four years, which is higher than the college average.

2022 Update

The overall success rate from 2019-2021 is 72.7%, but African American females (56.8%) and African American males (27.3%), faired the worst over the course of the COVID years. Hispanic females (70.1%) and males (62.2%) were also impacted by the epidemic in their success rates (as indicated).

Success Data for On-line Teaching Only

Prior to COVID and the need to offer all courses online, ECE offered 7 courses consistently in an on-line mode; EAR 20, 26, 28, 38, 42, 44, and 45. We would have liked to see continuing data for these courses through 2020-21 to see how COIVD impacted performance in these DE courses.
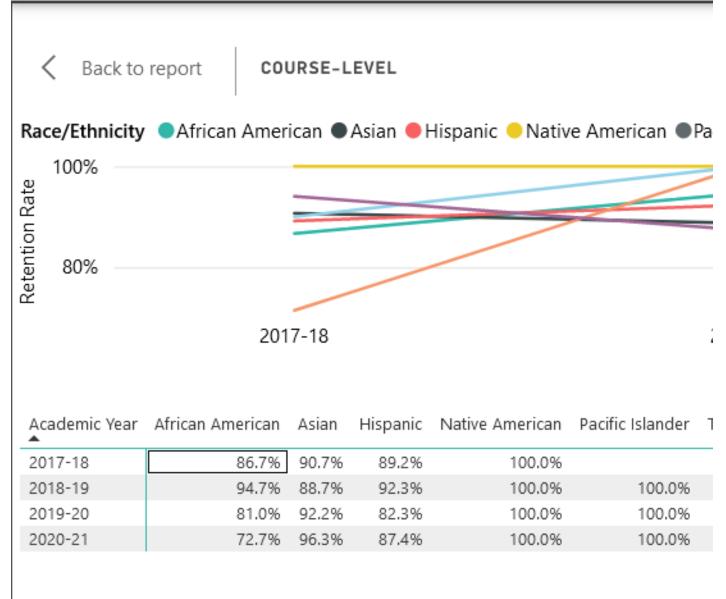
The data indicate a success rate of 77.32%, **a higher average than our face-to-face classes in general between 2017-2021**, and significantly higher, in comparison to the college rate of 70.92%. This data is extremely uplifting because we would really like to offer more of our courses on-line and hybrid going forward. COVID has shown us that many of the courses we didn't think should/could be taught on line, actually do very well. Many of our students have indicated a desire for a wider range of online options to support their ability to work, manage the family, and to save time and money in driving.   Many of our students with disabilities or dual language learners have also performed really well on-line because of the extra support they receive, the closed captioned powerpoints, and the intrusive advising during the semester.

Retention Data for all Modes of Teaching

Overall, student retention in Early Childhood Education courses has remained about the same between the years 2017-2021. Which is phenomenal considering COVID and the impact it had on our students. This, combined with the fact that the overall success rate didn't drastically change either, is a good sign that we are finding ways to support our students and keep them engaged in their educational journey, whether face to face or online.

In 2017-18, the retention rate was 90%, with a slight increase to 91.4% in 2018-19. There was a decrease in 2019-20 to 84.8%, but with a rise again in 2020-21 to 88.8%.   This shows an average of **88.75% over the four years**. Disproportionate Impact (1)was identified for Hispanic females in 2018-2019, where we retained 92.4% of the students, but this equated to losing 65 Hispanic female students that year.

The average for the college as a whole over this same time period was 85.17%, with no disproportionate impact identified.

Table 2. Retention Rate ECE 2017-2020

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Back to report | **COURSE–LEVEL**

Race/Ethnicity ●African American ●Asian ●Hispanic ●Native American ●Pa

Academic Year	African American	Asian	Hispanic	Native American	Pacific Islander	T
2017-18	86.7%	90.7%	89.2%	100.0%		
2018-19	94.7%	88.7%	92.3%	100.0%	100.0%	
2019-20	81.0%	92.2%	82.3%	100.0%	100.0%	
2020-21	72.7%	96.3%	87.4%	100.0%	100.0%	

ECE has an excellent track record of retaining our students year over year, and a higher average than the college as a whole. This is attributed to our scaffolded courses, stackable certificates, and consistency of faculty teaching the core classes. We work very hard to form connections and relationships with our students. We care about them, are quick to provide support, reach out and intrusively check on them, and attempt to return their work in a very quick turn around. This contributes to our student's feeling connected, supported, and respected by our faculty.

Retention Data for On-line Teaching Only

Prior to COVID and the need to offer all courses online, ECE offered 7 courses consistently in an on-line mode; EAR 20, 26, 28, 38, 42, 44, and 45.

The data indicate a retention rate of **90.42% between 2017-2021 in comparison to the collegewide rate of 84.62%**. It is extremely satisfying to see that our program has provided an online learning environment that

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is appreciated by our students, given their clear, consistent and ongoing selection of taking our courses in this mode. In the on-line mode, I think these numbers can be attributed to a slow increase in the number of on-line offerings we provided prior to COVID. We were very careful in our selection, in encouraging our part-time faculty to teach on-line, and limiting the range of courses. Now we've been through the COVID crash course for everything on-line, we now see great potential in expanding our regular DE offerings to include more courses and more hybrid offerings.

`2022 Update`

Retention in the 2020-21 school year remained high at 88.8%. But, African American females showed the largest dip to 74.1% and African American males 66.7%. Hispanic males dipped to 70%.

During the 2019-2021 school years we had a retention rate of 85% overall, but our Hispanic females (83.2%) and (73%) were lost at a higher rate during the COVID years than any other race.

These data could be a sign of the stress and inequity in learning that occurred during COVID teaching; access to technology, stable internet, home responsibilities, the need to work or being an essential worker. All of these kinds of socioeconomic factors could contribute to the lower retention numbers in the identified populations. If compared with success rate, this could also be a factor. Staying in school in a mode that isn't readily accessible, while also trying to manage with COVID, taking care of a family and getting low grades, could contribute to the lower retention rates.

Program of Study

`2022 Update`

From the 2018-19 school year to the 2020-21 school year we lost 111 students in ECE/ECIA/CD combined. This includes a difference of nearly 100 female Hispanic/Latino students, and nearly 50% of our African American females. These are scary data. We need to identify ways to bring these students back to campus and to come up with a marketing plan to help with recruitment.

Early Childhood Education (ECE)

The Early Childhood Education program consists of three certificates (Assistant teacher 6 units; Associate Teacher 12 unit; ECE 31 Unit) and four degrees Development, the AS in ECE, the ADT in ECE, the AS in Early Childhood Intervention Assistant (ECIA) and the ADT in Child and Adolescent (CD) Developemnt. The program overall has an **average of 608 students enrolled per year, over the last 5 years, with a pattern of increase after the hiring of a second full-time faculty in ECE**. There has been a steady increase in male students, with an average of 40.2 students per year, over the five year period; which was a specific goal on our last CPR and our Perkins plans. There has also been an **increase in female enrollment in all categories with an average of 565 students per year**, over the same five-year period.

We know that our male and female Asian student population has increased significantly in the past five years, even if the numbers are still comparatively low to other races. We attribute this to our classes with more Middle Eastern students than in the past.

`2022 Update`

Between 2019-20 and 2020-21 we have lost 100 students in this program.

Early Childhood Intervention Assistant (ECIA)

The Early Childhood Intervention Assistant progam had an average of **37 students enrolled in our program over the last 5 years with a pattern of increase after the hiring of a full time faculty to teach predominantly in this program.** Between 2017-2019 we averaged 44.5 students in the program, only seeing a decrease in

Data Review

2019-20 possibly because the first group of students in this two year pathway graduated, and also the impact of COVID in spring 2020.

There has been a **steady increase in male students in this program,** with an increase from 2 in 2015-16 to a total of 12 between 2017-2020. This is attributed to the hiring of a full-time faculty in this area to really enhance marketing and understanding of the potentail career pathways available to students in this program. Six of these male students are Hispanic, as is the full time faculty in ECIA.   **Female Hispanic enrollment also increased dramatically** from 15 in 2015 to 24, 27, and 28 over the following 3 years. Representation appears to matter. We feel that these increases, in part, could be due to having a faculty member that represents the Hispanic community and is able to support our bilingual students in this program. The drop in 2019-2020 to 16 we attribute to the **disproportionate impact COVID had on our Hispanic community.**

We do not see a clear indication that Black or Asian students, male or female, are pursuing this degree and so this will be a focus in the coming three years for our program. We also see a decrease in the number of White females in this program of study with a decrease from 13 in 2017 to 7 in 2020.

This program needs heightened marketing to students, counselors, and stronger pathways to careers and BA degrees in our local region. It can also be supported by the creation of an aligned certificate track in Early Childhood Mental Health and exploration of an ADT in Social Work. Both of these additional programs could provide pathways to careers that are more inclusive of males and tend to embrace a wider range of diversity in their hiring practices.

2022 Update

This program has been hit extremely hard by COVID. We went from 48 students in 2018-19, having worked extremely hard to grow this program, to only 30 students in 2020-21. Again, the loss is shown the most in Hispanic/Latina, but also in white females.

Child and Adolescent Development

This is a new ADT for the Early Childhood discipline, starting in 2018, and so there are only two years worth of data. There are a total of 134 students identified in the degree path with the majority being Hispanic/Latino females. In this degree path we also have Asian and Black females, and Hispanic males at a fairly high rate in comparison to the ECE or ECIA pathway. This pathway is focused more on students wanting to teach in Elementary school or higher, and **these early data indicate that more attention is warranted in considering additional K-12 teacher preparation pathways.**

2022 Update

This program has increased in numbers in the past year, possibly because more students are being made aware of the degree as more counselors become more aware of its existance. Hispanic/Latina's increased the most over this time period.

Educational Planning

Early Childhood Education

89.22% of ECE students **did not** complete a credit education plan during the term between the years 2015-2020, while only 7.36% of ECE students **did** develop a comprehensive credit education plan.

Early Childhood Intervention Assistant

90.32% of ECIA students **did not** complete a credit education plan during the term between the years 2015-2020, while only 6.45% **did** develop a comprehensive credit education plan.

Data Review

The College rate of student's **not** completing a credit education plan during the term between the years 2015-2020 is 87.81%, while only 9.28% of all students **did** develop a comprehensive credit education plan. These numbers are not good, but they are unfortunately in line with the college percentages.

What isn't reflected in these data are the numbers of students in ECE/ECIA/CD that receive advising from the ECE and ECIA faculty regarding our program of study in these two complicated fields. We spend hours helping students identify their pathways through our certificates. Many of our students are associated with programs on campus such as DRC and EOPS and receive specific counseling via these services and definitely build a strong and appropriate SEP in these programs.

We absolutely need more of our students to develop an SEP, and we do encourage this in all classes and once we meet with them as faculty advisors. However, we continue to hear from students in our program that they are often discouraged when they meet with some counselors, being encouraged to switch to Liberal Studies, or a different path to teaching vs. ECE or Child and Adolescent Development. We also have students tell us they are made to feel "less than" by wanting to pursue a career that is perceived as being only an entry level opportunity with little prospects for a high income...which simply isn't true. Many of our students may start as preschool teachers but many go on to become ite supervisors, directors, or expand into state-run programs such as Head Start which offers a stable income. Other students branch out into elementary school teaching, occupational, physical, or speech therapy, or specialized teaching, such as special educaton or behvior management. Of great concern, is that some of our students have been told there isn't a special education degree at Norco, again untrue, while others meet with counselors that give them inaccurate advice about our recommended pathway and end up taking classes out of our recommended sequence. These students often get discouraged when they fail a class that was too challenging for their level of ability.

The faculty would like to strengthen the understanding of our program in the whole Counseling Department. We have provided a Student Handbook to faculty, students, and the Counseling department which provides clear information on our courses and the pathway we recommend, but it is clear we need to do a better job of bringing our students and Counselors together because we all know that having an SEP increases completion. At this point, we tend to send students to specific people for counseling because they have a history of understanding out program and giving accurate advice on planning the sequence of courses. It would be fantastic if we had a dedicated group of Counselors to support our program and build consistency for our students.

Child and Adolescent Development

86.57% of Child and Adolescent Development students **did not** complete a credit education plan during the term between the years 2015-2020, while **only** 11.19% developed a comprehensive credit education plan. This is a new ADT to ECE with only two years of data. Our students and counselors are still learning about the degree, and hopefully with additional marketing, there will be an increase in SEPs completed and students in this pathway.

Degrees and Certificates Awarded

Early Childhood Education

110 Early Childhood Education degrees have been awarded over the last five years. There was a significant increase in the 2019-2020 year moving from an average of 19.5 awards per year between 2015-2019, to 32 awards in 2019-2020. The largest increase was in female Hispanic/Latino students, going from averaging 13 over the 2015-2019 time period to 23 in 2019-2020.

Data Review

What isn't clear in this data is which ECE degree(s) are included in the data. We have an AS and and ADT and so we aren't sure if this is a combined number or just the ADT. It would be important to know.

A total of 58 Certificates were awarded between 2015-2020 with a jump in awards in 2019-20. The average over the five years is 11.6 per year. Of concern is that this number seems extremely low per year when we average more than 550 students per year for the past four years. There have been significant issues with students being sent their awards, often taking up to seven months, and many students tell us they don't actually receive them - **EVER**. This must be fixed.

Again, it is unclear which certificates this refers to in our program. We assume it is the 31 Unit Certificate, but would like to also have the 12 Unit Certificate reflected as it is now considered a state Certificate. It is also the key Certificate the majority of ECE majors complete and should indicate a significantly higher average completion rate than 11.6 per year. Most students in ECE will complete this certificate in their first year. The completion of the certificate by ethnicity has remained steady and consistent over the past five years, with the majority of awards going to Hispanic females.

2022 Update

2020-21 35 degrees were awarded in this time period, which is quite a jump on the average from the previous 4 years of 23.25 degrees. This is probably attributable to greater access to courses in the online format, and specifically more offerings of the EAR 30 practicum in an online format.

11 certificates were awarded in 2021, which is more in line with our typical average, but is confusing because the certificates are stacked inside of the degrees. If we had 35 degrees, there should be at least 35 certificates...again these data don't make sense.

Early Childhood Intervention Assistant

There have been 8 total degrees awarded in our AS in ECIA, with the highest number (4) occurring in 2018-19, the year we offered our EAR 41 Practicum course at Norco versus having students complete it at RCC. This is the reason we hired our newest faculty member, to grow this program and provide our students the opportunity to complete all associated courses at NC. It appears that our new hire, Ms. Adams has certainly changed the trajectory of this program for the better.

The concern again is that we haven't had any African American students complete this degree or Asian or White males. In the 34 Unit Certificate, we have a total of 14 students over the past 5 years, with another surge in 2018-19 with 7 students completing it. Hispanic females are the predominant awardees. We also see a lack of African American students completing this Certificate and no Asian or White males.

2022 Update

1 degree was awarded in 2021, a decrease from 4 in 2018 and 2 in 2019. This is likely attributable to the fact that we haven't been able to offer EAR 41, the practicum course, as frequently as we have in the past due to COVID. We've also had to cancel some of the sped classes due to low enrollment.

1 certificate was awarded in 2021, a decrease from 7 in 2018-19 and 3 in 2019-20

We need to find ways to rebuild this program going forward and to recover from the impact of COVID on our courses in special education.

Child And Adolescent Development ADT

The Early Childhood discipline also oversees the Child and Adolescent Development degree. No data were presented for this degree, possibly because it is too new.

2022 Update

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40 degrees were awarded in 2022, that's almost a 100% increase from 2019 (22 awards), with the largest jump in Hispanic/Latina. Maybe ECE didn't really lose as many Latina as we think, maybe they shifted over to CD.

Disaggregated Student Subgroups

Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years? Disaggregated Student Subgroup Trends and Concerns

Success Data

Discipline Level DI in Success

Using data from 2017-2021, at the discipline level, African American and Hispanic males and females were shown to be Disproportinately Impacted. The average for the college as a whole over this same time period was 71.9% success rate and for the discipline 75.5% and so anything below these rates are of concern. Green ink in the following table identifies the courses that need the most immediate attention:

Race/Gender	Enrolled	Success	Success Rate
African American Females	194	127	65.5%
African American Males	22	9	40.9%
Hispanic Females	2835	2091	73.8%
Hispanic Males	281	190	67.

The impact on African American males and females and Hispanic males is of the greatest concern due to the success rate being below 70%; especially with African American Males at 40.9%. Although Hispanic Females did show as DI, their success rate remained above 70% overall in the program.

In response, the program will need to identify way to effect change in these areas.

Plan for Improvement:

1. The use of intrusive advising inside of classes, and in the form of mentoring and advising opportunities outside of class and as a whole student group

 2. In addition, we will share these data with the associate faculty and identify steps we can all take to improve our understanding of working with African American, Black and Hispanic students in the Community College system. This could include completing CORA trainings as a Community Of Practice and then implementing changes directly into these specific courses.

3. Seeking advice and support from programs on campus that have a proven track record of success with these disproportionately impacted groups, namels Umoja and Puente.

Discipline Level DI Success Data in On-Line Courses Only

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Hispanic and African American females are disproportionately impacted in our on-line courses, but African American females have a much lower success rate when they remain in the courses. African American males didn't show as DI, but their success rate is abysmal at 33.3%. Males across the board are on average managing a 72.4% success rate vs. females at 75.3%. Green ink in the following table identifies the courses that need the most immediate attention:

Demographic	Enrolled	Success	Success Rate
African American females	72	42	58.3%
African American males	9	3	33.3%
Hispanic females	672	491	73.1%

In just face to face classes African American Males and Hispanic males are also Disproporionately Impacted, with African American males success rate at 46.2% and Hispanic at 65.8%, vs. females at 75.8%. The program will need to address these concerns within the discipline.

Plan for Improvement:

1. The use of intrusive advising inside of classes, and in the form of mentoring and advising opportunities outside of class and as a whole student group

 2. In addition, we will share these data with the associate faculty and identify steps we can all take to improve our understanding of working with African American, Black and Hispanic students in the Community College system. This could include completing CORA trainings as a Community Of Practice and then implementing changes directly into these specific courses.

3. Seeking advice and support from programs on campus that have a proven track record of success with these disproportionately impacted groups, namels Umoja and Puente.

Course Level DI

Course level data indicate the following areas of Disproportionate Impact in specific EAR courses. Green ink identifies the courses that need the most immediate attention:

Course	Race/Gender	Enrolled	Success	Success Rate
EAR 19	Hispanic Females	142	97	68.3%
EAR 20	African American Females	81	45	55.6%
EAR 24	Hispanic Females	230	174	75.7%
EAR 25	No DI identified			
EAR 26	Hispanic Females	200	164	81.2%

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EAR 28	No DI identified			
EAR 30	No DI identified			
EAR 33	Hispanic Females	88	58	65.9%
EAR 34	Hispanic Females	51	28	54.9%
EAR 38	No DI identified			
EAR 40	No DI identified			
EAR 41	No DI identified			
EAR 42	No DI identified			
EAR 43	No DI identified			
EAR 44	No DI identified			
EAR 45	Hispanic females	24	17	70.8%
EAR 46	No DI identified			
EAR 47	No DI identified			

Of greatest concern in these data fields are the courses highlighted in Green ink - **EAR 19, 20, 33 and 34**. In these courses we see our Hispanic females across all four classes experiencing success at a lower rate than their peers. In EAR 19 we also see African American females being Disproportionanately Impacted.
EAR 19 is an extremely difficult course and unfortunately many students enroll in it as one of their earliest courses because of the low course identification number; it is our lowest numbered course. This concern connects to the lack of engagement by our students in the development of an SEP and in the lack of understanding by Counseling in advising students to not take this class early in their program. It would be interesting to see a break down in this category of how Hispanic and African American females fair when taking this course in the recommend sequence, as the penultimate course in their ECE units.
EAR 20 is one of our General Education courses. It is often the first class our students take, they frequently underestimate its level of difficulty. Often hearing it is an easy A in the School of Social and Behavioral Sciences. An unfocused student will not do well in this course that is about developmental theory. This course also uses an on-line resources from the publisher, which does have an associated cost and requires consistency of completion throughout the semester to earn a significant number of points towards the final

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grade. If students don't access this tool on a regular basis, can't afford it, or don't have the technology to use it effectively, this could impact their overall success in the course. The faculty are in the process of moving this course over to an OER textbook in the next couple of years and so this might influence this data in the next CPR. This class is also one of our courses that is more frequently taught by our Associate faculty, which could present a wider range of approaches.

EAR 33 and 34 are both elective courses in ECE; one introduces students to infants and toddlers, the other focuses on desining curriculum and classroom environments. This is a specialization in ECE and has a level of complexity to it that the older age groups (children) don't. In addition, there are fewer locations for students to gain observation experience with this age group. These may be some of the mitigating factors contributing to the success rate in these courses, but further exploration will need to be undertaken. A full time faculty member is scheduled to teach EAR 33 this fall and EAR 34 in spring 2022 as we had already determined we needed a stronger understanding of the content in this course, which has traditionally only been taught by a member of Associate Faculty.

It is imperative that we get to see data in the courses where we indicate No Data provided (EAR 38, 40, 41, 43, 44, 45, 46, 47). Most of these courses are electives, and are part of our special education track (underlined courses), and are some of the more challenging courses we offer. They are also the courses that are taught by our newest faculty member and so being able to analyze this data is critical to seeing how having a consistent faculty presence has impacted student retention and success.

The other courses are our administration courses and are required for teachers to move into administration in the field of ECE and so knowing how we are doing preparing a diverse workforce is critical information.

All of our courses are currently undergoing a realignment to the California Alignment Project to bring our content upto the standard required for the CA Department Of Education, Commission for Teacher Preparation, Teacher Performance Expectations. Inside of these revisions is specific langauge around equity, racism, privilege, and bias. There will be discipline meetings to disceminate the changes once the curriculum is modified. This will also facilitate conversations regarding DI at the discipline and course levels.

On-Line Courses DI and Success Rate Review

In the key on-line courses included in this review the following courses indicated Disproportionate Impact at below 70% success rate

Course	Demographic	Enrolled	Success	Success Rate
EAR 20	African American female	39	14	35.9%
EAR 28	Hispanic females	60	36	60.0%

EAR 20 is one of our General Education courses. It is often the first class our students take, they frequently underestimate its level of difficulty. Often hearing it is an easy A in the School of Social and Behavioral Sciences. An unfocused student will not do well in this course that is about developmental theory. This course also uses an on-line resources from the publisher, which does have an associated cost and requires

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consistency of completion throughout the semester to earn a significant number of points towards the final grade. If students don't access this tool on a regular basis, can't afford it, or don't have the technology to use it effectively, this could impact their overall success in the course. The faculty are in the process of moving this course over to an OER textbook in the next couple of years and so this might influence this data in the next CPR.

EAR 28 is one of our core classes in ECE and is considered to be a challenging course. It too has an on-line component that has an associated cost. If students don't access this tool on a regular basis, can't afford it, or don't have the technology to use it effectively, this could impact their overall success in the course. The online component also requires a lot of reading, which could be a mitigating factor impacting our dual language learners in the Hispanic female student body. The faculty are in the process of moving this course over to an OER textbook in the next couple of years and so this might influence this data in the next CPR.

Retention Data and DI Impact

As previously stated, Overall, student retention in Early Childhood Education courses have remained about the same between the years 2017-2021. Which is phenomenal considering COVID and the impact it had on our students and that the overall success rate didn't drastically change either. We had an average of 88.75% retention between 2017-2021. The average for the college as a whole over this same time period was 85.17%.

At a **Discipline Level** the disaggregated data indicates that only African American Males were Disproportionately Impacted in ECE, with a retention rate of 68.2%. This retention rate coupled with the very low success rate is an indicate that we need to do more to attract, keep, and support African American males in our program.

Race/Gender	Enrolled	Retained	Retention Rate
African American Males	22	15	68.2%

At the **Course Level** only EAR 26 was found to have any DI in the disaggregated data, but an overall 87.1% success rate. All others, excluding the already identified courses where no data was available, did not indicate any Disproportionate Impact.

Race/Gender	Enrolled	Retained	Retention Rate
Hispanic Females	202	176	87.1%

Losing so many Hispanic females could align to their lower success rate in a number of our courses and in some on-line classes. Ensuring that they take courses in the preferred ECE sequence is imperative to laying a solid foundation of understanding in ECE principles and college skills before attempting to take upper division or elective courses that present more challenges. This will hopefully help to scaffold their development and increase their retention and success rates.

Online Course Retention and DI

Data Review

Overall online retention in EAR 20, 26, 28, 38, 42, 44 and 45 is at 89.7% with no courses showing a DI with a success rate below 70%. At the discipline level Hispanic females showed DI, but also an 88.1% retention rate. The only course showing any DI is EAR 26 with an 90.2% retention rate.

Online classes appear to be very strong in retaining students in the ECE courses, with little evidence of significant situations of DI.

Program of Study

Early Childhood Education

The Early Childhood Education program had an average of 608 students enrolled in our program per year, over the last 5 years, with a pattern of increase after the hiring of a second full time faculty in ECE. There has been a steady increase in male students, with an average of 40.2 students per year, over the the five year period; which was a specific goal on our last CPR and our Perkins plans. There has also been an increase in female enrollment in all categories with an average of 565 students per year, over the same five year period.

We know that our male and female Asian student population has increased significantly in the past five years, and we attribute this to our classes with more Middle Eastern students than in the past.

Early Childhood Intervention Assistant

The Early Childhood Intervention Assistant progam had an average of 37 students enrolled in our program over the last 5 years with a pattern of increase after the hiring of a full time faculty. Between 2017-2019 we averaged 44.5 students in the program, only seeing a decrease in 2019-20 possibly because the first group of students in this two year pathway graduated, and also the impact of COVID in spring 2020.

There has been a steady increase in male students in this program with an increase from 2 in 2015-16 to a total of 12 between 2017-2020. This is attributed to the hiring of a full time faculty in this area, 6 of these males are Hispanic, as is the full time faculty in ECIA.   Female Hispanic enrollment also increased dramaticallly from 15 in 2015 to 24, 27, and 28 over the following 3 years. The drop in 2019-2020 to 16 we attribute to the disproportionate impact COVID had on our Hispanic community. We feel that these increases, in part, could be due to having a faculty member that represents the Hispanic community and is able to support our bilingual students in this program.

We do not see clear indication that Black or Asian students, male or female, are pursuing this degree and so this will be a focus in the coming three years for our program. We also see a decrease in the number of White females in this program of study with a decrease from 13 in 2017 to 7 in 2020.

This program needs contened marketing to students, Counselors, and stonger pathways to careers and BA degrees.

Child and Adolescent Development

This ADT is fairly new to ECE with data from 2018-2020 showing 134 students declaring the major. The majority of the students in this pathway are Hispanic/Latino females (79 over the two years). 86.57% of the 134 students have not completed a credit education plan with 11.19% completing.

Educational Planning

Early Childhood Education

89.22% of ECE students did not complete a credit education plan during the term between the years 2015-2020, while only 7.36% of ECE students did develop a comprehensive credit education plan. In the break down by gender and ethnicity it can been seen that the number of students across both genders and all

Data Review

ethnicities have increased the completion of an SEP specifically in 2018-2020 years. This upward trend bodes well for the coming years, where we place even more emphasis on this with our students.

Early Childhood Intervention Assistant

90.32% of ECIA students did not complete a credit education plan during the term between the years 2015-2020, while only 6.45% developed a comprehensive credit education plan.

The only category where there appears to be a decrease in completion of an SEP is with Hispanic females, dropping from an average of 26 per year between 2016-2019 to 16 in 2019-2020. Again, this could be due to COVID and all services going on-line.

Child and Adolescent Development

The data indicates that in 2019-2020 there was a significant increase in the number of students across all ethnicity and gender completing SEP.   With a shift from 100% not completing a plan in 2018-2019 to 85.94% not completing in 2019-20. This is a fairly new ADT and so this might account for some of the data; students and Counselors alike are just getting to know the degree.

Plan of Action:

As previously stated, these numbers are not acceptable and the program will implement approaches to improve the number of students completing an SEP.

Degrees and Certificates Awarded

Early Childhood Education

110 Early Childhood Education degrees were avarded over the last five years. The largest increase was in female Hispanic/Latino students going from averaging 13 over the 2015-2019 time period to 23 in 2019-2020.

A total of 58 Certificates were awarded between 2015-2020 with a jump in awards in 2019-20. The average over the five years is 11.6 per year.   The completion in the certificate by ethnicity has remained steady and consisten over the past five years, with the majority of awards going to Hispanic females.

Early Childhood Intervention Assistant

There have been 8 total degrees awarded in our AS in ECIA, with the highest number (4) occurring in 2018-19, the year we offered our EAR 41 Practicum course at Norco vs. having students complete it at RCC. The concern again is that we haven't had any African American students complete this degree or Asian or White males. In the 34 Unit Certificate we have a total of 14 students over the past 5 years, with another surge in 2018-19 with 7 students completing. Hispanic females again are the predominate awardees. We also see a lack of African American students completing this Certificate and no Asian or White males.

Child And Adolescent Development ADT

The Early Childhood discipline also oversees the Child and Adolescent Development degree. No data were presented for this degree, possibly because it is too new.

If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?

Action Plan

1. The first concerning trend is that ECE, ECIA and CD students are not completing a SEP. This needs to be rectified immediately through marketing internally inside of our program and through collaboration with the Counseling department.

2. We need to explore reasons why African American and Hispanic students aren't doing as well in EAR 19, 20, 33 and 34 face to face classes, and why African American and Hispanic females struggle to succeed in

Data Review

EAR 20 and 28 on-line classes. This may require discipline meetings with IOR to try to analyze potential reasons and identify interventions to change this trajectory. Some our these courses have on-line components from the publisher, which might be causing equity concerns for access. It may also require meetings with Counselors to ensure they understand the content in these courses and counsel students accordingly, especially with regard to the sequence of completion for 19, 33 and 34 and the rigor expected in our all of our courses.

3. We need to identify ways to attract African American, Black and Hispanic students to our special education degree track, ECIA. This could take the form of open forums to share our program, videos to explain the long term potential of this degree, guest speakers from the same demographics.

Is there a resource request associated with this Data Review? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
No

Assessment Review

2021 - 2024

Section 1: SLO Assessment Status (Based on Dashboard - Assessment Status)

Which Disciplines are included in this Assessment?
Early Childhood Education
What percent of SLOs in the disciplines you identified above have been assessed?
100%
Which SLOs have not been assessed and why? Identify both the Course and the associated SLO(s).
None

Section 2: Mapping Status (Based on Dashboard - Mapping Status)

Are all SLOs mapped to at least one PLO?
Yes
If all SLOs are not mapped to at least one PLOs, please explain why.
We have now mapped all courses in each program to the Program PLOs, and also mapped to the GELOS, except, the majority of our courses are not GE and so the majority (14 course) shouldn't be mapped to the GELOs and should be removed from this list because it is providing confusing data, and shouldn't really be mapped in the system either.

Our two GE courses are mapped and so should indicate 100% mapping.

Over the past two years ECE has been revising our SLOs and including Objectives in our COR. The curriculum process for completing this alignment should be finished this semester so we will need to repeat the alignment process if the SLOs and program PLOs are modified.

Are the appropriate SLOs mapped to GELOs? (If you have a course that is listed in any general education area, it should have at least one SLO mapped to at least one GELO)
Yes
If the appropriate SLOs are not mapped to GELOs, please explain why.
EAR 42 was mapped as part of this review because I forgot to do it when the class was identified as GE in the recent past. There are only 2 courses in ECE that meet the GE requirement and so they are the only 2 that should be mapped. That should change our percentage to 100% at this point mapped.

Section 3: PLO Analysis (Based on Dashboard - Analysis: PLO Direct Assessment)

Which Programs are included in this Assessment?
ECE - Early Childhood Education; ECIA - Early Childhood Intervention Assistant; CD - Child and Adolescent Development
Please identify the PLO(s) - and name the associated Program(s) - that achieved benchmarks.
AS ECE PLO 1, 3, and 4 hit 100%; PLO 2 hit 92.9%.
AS ECIA PLO4 hit 100% - no other PLOs listed
ADT ECE PLO1, 3 and 4 100%; PLO 2 92.3%
ADT CD PLO 1, 2, 3, 4, 5, 6, 7, all at 100%

Assessment Review

To what to you attribute this success?

Clear alignment within the program, stack-able certificates that hit multiple degrees, coordination, and plain hard work.

Please identify the PLO(s) - and name the associated Program(s) - that did not achieve benchmarks.

AS ECE PLO 2 92.9% hit benchmark - % was reduced due to an SLO 5 assessment in EAR 26 from spring 2018 with a 75% benchmark without considering the meeting of the Benchmark in subsequent semesters. ADT ECE PLO 2 92.3% hit benchmark - from an SLO assessment from fall 2014 - the benchmark was then met in spring 2015 and the again in fall 2018

If there are PLOs that did not achieve benchmarks, what do you plan on doing to improve benchmark attainment?

I think identifying benchmark attainment, which is set by the individual faculty in their own courses, is a subjective way to evaluate the achievement of SLO and PLO success. Especially with the lack of training, conversation, and preparation faculty have received on this issue. One faculty member could set a benchmark of 85% without understanding what that fully means, while another sets it at 70%, making it related to the success factors for completion. Faculty have, since Benchmark appeared in TracDat, expressed concerns about it's use and it's usefulness in driving pedagogical change. A point of frustration I would like to share is the fact that we weren't made aware that the Benchmark would factor into this CPR and that it could therefore potentially influence resource requests. Setting a goal or expectation after the fact isn't very fair to those accountable to the system, especially when for years the Benchmark was seen as optional, and a way to start to think about finding a level from which to challenge student success, not a required element by any means or included in any form of accountability system such as we now see in this version of the CPR.

What is also unclear is how the system acknowledges improvement. For example in the ADT ECE PLO 2 with a 92.3% meeting of benchmarks, it doesn't seem to acknowledge the reassessing in later semesters and the meeting of the benchmark. We want faculty to make adjustments to their curriculum/pedagogy/teaching to help students to improve, but we won't acknowledge it when it's done? That is not a good way to encourage good teaching, it's a way to encourage lower standards and teaching to the test. In this situation I would say that this PLO actually has 100% meeting of benchmark because of the two semesters of follow up that say it is so.

Going forward this focus on benchmarks might encourage lead faculty to discourage their faculty from setting challenging benchmarks, vs. just asking for the minimum of 70% or a minimal increase based on historical rates. Letting faculty know that not hitting a Benchmark will negatively impact the scores in our CPR, unless the system is able to adjust to acknowledge repeat assessments that should erase the "does not meet benchmark" status, could be demoralizing and manipulated to serve the CPR vs. student success.

What is ECE planning to do to improve benchmark attainment? The first thing we'll do is find out what we can do from our union representatives. Addressing issues around Benchmarks is not part of the IOI process and isn't a negotiated work expectation, especially for Associate faculty, and so we're going to be careful in how we address this topic.

We can have a conversation about benchmarks, around identifying what is realistic, how to judge in each situation, how high is a realistic mark, how not meeting should prompt the faculty to engage in analysis of their assignments/course content and pedagogical approaches, and potentially team discussions on specific courses.   It will also prompt conversations about course design, assignment creation and rubrics. And that it is now a required element in the CPR, will potentially impact our scores, and ultimately could influence resource allocation.

Assessment Review

Section 4: Alignment to Career and Transfer

Describe the process used in this area to ensure programs (PLOs) align with career and transfer needs.
Our PLOs align to SLOs that are part of the California Alignment Project, a state wide initiative that is also most recently aligned to the Teacher Performance Expectations, the TPEs. The TPEs will be assessed by the Teacher Performance Assessment (TPA) and the outcome of those assessments will be used to determine if our students will be awarded California Child Development Permits, a requirement to work in state funded child development programs. Local CSUs have also aligned their lower division coursework with CAP and the TPEs, thus our courses are fully aligned for the transfer model curriculum.

Describe the activities, projects, and opportunities this program offers to support experiential learning and alignment of programs to career and transfer (e.g. capstone projects, portfolios, service-learning opportunities).
 - In every class, we offer students opportunities to engage in observations of children in the community. This gives them the chance to apply what they are learning in a real life situation
- In every class, we offer students the opportunity to engage in hands on learning activities in our classroom, using some of our class time in a "modified lab situation". This might include designing curriculum, bulletin boards, group based presentations, analysis of videos for observing and assessing. Once we relocate to Stokoe we will use the observation windows and live video feed to enhance this aspect of our pedagogy.
- Students have the opportunity to take two practicum classes. EAR 30 is housed at Temple Beth El in Riverside and addresses typically developing children and dual language learners. EAR 41 is housed at Head Start in Ontario and FINE an in-home early intervention program and addresses children with special needs.
- We also have a work experience class (Wkx 200) where they can earn 1, 2, 3, or 4 units while engaging in hands on opportunities in local child development programs.
- We are also working on an apprenticeship in home visiting with First Five CA
 - We have also amassed a comprehensive video library of children in classrooms and teachers involved in the practice of educating. We use these videos to enhance our classes and to generate assignments, and associated webinars, and modules with certificates upon completion.

Without looking at your current PLOs, describe some program outcomes which would best help your students continue on the path towards their workforce and transfer goals (e.g. subject matter expertise, hands on experience, partnerships, etc.).
All PLOs in our program need to be based on identifying key competencies in being an effective educator, or understanding the complex issues surrounding teaching in the current sociopolitical climate, the range of children we serve from a wide background with enormous diversity. They should address competency in assessment, curriculum design, culturally and linguistically supportive practices, and anti-bias approaches, and also understanding the impact of trauma on the developing child. They should also ensure that students learn the art of self-reflection and the holding of ones own accountability. They must also address the expected traits and characteristics expected of a professional working with children.

Review current PLOs. Do the outcomes listed above align with the current program outcomes?
Yes. However, I we should add more language to PLO 2 regarding anti-bias approaches and bump up the language to reflect more what is happening in our profession around equity minded practices. We also need stronger language around Dual Language Learners and supporting children with disabilities, and trauma informed practices. As we modify our SLOs again to realign to the TPE and our course content we will also reevaluate these PLOs.

Program Review: Part 1

EMP GOAL 1. Expand college access by increasing both headcount and full-time equivalent students (FTES).

<u>**GOALS AND ACTIVITIES**</u>
What are you doing now in support of this goal?
To help meet EMP GOAL 1 we have been:

1. Working towards offering more sections in our program in the on-line mode to meet the needs of working students. We have also been doing this to identify courses we can eventually offer as hybrid courses to open up more space in the face to face classrooms.

2. We have also designed a non-credit program which we would like to offer in 2022, which should draw more students to the college and our pathways.

3. We switched our Dual Enrollment course offering to only be on-line so we could capture students from across CNUSD and have greater potential for the class filling and not being cancelled. We also stopped offering a class (EAR 42) because it wasn't filling.

What are your plans/goals (3-year) regarding this goal?
1. We would like to **increase our on-line and hybrid offerings** so students can complete all 3 ECE certificates on-line - Assistant Teacher, Associate Teacher and 31 Unit ECE Certificate. This will attract more students to ECE because of the flexibility of scheduling while they continue to work. It will also faciliate TK teachers completing their required 24 units in ECE to mainatin their TK authorization.

2. We would like to create a new Program in **Teacher Preparation, and EDU pathway** to attract more males to the field of education and students that are focused on becoming elementary or middle school teachers. This would include an Associates degree in Education and possibly a paraprofessional track for students interested in being a teaching assistant.

Students planning to teach in the Elementary and Secondary levels need programs of study which fulfill lower-division requirements for most university teacher credential programs, including an Associate in Arts in Elementary Teacher Education for Transfer (AA-T). The AA-T allows a student "guaranteed admission" to any CSU campus that declares it a similar degree. Currently 20 of the 23 CSU campuses accept the AA-T.

Elementary Level

Students planning to teach at the TK-6 (Elementary) level will need rigorous coursework in general education as they are expected to pass a subject matter competency exam in "multiple subjects".

Secondary Level

Teaching at the secondary (middle/high school) requires a single subject creden??tial. Students major in the subject they plan to teach and pass a subject matter competency exam or complete a state approved list of courses in the discipline. Students are advised to go to assist.org to review lower division coursework required by each CSU or UC campus for that major.

3. We plan to design an **Early Childhood Mental Health Certificate** to draw on students interested in parallel careers such as social work, home visiting, behavioral health, or counseling. We would also like to begin a conversation with our colleagues in Sociology regarding the ADT in Social Work.

Program Review: Part 1

4. We plan to expand our **special education pathway** to form associations with the local four year colleges so we can develop a more robust 2+2+2+2 pathway from High School to BA and hopefully MA as well.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

Yes.

1. Our retention and success data in our on-line offerings indicate they are a strong opportunity for growing our on-line program with an 88.7% retention rate and 73.8% success rate in courses we've been offering for the past 4 years. In the past year our students have shown their capacity for change and have demonstrated the ability to learn some of our most challenging content in an on-lien environment. They are requesting continued access to on-line classes.

2. Our data indicate we need more opportunities to attact males to our field, which will potentially require alternative pathways to careers beyond early childhood teaching, hence the desire to explore elementary and middle school teaching, which typically attracts more males, and careers in other related services such as social work, counseling and mental and behavioral health fields.

Labor market data for mental health workers drawn from https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm

Quick Facts: Substance Abuse, Behavioral Disorder, and Mental Health Counselors	
2020 Median Pay	$47,660 per year $22.91 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2019	319,400
Job Outlook, 2019-29	25% (Much faster than average)
Employment Change, 2019-29	79,000

Labor market data for Social Workers drawn from https://www.bls.gov/ooh/community-and-social-service/social-workers.htm

Quick Facts: Social Workers	
2020 Median Pay	$51,760 per year $24.88 per hour
Typical Entry-Level Education	See How to Become One

Program Review: Part 1

Work Experience in a Related Occupation	None
On-the-job Training	See How to Become One
Number of Jobs, 2019	713,200
Job Outlook, 2019-29	13% (Much faster than average)
Employment Change, 2019-29	90,700

Labor market data for Kindergarten and Elementary School teachers drawn from
https://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm

Quick Facts: Kindergarten and Elementary School Teachers	
2020 Median Pay	$60,660 per year
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2019	1,579,800
Job Outlook, 2019-29	4% (As fast as average)
Employment Change, 2019-29	56,100

3. Our Special Education program has grown since we hired Ms. Adams and has great potential to continue to do so if we build out the pathway into a 2+2+2+2 opportunity.
Labor market data for special education teachers drawn from https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm

Quick Facts: Special Education Teachers	
2020 Median Pay	$61,420 per year
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None

Program Review: Part 1

Number of Jobs, 2019	443,700
Job Outlook, 2019-29	3% (As fast as average)
Employment Change, 2019-29	14,300

RESOURCES
Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
Yes

EMP GOAL 2. Implement Guided Pathways framework.

GOALS AND ACTIVITIES
What are you doing now in support of this goal?
We have revised all our Course Outlines of Record to incorporate new language from the revised CAP-TPE. This means our students will be better prepared for transfer and to work in the community with the newly embedded skills around equity and dual language development.

What are your plans/goals (3-year) regarding this goal?
To have all faculty incorporate the new CAP TPE course outlines of record SLO, Objectives, and Content into courses.

EVIDENCE
Do you have assessment data or other evidence that relates to this goal?
No assessment data yet, but newly revised COR in Meta
RESOURCES
Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
Yes

EMP GOAL 3. Close all student equity gaps.

GOALS AND ACTIVITIES
What are you doing now in support of this goal?
We have been taking courses with ECE related organizations focusing on equity and race concerns, also with CORA, and both full time faculty served on the Racial Justice Taskforce this past year.
What are your plans/goals (3-year) regarding this goal?
We will place emphasis on addressing the equity gaps identified in our data analysis portion of this CPR in order to support the college as a whole.
Our plan is to close the gaps we identified in EAR 19, 20, 26, 28, 33 and 34.
We will host discipline meetings to share these data, determine areas where we can make improvement, anaylze textbooks and class content. We will also reevaluate our PLOs to ensure that equity, access, and diversity is clearly addressed.
Encourage all ECE faculty to complete CORA trainings.

Program Review: Part 1

We will identify ways we can engage in more intrusive advising and guidance and see if a mentoring program could provide assistance.

We will also reach out to Umoja and Puente for support in providing more equitable opportunities for students in our program.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

yes, the success and retention data identified DI in African American and Hispanic groups in specific courses.

Disaggregated Student Subgroup Trends and Concerns

Success Data

Discipline Level DI in Success

Using data from 2017-2021, at the discipline level, African American and Hispanic males and females were shown to be Disproportionately Impacted. The average for the college as a whole over this same time period was 71.9% success rate and for the discipline 75.5% and so anything below these rates are of concern. Green ink in the following table identifies the courses that need the most immediate attention:

Race/Gender	Enrolled	Success	Success Rate
African American Females	194	127	65.5%
African American Males	22	9	40.9%
Hispanic Females	2835	2091	73.8%
Hispanic Males	281	190	67.

The impact on African American males and females and Hispanic males is of the greatest concern due to the success rate being below 70%; especially with African American Males at 40.9%. Although Hispanic Females did show as DI, their success rate remained above 70% overall in the program.

In response, the program will need to identify way to effect change in these areas.

Plan for Improvement:

1. The use of intrusive advising inside of classes, and in the form of mentoring and advising opportunities outside of class and as a whole student group

2. In addition, we will share these data with the associate faculty and identify steps we can all take to improve our understanding of working with African American, Black and Hispanic students in the Community College system. This could include completing CORA trainings as a Community Of Practice and then implementing changes directly into these specific courses.

3. Seeking advice and support from programs on campus that have a proven track record of success with these disproportionately impacted groups, namels Umoja and Puente.

Discipline Level DI Success Data in On-Line Courses Only

Program Review: Part 1

Hispanic and African American females are disproportionately impacted in our on-line courses, but African American females have a much lower success rate when they remain in the courses. African American males didn't show as DI, but their success rate is abysmal at 33.3%. Males across the board are on average managing a 72.4% success rate vs. females at 75.3%. Green ink in the following table identifies the courses that need the most immediate attention:

Demographic	Enrolled	Success	Success Rate
African American females	72	42	58.3%
African American males	9	3	33.3%
Hispanic females	672	491	73.1%

In just face to face classes African American Males and Hispanic males are also Disproporionately Impacted, with African American males success rate at 46.2% and Hispanic at 65.8%, vs. females at 75.8%.
The program will need to address these concerns within the discipline.

Plan for Improvement:

1. The use of intrusive advising inside of classes, and in the form of mentoring and advising opportunities outside of class and as a whole student group

2. In addition, we will share these data with the associate faculty and identify steps we can all take to improve our understanding of working with African American, Black and Hispanic students in the Community College system. This could include completing CORA trainings as a Community Of Practice and then implementing changes directly into these specific courses.

3. Seeking advice and support from programs on campus that have a proven track record of success with these disproportionately impacted groups, namels Umoja and Puente.

Course Level DI

Course level data indicate the following areas of Disproportionate Impact in specific EAR courses. Green ink identifies the courses that need the most immediate attention:

Course	Race/Gender	Enrolled	Success	Success Rate
EAR 19	Hispanic Females	142	97	68.3%
EAR 20	African American Females	81	45	55.6%
EAR 24	Hispanic Females	230	174	75.7%
EAR 25	No DI identified			
EAR 26	Hispanic Females	200	164	81.2%

EAR 28	No DI identified			
EAR 30	No DI identified			
EAR 33	Hispanic Females	88	58	65.9%
EAR 34	Hispanic Females	51	28	54.9%
EAR 38	No DI identified			
EAR 40	No DI identified			
EAR 41	No DI identified			
EAR 42	No DI identified			
EAR 43	No DI identified			
EAR 44	No DI identified			
EAR 45	Hispanic females	24	17	70.8%
EAR 46	No DI identified			
EAR 47	No DI identified			

Of greatest concern in these data fields are the courses highlighted in Green ink - **EAR 19, 20, 33 and 34**. In these courses we see our Hispanic females across all four classes experiencing success at a lower rate than their peers. In EAR 19 we also see African American females being Disproportionanately Impacted.

EAR 19 is an extremely difficult course and unfortunately many students enroll in it as one of their earliest courses because of the low course identification number; it is our lowest numbered course. This concern connects to the lack of engagement by our students in the development of an SEP and in the lack of understanding by Counseling in advising students to not take this class early in their program. It would be interesting to see a break down in this category of how Hispanic and African American females fair when taking this course in the recommend sequence, as the penultimate course in their ECE units.

EAR 20 is one of our General Education courses. It is often the first class our students take, they frequently underestimate its level of difficulty. Often hearing it is an easy A in the School of Social and Behavioral Sciences. An unfocused student will not do well in this course that is about developmental theory. This course also uses an on-line resources from the publisher, which does have an associated cost and requires consistency of completion throughout the semester to earn a significant number of points towards the final grade. If

students don't access this tool on a regular basis, can't afford it, or don't have the technology to use it effectively, this could impact their overall success in the course. The faculty are in the process of moving this course over to an OER textbook in the next couple of years and so this might influence this data in the next CPR.

EAR 33 and 34 are both elective courses in ECE; one introduces students to infants and toddlers, the other focuses on desining curriculum and classroom environments. This is a specialization in ECE and has a level of complexity to it that the older age groups (children) don't. In addition, there are fewer locations for students to gain observation experience with this age group. These may be some of the mitigating factors contributing to the success rate in these courses, but further exploration will need to be undertaken. A full time faculty member is scheduled to teach EAR 33 this fall and EAR 34 in spring 2022 as we had already determined we needed a stronger understanding of the content in this course, which has traditionally only been taught by a member of Associate Faculty.

It is imperative that we get to see data in the courses where we indicate No Data provided (EAR <u>38, 40, 41</u>, <u>43</u>, 44, 45, <u>46, 47</u>). Most of these courses are electives, and are part of our special education track (underlined courses), and are some of the more challenging courses we offer. They are also the courses that are taught by our newest faculty member and so being able to analyze this data is critical to seeing how having a consistent faculty presence has impacted student retention and success.

The other courses are our administration courses and are required for teachers to move into administration in the field of ECE and so knowing how we are doing preparing a diverse workforce is critical information.

All of our courses are currently undergoing a realignment to the California Alignment Project to bring our content upto the standard required for the CA Department Of Education, Commission for Teacher Preparation, Teacher Performance Expectations. Inside of these revisions is specific langauge around equity, racism, privilege, and bias. There will be discipline meetings to disceminate the changes once the curriculum is modified. This will also facilitate conversations regarding DI at the discipline and course levels.

On-Line Courses DI and Success Rate Review

In the key on-line courses included in this review the following courses indicated Disproportionate Impact at below 70% success rate

Course	Demographic	Enrolled	Success	Succe
EAR 20	African American female	39	14	35
EAR 28	Hispanic females	60	36	60

EAR 20 is one of our General Education courses. It is often the first class our students take, they frequently underestimate its level of difficulty. Often hearing it is an easy A in the School of Social and Behavioral Sciences. An unfocused student will not do well in this course that is about developmental theory. This course also uses an on-line resources from the publisher, which does have an associated cost and requires consistency of completion throughout the semester to earn a significant number of points towards the final grade. If students don't access this tool on a regular basis, can't afford it, or don't have the technology to use it effectively, this could impact their overall success in the course. The faculty are in the process of moving this course over to an OER textbook in the next couple of years and so this might influence this data in the next CPR.

Program Review: Part 1

EAR 28 is one of our core classes in ECE and is considered to be a challenging course. It too has an on-line component that has an associated cost. If students don't access this tool on a regular basis, can't afford it, or don't have the technology to use it effectively, this could impact their overall success in the course. The online component also requires a lot of reading, which could be a mitigating factor impacting our dual language learners in the Hispanic female student body. The faculty are in the process of moving this course over to an OER textbook in the next couple of years and so this might influence this data in the next CPR.

Retention Data and DI Impact

As previously stated, Overall, student retention in Early Childhood Education courses have remained about the same between the years 2017-2021. Which is phenomenal considering COVID and the impact it had on our students and that the overall success rate didn't drastically change either. We had an average of 88.75% retention between 2017-2021. The average for the college as a whole over this same time period was 85.17%.

At a **Discipline Level** the disaggregated data indicates that only African American Males were Disproportionately Impacted in ECE, with a retention rate of 68.2%. This retention rate coupled with the very low success rate is an indicate that we need to do more to attract, keep, and support African American males in our program.

Race/Gender	Enrolled	Retained	Retention Rate
African American Males	22	15	68.2%

At the **Course Level** only EAR 26 was found to have any DI in the disaggregated data, but an overall 87.1% success rate. All others, excluding the already identified courses where no data was available, did not indicate any Disproportionate Impact.

Race/Gender	Enrolled	Retained	Retention Rate
Hispanic Females	202	176	87.1%

Losing so many Hispanic females could align to their lower success rate in a number of our courses and in some on-line classes. Ensuring that they take courses in the preferred ECE sequence is imperative to laying a solid foundation of understanding in ECE principles and college skills before attempting to take upper division or elective courses that present more challenges. This will hopefully help to scaffold their development and increase their retention and success rates.

Online Course Retention and DI

Overall online retention in EAR 20, 26, 28, 38, 42, 44 and 45 is at 89.7% with no courses showing a DI with a success rate below 70%. At the discipline level Hispanic females showed DI, but also an 88.1% retention rate. The only course showing any DI is EAR 26 with an 90.2% retention rate.

Online classes appear to be very strong in retaining students in the ECE courses.

Program Review: Part 1

RESOURCES
Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
No

EMP GOAL 4. Implement professional development around Guided Pathways and equity framework; foster a culture of ongoing improvement.

<u>GOALS AND ACTIVITIES</u>
What are you doing now in support of this goal?
We are participating in the California Commission for Teacher Credentialing Pilots to identify ways in which to incorporate Teacher Performance Expectations into our CAP 8 courses. As part of this process, we have aligned our CAP 8 classes EAR 19, 20, 24, 25, 26, 28, 30 and 42 with the most current version of the TPE aligned CAP outlines. We just uploaded all new CORs to Meta and have submitted our outlines to CAP for approval.

We will be creating a tracking system to determine when ECE students complete 6, 12, and 24 units in ECE so they can be supported in applying for certificates and the CA Child Development Permit.

We will be creating a portfolio system for ECE students to help prepare them to pass the CA TPA in ECE and to assist NC ECE in earning accreditation status with CTC.

We area also participating in a grant with CPP called UPLIFT to improve recruitment of students from underserved populations to ECE, to improve student's understanding of the needs of DLL.

What are your plans/goals (3-year) regarding this goal?

- We want to get all CAP 8 courses through curriculum, update SLOs and Objectives in Nuventive, and ensure all ECE faculty are aware of the changes.

- We need to modify existing syllabi to reflect new SLOs, course descriptions, and objectives.

- We need to modify course content in all syllabi to reflect new content around equity, inclusion and DLL initiatives.

- We need to identify key assignments in each of the CAP 8 courses to provide a pathway for identifying students that meet TPE and prepare them to take the upcoming TPA

- We need to create a system to track students at the complete 24 units in ECE towards the Teacher level Child Development Permit, a portfolio system and a tracking system in Datatel

<u>EVIDENCE</u>
Do you have assessment data or other evidence that relates to this goal?
We have completed the COR Major Modifications in Meta and so this paper trail exists to show this component of the work. We also have faculty participating directly in the Pilots and have communications with the CTC to this effect.

<u>RESOURCES</u>
Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
Yes

<u>**GOALS AND ACTIVITIES**</u>
What are you doing now in support of this goal?
Offering three different pathways to career opportunities related to child development.

1. ECE degrees (AS and ADT) create a pathway to teaching children from birth to age eight in child development centers and enhanced opportunities to also supervise and direct child development programs in the public and private sector.

2. ECIA degree (AS) creates a pathway to teaching children with disabilities from birth to age ten in site based, home based, and school based locations, or laying the foundation to work in related services such as OT, PT, SLP, or in the infant/toddler mental health or behavior management arenas.

3. A pathway to teacher preparation programs via the ADT in Child and Adolescent development to earn a multisubject teaching credential.

4. Offering practicum experiences for EAR 30 and 41 in the community utilizing current assessment and curriculum in these locations provide our students with incredibly useful employability skills.

5. Offering more EAR courses on-line so that students can continue to work while completing their certificates and degrees.

What are your plans/goals (3-year) regarding this goal?
To provide students with a wider selection of pathways to higher paying careers, and to encourage more males to enter careers with children, we intend to work on the following.

1. To create an actual pathway for ECIA students to enter special education degree paths with local 4 year institutions; potentially creating a 2+2+2+2 pathway from High School to Masters degree.

2. To expand our progam to include an EDU track offering an opportunity for students to expand their teacher preparation in elementary and potentially middle school teaching, including STEM preparation. This will include hiring a new faculty to design and implement the curriculum and formulate the program.

3. To create a new certificate and possibly AS degree in Early Childhood Mental Health (ECMH), incorporating trauma informed care, models for supporting teachers, children, and families in site and home based programs.

4. To explore the ADT in Social Work with our Sociology colleagues and to align courses in this degree with the ECMH certificate/degree.

<u>**EVIDENCE**</u>
Do you have assessment data or other evidence that relates to this goal?
1. Our data indicate we need more opportunities to attact males to our field, which will potentially require alternative pathways to careers beyond early childhood teaching, hence the desire to explore elementary and middle school teaching, which typically attracts more males, and careers in other related services such as social work, counseling and mental and behavioral health fields.

Labor market data for mental health workers drawn from https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm

Quick Facts: Substance Abuse, Behavioral Disorder, and Mental Health Counselors

Program Review: Part 1

2020 Median Pay	$47,660 per year $22.91 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2019	319,400
Job Outlook, 2019-29	25% (Much faster than average)
Employment Change, 2019-29	79,000

Labor market data for Social Workers drawn from https://www.bls.gov/ooh/community-and-social-service/social-workers.htm

Quick Facts: Social Workers	
2020 Median Pay	$51,760 per year $24.88 per hour
Typical Entry-Level Education	See How to Become One
Work Experience in a Related Occupation	None
On-the-job Training	See How to Become One
Number of Jobs, 2019	713,200
Job Outlook, 2019-29	13% (Much faster than average)
Employment Change, 2019-29	90,700

Labor market data for Kindergarten and Elementary School teachers drawn from https://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm

Quick Facts: Kindergarten and Elementary School Teachers	
2020 Median Pay	$60,660 per year
Typical Entry-Level Education	Bachelor's degree

Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2019	1,579,800
Job Outlook, 2019-29	4% (As fast as average)
Employment Change, 2019-29	56,100

3. Our Special Education program has grown since we hired Ms. Adams and has great potential to continue to do so if we build out the pathway into a 2+2+2+2 opportunity.

Labor market data for special education teachers drawn from https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm

Quick Facts: Special Education Teachers	
2020 Median Pay	$61,420 per year
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2019	443,700
Job Outlook, 2019-29	3% (As fast as average)
Employment Change, 2019-29	14,300

RESOURCES
Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
Yes

EMP GOAL 6. Pursue, develop, & sustain collaborative partnerships.

GOALS AND ACTIVITIES
What are you doing now in support of this goal?
We have been working to build our special education pathway for students.
What are your plans/goals (3-year) regarding this goal?
We hope to develop a 2+2+2+ pathway with CSUSB and CBU, and any other 4 year college that is interested, for our students that are interested in becoming special education teachers.

Program Review: Part 1

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

Our success data for the special education degree track indicates a 77.78% success rate in the special education classes EAR 40, 41, 43, 46, 47

(These data were shared indivually with the faculty by Greg as there is only a single faculty memeber that teaches these courses and so the data isn't in PowerBI)

There have been 8 total degrees awarded in our AS in ECIA, with the highest number (4) occurring in 2018-19, the year we offered our EAR 41 Practicum course at Norco versus having students complete it at RCC.

Early Childhood Intervention Assistant (ECIA)

The Early Childhood Intervention Assistant progam had an average of 37 students enrolled in our program over the last 5 years with a pattern of increase after the hiring of a full time faculty to teach predominantly in this program. Between 2017-2019 we averaged 44.5 students in the program, only seeing a decrease in 2019-20 possibly because the first group of students in this two year pathway graduated, and also the impact of COVID in spring 2020.

There has been a steady increase in male students in this program with an increase from 2 in 2015-16 to a total of 12 between 2017-2020. This is attributed to the hiring of a full time faculty in this area to really enhance marketing and understanding of the potentail career pathways available to students in this program. Six of these male students are Hispanic, as is the full time faculty in ECIA.   Female Hispanic enrollment also increased dramaticallly from 15 in 2015 to 24, 27, and 28 over the following 3 years. Representation appears to matter. We feel that these increases, in part, could be due to having a faculty member that represents the Hispanic community and is able to support our bilingual students in this program. The drop in 2019-2020 to 16 we attribute to the disproportionate impact COVID had on our Hispanic community.

We do not see clear indication that Black or Asian students, male or female, are pursuing this degree and so this will be a focus in the coming three years for our program. We also see a decrease in the number of White females in this program of study with a decrease from 13 in 2017 to 7 in 2020.

This program needs heightened marketing to students, Counselors, and stonger pathways to careers and BA degrees in our local region. It can also be supported by the creation of a an aligned certificate track in Early Childhood Mental Health and exploration of an ADT in Social Work. Both of these additional programs could provide pathways to careers that are more inclusive of males and tend to embrace a wider range of divesity in their hiring practices.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

EMP GOAL 7. Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

We are actively working to locate a new site for our ECE program lab school, one in which we can offer expanded ECE course offerings including EDU tracks into elementary and middle school teaching.

Program Review: Part 1

We are working towards offering non-credit classes to support Family Childcare. We have the certificate approved, we just need to offer the classes.

We are working towards offering a new certificate in Early Childhood Mental Health.

We are participating in the Commission for Teacher Credentialing TPE Pilot to improve the process by which our students will meet the expected standards set by CTC to earn a teaching permit in CA. Also, we are part of the pilot identifing the Review Process for CCC ECE displines to be accredited by the CTC.

We are also participating in the UPLIFT grant with Cal Poly Pomona to focus on improving access for dispropotionately impacted students and to identify ways to improve EDCE students' understanding of Dual Langauge Learners.

We are building an apprenticeship with First Five for home visitors and were just asked to serve on the Home Visiting Advisory board to grow this program in our region.

What are your plans/goals (3-year) regarding this goal?

To offer a wide range of pathways under the **School of Education**

1. ECE track for preschool/prek teachers
2. EDu track for elementary and middle school teachers, especially STEM focused
3. Offer a special education teaching track
4. Offer a track towards mental and behavioral health and social work degrees
5. Offer non-credit classes to support our Family Child Care providers

EVIDENCE

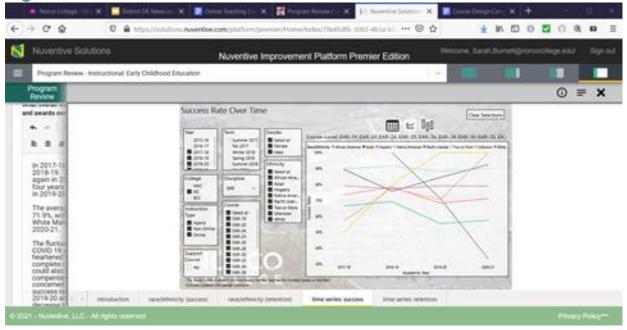**Do you have assessment data or other evidence that relates to this goal?**

All of our data combined show that ECE is a strong program that retains students at a high rate, and our success rate is above the college average. Our community is seeking our support to prepare candidates for positions in schools, home visiting careers, special education, and mental health.

Success Data for all Modes of Teaching

Overall, student success in Early Childhood Education courses have remained about the same between the years 2017-2021.

In 2017-18 the success rate was 75.5%, with a slight increase to 77.8% in 2018-19. There was a decrease in 2019-20 to 71.5%, but with a rise again in 2020-21 to 74.2%.   This shows an average of 74.75% over the four years. Disproportionate Impact (1)was only identified for Hispanic males in 2019-2020.

The average for the college as a whole over this same time period was 71.9%, with Disproportionate Impact identified in Asian, Hispanic and White Males in 2018-19 and 2020-21, and also African American males in 2020-21.

Program Review: Part 1

The fluctuation in 2019-20 in ECE success rates is likely attributable to COVID 19 and the need to place all classes on-line in spring 2020. We are heartened to see that students have seemly increased their ability to complete classes in this mode with the increase in success in 2020-21. This could also be attributed to the faculty gaining more experience, compentency, and ability in teaching in a fully on-line environment. We are concerned at the DI on Hispanic males in our program and the decreasing success rate from 67.5% in 2017-18, 75% in 2018-19, down to 62.9% in 2019-20 and most recently to 60% in 2020-21. Again, we attribute this decrease to COVID and the associated health, socioeconomic, and other COVID related factors.

Overall ECE has a good success rate, with the an average in the mid 70% over the past four years, which is higher than the college average.

Success Data for On-line Teaching Only

Prior to COVID and the need to offer all courses online, ECE offered 7 courses consistently in an on-line mode; EAR 20, 26, 28, 38, 42, 44, and 45.
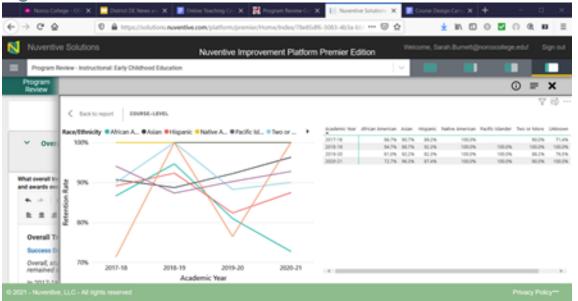
The data indicate a success rate of 77.32%, a higher average than our face to face classes in general between 2017-2021, and significantly higher, in comparison to the College wide rate of 70.92%.

Retention Data for all Modes of Teaching

Overall, student retention in Early Childhood Education courses have remained about the same between the years 2017-2021. Which is phenomenal considering COVID and the impact it had on our students, this combined with the fact that the overall success rate didn't drastically change either is a good sign that we are finding ways to support our students and keep them engaged in their educational journey.

In 2017-18 the retention rate was 90%, with a slight increase to 91.4% in 2018-19. There was a decrease in 2019-20 to 84.8%, but with a rise again in 2020-21 to 88.8%.   This shows an average of 88.75% over the four years. Disproportionate Impact (1)was identified for Hispanic females in 2018-2019 where we retained 92.4% of the students, but this equated to losing 65 Hispanic female students that year.

The average for the college as a whole over this same time period was 85.17%, with no Disproportionate Impact identified.

Program Review: Part 1

ECE has an excellent track record of retaining our students year over year. This is attributed to our scaffolded courses, stackable certificates, and consistency of faculty teaching the core classes.

Retention Data for On-line Teaching Only

Prior to COVID and the need to offer all courses online, ECE offered 7 courses consistently in an on-line mode; EAR 20, 26, 28, 38, 42, 44, and 45.

The data indicate a retention rate of 90.42% between 2017-2021 in comparison to the College wide rate of 84.62%. It is extremely satisfying to see that our progam has provided an on-line learning environment that is appreciated by our students, given their clear, consistent and ongoing election of taking our courses in this mode.

RESOURCES
Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
Yes

Program Review Part 2

2021 - 2024

Curriculum

Are all your courses current (within four years)?
Yes
What percentage of your courses are out of date?
0%
If you have courses that are not current, are they in the curriculum process?
N/A
For out of date courses that are not already in progress of updating, what is your plan?
n/a
Do you have proposals in progress for all the DE courses you intend to file?
Yes
Do you require help to get your courses up to date?
No

Program Review Reflections

What would make program review meaningful and relevant for your unit?
1. If we had disagregated data for all certificates and all degrees we offer, clearly broken out, with data also on all courses.
2. If the assessment data was also broken out to show accurate inclusion in GELO
3. A small narrative about what the program is doing in general...a preamble so to speak on the amazing things we are doing that aren't captured in the data. We work very hard on advisory boards, community partnerships, building our programs and I'm not sure that's captured here.
What questions do we need to ask to understand your program plans, goals, needs?
What certificates make up your program?
How many degrees do you offer?
How much money have you been awarded in grants, Perkins etc?
What else do you do to support your program outside of teaching, and Institutional Service (5 hours).
What is the CA TPE and TPA?
What types of data do you need to support your program plans, goals, needs?
A broken down analysis of all certificates awarded - we don't think students are receiving their and 12 unit certificates...we would like to be reassured they in fact are.
A broken down analysis of all degrees we offer
Data on all courses, regardless of the number of faculty that teach them
If there are any supporting documents you would like to attach, please attach them here.
ece-pilot--guidance--doc.docx

Project Proposal.docx

Up-Lift Grant Subrecipient Commitment Form - signed 12-10-20.pdf

ECE Instuctional Program Plan FINAL DRAFT 11-4-19.docx

Program Review Part 2

CC Partner for CPP--Letter of Support Norco College 8-21-20.docx

Early Childhood Education and Special Education Program ADA compliant 5-4-20.docx

Resource Requests

2022 - 2023 Update

Resource Request

What resources do we already have?
Completed Update to COR and alignment to the CA TPE
What resources do you need?
A retreat for all ECE Faculty at NC to bring everyone up to date on revised COR, alignment to CTC TPE, to identify key assignments for CAP 8 courses, and to create a system for tracking completion of 24 units for CTC Child Development Permit.
Request related to EMP goal or Assessment?
EMP Goal 4
$ Amount Requested
7,500
Resource Type
FACULTY: New Full time Faculty (Associate faculty requested through Dept. Chair and Dean)
Potential Funding Source(s)
CTE: Perkins (VTEA),CTE: Strong Workforce Project (SWP)
The evidence to support this request can be found in:
Program Review: Part 1,Program Review: Part 2
This request for my area is Priority #:
1
Is this request:
New

For Administrative Use Only

Funding Status

Notes

2022 - 2023 Update

Resource Request

What resources do we already have?
Excellent faculty that want to expand their knowledge - FLEX opportunities that support non-discipline specific development
What resources do you need?
Access to discipline or content specific conferences
Request related to EMP goal or Assessment?
EMP Goal 3,EMP Goal 7

Resource Requests

$ Amount Requested
15,000
Resource Type
FACULTY: New Full time Faculty (Associate faculty requested through Dept. Chair and Dean)
Potential Funding Source(s)
CTE: Perkins (VTEA),Equity
The evidence to support this request can be found in:
Program Review: Part 2
This request for my area is Priority #:
2
Is this request:
New

For Administrative Use Only

Funding Status

Notes

2022 - 2023 Update

Resource Request

What resources do we already have?
Relationship with AUSD and Stokoe Elementary school - site for housing the ECE Program as innovative teaching center
What resources do you need?
Training for full time faculty in High Scope - the curriculum approach used in AUSD, Head Start and state preschool programs
Request related to EMP goal or Assessment?
EMP Goal 2,EMP Goal 3,EMP Goal 4,EMP Goal 6,EMP Goal 7
$ Amount Requested
15,000
Resource Type
BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)
Potential Funding Source(s)
CTE: Perkins (VTEA),CTE: Strong Workforce Project (SWP),Other/None
The evidence to support this request can be found in:
Program Review: Part 1
This request for my area is Priority #:
1
Is this request:
New

Resource Requests

2021 - 2024

Resource Request

What resources do we already have?
This is a really broad question to answer. We have supplies for in-class lab activities, such as paper, markers, glue, a laminator, staple gun, and preschool type equipment. This was purchased through lottery funds. We have applied and been awarded Perkins funds for textbooks we placed on reserve in the library, preschool curriculum (High Scope), cameras for use in the Practicum classes, surface pros for use at the practicum site, and oh yes, $5 million we've been trying to spend since September of 2018 for a new child development center - this money was allocated by the state legislator via Assembly Woman Sabrina Cervantes.

What resources do you need?
A new faculty member to design and then teach an EDU pathway to teacher preparation, including STEM teaching and the foundation for a multi-subject credential pathway

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 5,EMP Goal 6,EMP Goal 7

$ Amount Requested
148,329

Resource Type
FACULTY: New Full time Faculty (Associate faculty requested through Dept. Chair and Dean)

Potential Funding Source(s)
General Fund

The evidence to support this request can be found in:
Data Review,Program Review: Part 1,Program Review: Part 2

This request for my area is Priority #:
1

For Administrative Use Only

Funding Status
No Action-Insufficient funding

Notes
NA

Resource Request

What resources do we already have?
This is a really broad question to answer. We have supplies for in-class lab activities, such as paper, markers, glue, a laminator, staple gun, and preschool type equipment. This was purchased through lottery funds. We have applied and been awarded Perkins funds for textbooks we placed on reserve in the library, preschool curriculum (High Scope), cameras for use in the Practicum classes, surface pros for use at the practicum site, and oh yes, $5 million we've been trying to spend since September of 2018 for a new child development center - this money was allocated by the state legislator via Assembly Woman Sabrina Cervantes.

What resources do you need?
This resource request is our way of uploading all our Perkins requests in a single place/file. Please see the Perkins excel spreadsheet in the Document Repository for details - All requests have been funded as of 4/28/2021

Request related to EMP goal or Assessment?
EMP Goal 3

$ Amount Requested
10,500

Resource Type
ITEM: Instructional supplies

Potential Funding Source(s)
CTE: Perkins (VTEA)

The evidence to support this request can be found in:
Data Review

This request for my area is Priority #:
I have received this request

For Administrative Use Only

Funding Status
Completed/Funded

Notes
Completed

Submission

2021 - 2024

All parts of my Program Review have been completed and it is ready for review
Yes

2022 - 2023 Update

I would like to submit this update
Yes
The additions or updates to my Program Review can be found in:
Data Review,Program Review: Part 1,Program Review: Part 2,Resource Requests