



Program Review - Overall Report

2024 - 2027

Instructional: Early Childhood Education

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 increase the number of males in our program.

In the past three years we have invested time in continuing to develop our programs' expansion to Stokoe Elementary Innovative Learning Center, working with First 5 to design a home visiting apprenticeship program, identifying the need for an Infant and Early Childhood Mental Health Certificate, and building the program back up after COVID to a level where we can hire an additional faculty member to initiate our EDU program. To ensure ongoing alignment with the California Alignment Project, the ECE discipline revised all CORs, embedding additional content regarding race, diversity and inclusion. Additionally we participated in state wide meetings about the new Preschool-Third grade credential and the Teacher Preparation Program and Assessment. In the near future we will be asked to gain accreditation for our program with the Commission for Teacher Credentialing, and to implement a Teacher Performance Assessment in our practicum course (EAR 30). This will require a significant commitment of time and energy from the full time faculty in ECE.

Big news, we helped to co-found the newest school at the college, Human and Public Services, and we are in process of changing our name to Child Development and Teacher Preparation. This will position us well when colleges' are asked to change to use the CID identifiers for courses. Ours will be CDEV.

We are also grateful to be aligned with the new full time Dean in CTE. We would like to request that a new position be created to support the discipline at Stokoe. We need a coordinator or Associate Dean of Education to assist with managing the center and developing the relationship with the school and district. It needs to be a person that understands early childhood and the needs of our students and program.

Ms. Adams and I are very passionate about our discipline and recognize the enormous role we play in preparing professional educators for our workforce.

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

Success and Retention

School Years 20-21, 21-22, 22-23

Variable	Retention	Success
Norco College	Entire College 87.1%	Entire College 70.9%
	Female 86.5%	Female 77.7%
	Male 87.7%	Male 71.2%

Data Review

ECE	Entire program 87.9%	Entire Program 72.6%
	Female 88.4%	Female 73.1%
	Female Afr Am DI 78.8	Female Afr Am DI 61.6%
	Male 87.5%	Hispanic 71.3
	Male Hispanic DI 79.9	Hispanic Male DI 62.9%
Veterans	Female 83.8%	Female 70.5%
	Male 92%	Male 60%
Foster Youth	Female 85%	Female 60.2%
	Male - Masked Data	Male - Masked Data
Disability	Female 89.3%	Female 73%
	Male 71.4%	Male 42.9
		Hispanic DI 42.9

Overall

Retention data indicates that ECE is averaging a higher retention and success rate than the college as a whole, with 87.9% retention vs. 87.1% for NC, and 72.6% success vs. 70.9% for NC. We attribute this to the a) the awesome faculty we have, b), the intentionality with which we hire our awesome faculty, and b) the focused pathways we offer that encourage retention in the earning of stackable certificates.

Our retention in comparison to our prior Comprehensive Program Review 2017-2021 has decreased slightly, from a previous average of 88.75% to current 87.9%. Our success has dipped from 74.75% to 72.6%. These dips are likely associated with the discipline finding the right balance of offerings in person, in on-line and hybrid formats, and an increase in stringency of grading post COVID. Students expectations for leniency has persisted post COVID, but the faculty are implementing necessary expectations for quality of work that will adequately prepare students for the needs and expectations of the ECE workforce.

ECE continues to hold a very high overall retention and success rate in comparison to the wider college, year over year.

Program of study

Overall

Between 2019-20 (females - 779, males - 61) and 2021-22 we saw a drop in enrollment, likely due to COVID and the move to fully on-line classes, however, in 2022-23 we saw an increase across both males (females - 668, and males - 56). Part of this might be attributable to the offering of hyflex, hybrid, and strategically offered face to face classes to encourage persistence and a return to campus.

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) Development.

Count of StudentID

BY ANNUAL, GENDER BY ETHNICITY, STD10

Gender by Ethnicity	2019-20	2020-21	2021-22	2022-23
Female	779	698	609	668
African-American	49	29	33	33
American Indian	4	2		1
Asian	50	41	47	39
Hispanic	490	452	402	452
Pacific Islander	1	1		
Two or More	19	20	15	18
Unreported	10	9	6	5
White	156	144	106	120
Male	61	43	34	56
African-American	6	3	3	6
American Indian	1		1	
Asian	7	6	2	4
Hispanic	30	26	21	30
Two or More	3	2		1
Unreported		1	1	2
White	14	5	6	13
Non-Binary				2
Hispanic				2
Unreported	2	1	2	3
African-American				1
Asian				1
Hispanic	2			1
Unreported			1	
White		1	1	
Total	842	742	645	729

Data Review

[Open in Power BI](#)

Program of Study and Ed Plan

Data as of 10/3/23, 1:02 PM

Filtered by **Program of Study** (is Child and Adolescent Development, Early Childhood Education, Early Childhood Education: Assistant Teacher, Early Childhood Education: Twelve Core Units, Early Childhood Intervention, or Early Childhood Studies), **Annual** (is 2020-21, 2021-22, 2022-23, or 2019-20)

The program overall has an average of 740 students enrolled per year, over the last 4 years, which is an increase over the previous 5 years (604). 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 48.5 students in the past 4 years vs. 40.2 students per year, over the previous five year period. This is a great trend because this has been an ongoing focus for the discipline in our CPR and in our Perkins plans. There has also been an increase in female enrollment in all categories with an average of 688.5 in the past 4 years, vs. 565 students per year, over the previous five-year period.

Early Childhood Intervention Assistant (ECIA)

The Early Childhood Intervention Assistant program had an average of 31.25 students enrolled in our program over the last 4 years, which is a decrease from the prior 5 years (37), with a slight rise in the last 2 years.

Data Review

Count of StudentID

BY ANNUAL, GENDER BY ETHNICITY, STD10

Gender by Ethnicity	2019-20	2020-21	2021-22	2022-23
Female	30	33	27	31
African-American		1		4
Asian	1	1	4	5
Hispanic	18	21	16	20
Pacific Islander	1			
Two or More	5	2	1	
Unreported		1	1	
White	5	7	5	2
Male	3			
African-American	1			
Hispanic	1			
White	1			
Unreported	1			
Hispanic	1			
Total	34	33	27	31

Data Review

[Open in Power BI](#)

Program of Study and Ed Plan

Data as of 10/3/23, 1:02 PM

Filtered by **ProgramofStudy** (is Early Childhood Intervention), **Annual** (is 2020-21, 2021-22, 2022-23, or 2019-20)

This program continues to need heightened marketing to students, counselors, and stronger pathways to careers and BA degrees in our local region. This year we will create a new 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. However, we will need to evaluate if the full AS in ECIA is something that can continue to be supported, especially if our practicum class (EAR 41) doesn't fill when offered.

Child and Adolescent Development

This is a new ADT for the Early Childhood discipline, starting in 2018, and this year is the first with a range of data that is helpful. There are an average of 129.5 students in this pathway, with numbers increasing each year over the past 4.

Data Review

Count of StudentID

BY ANNUAL, GENDER BY ETHNICITY, STD10

Gender by Ethnicity	2019-20	2020-21	2021-22	2022-23
Female	115	126	120	157
African-American	7	6	7	5
American Indian	1	1		1
Asian	9	10	7	11
Hispanic	79	74	80	102
Pacific Islander		1		
Two or More	1	5	4	5
Unreported	1	2	1	
White	17	27	21	33
Male	10	9	10	13
African-American	3	1		2
Asian		2	1	
Hispanic	5	5	6	8
Two or More	1			
White	1	1	3	3
Unreported			1	
Unreported			1	
Total	125	135	131	170

Data Review

[Open in Power BI](#)

Program of Study and Ed Plan

Data as of 10/3/23, 1:02 PM

Filtered by **ProgramofStudy** (is Child and Adolescent Development), **Annual** (is 2020-21, 2021-22, 2022-23, or 2019-20)

In this degree path we see an increase in Asian and White females, and Hispanic males. 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. There still needs to be increased awareness of this degree path.

Educational planning

76% of our students still don't have a comprehensive SEP. The numbers have decreased over the past 5 years.

Awards

Certificates

The data isn't separating out our certificates, we have 4, so to analyze the combination of all of them is not as helpful as it could be if we could see the pathway from the 6 unit, to 12, to 31 or the 34 unit certificate. We can only assume these data are showing our 31 or 34 unit certificates because there is no way we only had 11 certificates in 22-23, when we had a total of 60 degrees! Are we misreading these charts?

It's imperative we get real data to show us that the pathway is working, that students, and we know they do, move from the 6, to the 12, to the 31 and 34 unit certificate and then complete their AS, ADT degrees. We can't even tell which AS degrees, the ECE or ECEI, or which ADT the ECE or CD is being shown here.

We have been requesting this clarity in data every time we complete a Comprehensive Program Review.

Data Review

Certificates

Gender x Ethnicity	18-19	19-20	20-21	21-22	22-23	Total
<input type="checkbox"/> Female	15	18	12	15	11	71
Asian		4	1	5	2	12
Hispanic/Latino	11	11	8	10	7	47
Two or More Races		1	1			2
White	4	2	2		2	10
<input type="checkbox"/> Male	2					2
Hispanic/Latino	1					1
Two or More Races	1					1
Total	17	18	12	15	11	73

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Program Awards

Data as of 10/3/23, 12:59 PM

Filtered by **CertAppr** (is 1), **Annual** (is 18-19, 19-20, 20-21, 21-22, or 22-23), **ProgramTitle** (is Child and Adolescent Development, Early Childhood Education, or Early Childhood Intervention Assistant)

Data Review

Degrees

Gender x Ethnicity	18-19	19-20	20-21	21-22	22-23	Total
Female	21	54	73	82	58	288
American Indian or Alaska Native			1			1
Asian		3	2	7	5	17
Black or African American			3	1	2	6
Hispanic/Latino	20	37	47	61	36	201
Two or More Races		1	1	2		4
White	1	13	19	11	15	59
Male	2	2	3	2	2	11
Asian	1			1		2
Hispanic/Latino	1	2	1	1		5
Two or More Races					1	1
White			2		1	3
Total	23	56	76	84	60	299

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Program Awards

Data as of 10/3/23, 12:59 PM

Filtered by **Degree** (is 1), **Annual** (is 18-19, 19-20, 20-21, 21-22, or 22-23), **ProgramTitle** (is Child and Adolescent Development, Early Childhood Education, or Early Childhood Intervention Assistant)

Data Review

Please add any relevant documents here.

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?

School Years 20-21, 21-22, 22-23

Variable	Retention	Success
Norco College	Entire College 87.1% Female 86.5% Male 87.7%	Entire College 70.9% Female 77.7% Male 71.2%
ECE	Entire program 87.9% Female 88.4% Female Afr Am DI 78.8 Male 87.5% Male Hispanic DI 79.9	Entire Program 72.6% Female 73.1% Female Afr Am DI 61.6% Hispanic 71.3% Hispanic Male DI 62.9%
Veterans	Female 83.8% Male 92%	Female 70.5% Male 60%
Foster Youth	Female 85% Male - Masked Data	Female 60.2% Male - Masked Data
Disability	Female 89.3% Male 71.4%	Female 73% Male 42.9% Hispanic DI 42.9

Overall Analysis and Equity Gaps to be Addressed

Females and Males

Digging deeper we do acknowledge that there are areas for growth. In our female population, even though our overall average is 88.4% retention and 73.1% success, our African American and Hispanic females are DI, 61.6% and 71.3% respectively in their success. We also see DI in our Hispanic males in

Data Review

both retention (79.9%) and success (62.9%). These data indicate areas for further analysis and determination of ways to increase success in the identified groups.

Veterans

In our Veteran population we see that they are doing really well in retention with Females 83.8% and Males 92%, however even though they are persisting in our courses well they success shows concern. Females are passing at an average of 70.5%, while males are only managing 60%. These data indicate areas for further analysis and determination of ways to increase success in the identified groups

Foster Youth

Female foster youth retention is wonderful at 85%, we do not have any data for male students. Success rate though, is 60.2% These data indicate areas for further analysis and determination of ways to increase success in the identified groups

Disability

In our program, females that identify with a disability are retaining in our courses at 89.3%, with a 73% success rate. That's pretty awesome, with zero identified Disproportionate Impact. Males however, have 71.4% retention, and only 42.9% success in Hispanic males (DI). These data indicate areas for further analysis and determination of ways to increase success in the identified groups

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?

The concerning trend is that African American females and Hispanic females and males continue to demonstrate DI, even though we are retaining them at a high rate.

Action Plan

We can postulate that our Hispanic students are under performing in classes that are taught in many of their second languages. To support them we can continue to offer our lectures with visual aids (PowerPoint), closed captioned posted videos, pre-reading or watching assignments to scaffold their understanding, and providing access to bilingual OER textbooks.

Adding more focused attention on opportunities in the LRC and collaborating with tutors might provide the additional supplemental support they need. This is true for all of our Multi-lingual learners.

Through focused academic advising we can hope to guide our students to take the sequence of EAR classes that we recommend that will best support their layering of ECE concepts, taking them from foundational to more nuanced ideas, and thus supporting their ZPD. When our multilingual students are misadvised to take our upper division courses first (EAR 19, EAR 25), without completing the core classes (EAR 20, 42, 28, 24), in the sequence we recommend, they really struggle, because they don't have the foundational language needed to step into more academic focused terminology. This is actually true for monolingual students as well!

For our African American female students we need recruitment. In our classes representation is very low and so building a cohort of support inside of the class, such as we see in Imoja, could facilitate peer to peer collaboration. We retain our African American students class over class, but for some reason they aren't being as successful. As the semester progresses we see a decrease in work completion. To provide encouragement to persist, we need to consider the weight of formative and summative assignments being offered to make sure there is a balance that encourages and builds confidence in their academic abilities.

Please add any relevant documents here.

Establish both Practicum Classes at Stokoe Site

Program/Unit Goal

1. Practicum relocation

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

We have opened the Stokoe Site

We have established a relationship with RCOE Head Start and State Preschool, and AUSD Stokoe special education

We are drafting contracts

We are exploring the use of Strong Workforce funds to pay for fingerprinting for the practicum students

We are planning to incorporate High Scope concepts into our classes

We will redesign each Practicum to align with the Stokoe programs

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

We will offer the ECE EAR 30 Practicum in fall 2025

We will offer the ECIA EAR 41 Practicum in spring 2026

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.2 - KPI 5 (Academic Affairs):
- 2025 Objective 2.4 - KPI 6 (Student Services):
- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 5.1- KPI 13 (Student Services):
- 2025 Objective 5.2 - KPI 14 (Academic Affairs):
- 2025 Objective 5.3 - KPI 15 (Student Services):
- 2025 Objective 6.2 (Planning and Development):
- 2025 Objective 6.5 (Office of the President):
- 2025 Objective 7.1 (Academic Senate):
- 2025 Objective 7.2 (Academic Senate):
- 2025 Objective 7.5 (Academic Senate):
- 2030 Goal 2: Success:
- 2030 Goal 5: Workforce and Economic Development:
- 2030 Goal 6: (Community Partnerships) :
- 2030 Goal 7: Programs:

Infant and Early Childhood Mental Health Certificate

Program/Unit Goal

2. IECMH Certificate

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Advisory Board, Discipline, and School approval obtained

Convening Work group in Spring 2024 to identify courses and content

Analyzing IECMH Network expected competencies and aligning with CAP 8 and Elective courses in ECE

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

Get certificate approved and in the catalog.

Align with local 4 year universities and get transfer agreements

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 2.2 - KPI 5 (Academic Affairs):
- 2025 Objective 5.2 - KPI 14 (Academic Affairs):
- 2025 Objective 5.3 - KPI 15 (Student Services):
- 2025 Objective 6.7 (Planning and Development):
- 2025 Objective 7.1 (Academic Senate):
- 2025 Objective 7.2 (Academic Senate):
- 2030 Goal 1: Access:
- 2030 Goal 2: Success:
- 2030 Goal 7: Programs:

Inclusion of EDU pathway

Program/Unit Goal

To design a new pathway to UC system for EDU track students, focus on STEAM

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Hiring a new faculty member with experience in K-12 to assist in the creation and development of the new pathway

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

Collaborate with UCR to identify courses for transfer into Multi-subject teaching and to build a new EDU pathway at NC

Offer EDU 1 and EDU 2 and identify any new course that need building for a complete transferable degree in EDU

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 2.2 - KPI 5 (Academic Affairs):
- 2025 Objective 5.2 - KPI 14 (Academic Affairs):
- 2025 Objective 5.3 - KPI 15 (Student Services):
- 2025 Objective 6.7 (Planning and Development):
- 2025 Objective 7.1 (Academic Senate):
- 2025 Objective 7.2 (Academic Senate):
- 2025 Objective 7.5 (Academic Senate):
- 2030 Goal 1: Access:
- 2030 Goal 2: Success:
- 2030 Goal 7: Programs:

Expand Special Education transfer opportunities

Program/Unit Goal

Identify new transfer pathway for our students completing ECIA Degree

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Exploring opportunities with local feeder CSUs for a pathway to transfer into ECSE BA from our ECIA AS

Exploring opportunities with Cal Baptist University for a pathway to transfer into ECSE BA from our ECIA AS

Exploring opportunities with UCR for a pathway to transfer into ECSE BA from our ECIA AS

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

Develop a transfer pathway to UC, CSU, and local private 4 year universities in special education

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 2.2 - KPI 5 (Academic Affairs):
- 2025 Objective 5.2 - KPI 14 (Academic Affairs):
- 2025 Objective 5.3 - KPI 15 (Student Services):
- 2025 Objective 6.7 (Planning and Development):
- 2025 Objective 7.1 (Academic Senate):
- 2025 Objective 7.2 (Academic Senate):
- 2030 Goal 1: Access:
- 2030 Goal 2: Success:
- 2030 Goal 7: Programs:

Logistical and Administrative Support for Stokoe

Program/Unit Goal

Ensuring there is ongoing financial, logistical, and administrative support for Stokoe Child Development and Teacher Preparation Program and site

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Working with NC administration to ensure there is ongoing administrative support, for a receptionist and manager in the B Building to support students and faculty.

Identifying timeblocks when support is needed and roles and responsibilities of receptionist and manager in charge at the site.

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

To continue to work with administration and advocate for ongoing support at the Stokoe site.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 10.1 (Business Services):
- 2025 Objective 10.10 (Business Services):
- 2025 Objective 10.13 (Planning and Development) :
- 2025 Objective 10.5 (Business Services):
- 2025 Objective 6.7 (Planning and Development):
- 2025 Objective 7.1 (Academic Senate):
- 2025 Objective 7.5 (Academic Senate):
- 2030 Goal 10: Facilities:
- 2030 Goal 7: Programs:

1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?

Guided Pathways Summit - Equitable assessment, Zero to Three Conference (such as : Bias and Discrimination: Research, Reflection, and Opportunities to Advance Equity; Addressing Racism and Advancing Equity; Changing The Media Narrative And Healing The Most Vulnerable), Infant and Early Childhood Mental Health Consultant Training, UPLIFT Grant Dual Language Learner presentation, Flex time at Norco (Improving Inclusivity at Norco College).

2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?

In multiple classes we have implemented more individual self-reflection activities related to anti-racism, bias, implicit bias, and personal life experiences that could impact their role as an early childhood educator.. We have also added more class based reflection activities in the practicum course, encouraging students to share their reactions to situations in the children's classroom. I think we have seen a willingness to share and to be open to feedback and discussion around topics that make most people uncomfortable.

We have provided a 2 day grace period on most assignments in our classes in the first 13 weeks of the semester. This has led to students submitting higher quality assignments, and more consistent submissions. It has also decreased the number of times students "beg" for extensions and faculty are then forced to made judgement calls on "emergencies".

The Zero to Three conference and IECMH training is informing our creation of our new certificate in Infant and Early Childhood Mental Health.

Being part of the UPLIFT grant regarding Dual Language Learners has informed the content of our courses, incorporating more focus on DLL for our students.

3. What additional equity-related professional development/trainings do you seek to better support your area?

Training in the Classroom Assessment Scoring System (CLASS), CORA trainings - Black Minds Matter, Universal Design for Learning @ONE course,

Please add any relevant documents here.

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?

Do you have proposals in progress for all the DE courses you intend to file?

No

Do you require help to get your courses up to date?

No

Please add any relevant documents here.

EAR 19 Observation and Assessment Methods

Date

03/01/2024

Observation

What did you notice?

Of all completed assessments, this is the only SLO where the average is below 70%

Course(s)

EAR 19

SLO(s)

2 Complete systematic observations and assessments using a variety of data collection methods to inform environment design, interactions, and curriculum.

Discussion/Analysis

EAR 19 is a particularly challenging course, and requires students to engage in actual observations of children in the community, or during COVID via videos of children. Students frequently take EAR 19 before they take the recommended CORE classes in ECE, they mistake the numbering system of the courses for recommended sequence. Often, they are also advised by counselors to take 19 early in their pathway, which is counter to the advice given by the faculty, and in the pathway documents. 19 is considered an upper division course, in fact we advise students to take it as their penultimate class in our discipline. There is an advisory on the course, but often students don't complete the course prior to 19.

Why do they struggle with the observations? Because to observe and assess requires them to do multiple things.

1. Understand typical development
 2. Understand how to utilize the range of observation methods we teach
 3. To schedule and complete a series of at least 5 observations at a licensed child development center
 4. To understand what they're seeing during their observations and to be able to accurately collect data and then use that data to score the state assessment tool...another significant step in their understanding
- It's a hard class.

We have discussed setting a prerequisite, but so far can't get support across the district. We advise students on the first day of class that this shouldn't be their first class in ECE.

Please paste any relevant screenshots here.

Please add any relevant documents here.

Outcomes Based Assessment

Date

03/05/2024

Observation

What did you notice?

The majority of courses in ECE are not yet being assessed using Outcomes embedded in Canvas

Course(s)

All but EAR 19, 20, 24, and 28 and 30

SLO(s)

All but SLOs in EAR 19 , 20, 24, 28, and 30

Discussion/Analysis

The ECE faculty were introduced to Outcomes assessment inside of Canvas at our ECE retreat last April, but it is clear that there needs to be an additional training and encouragement to utilize the system so we have access to more robust and complete assessment of all courses and all SLOs.

Please paste any relevant screenshots here.

Please add any relevant documents here.

Laptop for New Faculty Hire

Resource Year

2024 - 2027

What resources do we already have?

Both current full time faculty have laptops

What resources do you need?

a new Laptop for the New Faculty Hire

\$ Amount Requested

3,305

Resource Type

ITEM: Technology

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

The new faculty will need to complete Outcomes assessment inside of Canvas and won't be able to do this without a laptop. The faculty will be teaching at 2 locations - NC campus and Stokoe and needs to have a portable computer

This request for my area is Priority #:

1

Is this request

New

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 10.1 (Business Services):
- 2025 Objective 2.2 - KPI 5 (Academic Affairs):
- 2025 Objective 4.2 (Planning and Development):
- 2025 Objective 7.1 (Academic Senate):
- 2025 Objective 7.2 (Academic Senate):
- 2025 Objective 7.3 (Academic Senate):
- 2025 Objective 7.5 (Academic Senate):
- 2025 Objective 8.1 (Planning and Development):
- 2030 Goal 10: Facilities:
- 2030 Goal 6: (Community Partnerships) :
- 2030 Goal 9: Workplace/Employees:

Printer for new Full Time Faculty

Resource Year

2024 - 2027

What resources do we already have?

Both full time faculty have printers

What resources do you need?

a new printer for the new Full Time Faculty

\$ Amount Requested

500

Resource Type

ITEM: Technology

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

The new faculty needs a printer.

This request for my area is Priority #:

2

Is this request

New

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 10.1 (Business Services):
- 2025 Objective 2.2 - KPI 5 (Academic Affairs):
- 2025 Objective 7.1 (Academic Senate):
- 2025 Objective 7.2 (Academic Senate):
- 2025 Objective 7.3 (Academic Senate):
- 2030 Goal 10: Facilities:

Instructional Supplies

Resource Year

2024 - 2027

What resources do we already have?

We have supplies at Norco Campus

What resources do you need?

We need supplies at Stokoe Campus

\$ Amount Requested

3,000

Resource Type

ITEM: Instructional Supplies

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

In our classes we engage students in hands on learning, group or communities of practice. We need to have materials, such as markers, paper, scissors etc for them to participate in these soft skills. We have supplies at NC in IT 209, but we don't have the same supplies in E102 at Stokoe. Many of our SLOs require students to demonstrate skills, such as curriculum creation (EAR 2, 25, 28), e.g., making a bulletin board, or the implementation of theory (EAR 20, 28, 42), such as the creation of a bioecological model. We think of these activities as a mini-lab session and without these supplies we can't complete them.

This request for my area is Priority #:

3

Is this request

New

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 7.1 (Academic Senate):
- 2030 Goal 10: Facilities:
- 2030 Goal 9: Workplace/Employees:

Resource Request

What resources do we already have?

Stokoe site with Head Start and State Preschool that use High Scope approach

Potential Funding Source(s)

CTE: Perkins (VTEA)

What resources do you need?

Training for all faculty in ECE in High Scope approach

Request related to EMP goal or Assessment?

EMP Goal 7,EMP Goal 5,EMP Goal 4

\$ Amount Requested

7,000

Resource Type

FACULTY: Professional Development

The evidence to support this request can be found in:

Program/Unit Goals

This request for my area is Priority #:

1

Professional Development Activity Funding Request Application

Attendee and Activity Information

Has this professional development request been discussed and approved by your department chair?

Date of Request

Activity Date(s)

Attendee Name

Position

Discipline

Name of Activity and Organization/Sponsor

Faculty Professional Development Requests

Link to Activity Website

Location

City, State

Have you sought any other co-sponsorship (other internal and/or external funding)?

If yes, list source and total dollar amount.

Estimated Costs (\$)

Registration

What is included with Registration?

Air Travel or Mileage (65.5 cents/mile)

Hotel (tax included)

Airport Parking

Ground Transportation

Meals (\$75/day maximum)

Hotel Parking

Incidentals

Total Costs

Justification for Funding Request

Select the categories of professional development that best support your request. (Check all that apply)

Briefly describe the objective of the activity and how it will benefit you and the work you do for the college. If this activity aligns with the objectives of any special programs, grants, or plans (e.g., Equity, AB 705, Guided Pathways, STEM, etc.) please explain.

How do you plan to share the information gained from the activity to your department/division? See "Dissemination Plan Ideas" document for ways to disseminate information and check all that apply.

Faculty Professional Development Requests

Briefly explain your selection above.

Is there anything else you would like to add?

Approve and Submit

Proof of approval is uploaded, ready to submit?

Please upload proof of approval for travel from your department chair or Dean.

For Administrative Use Only

Funding Status

Notes

2024 - 2027

Resource Request

What resources do we already have?

Faculty that are trained in observation and assessment methods and state required observation tools such as ECERS, DRDP

Potential Funding Source(s)

CTE: Perkins (VTEA)

What resources do you need?

Training in the CLASS observation tool (Classroom Assessment Scoring System)

Request related to EMP goal or Assessment?

EMP Goal 5,EMP Goal 7

\$ Amount Requested

900

Resource Type

FACULTY: Professional Development

The evidence to support this request can be found in:

Program/Unit Goals

This request for my area is Priority #:

2

Faculty Professional Development Requests

Professional Development Activity Funding Request Application

Attendee and Activity Information

Has this professional development request been discussed and approved by your department chair?

Date of Request

Activity Date(s)

Attendee Name

Position

Discipline

Name of Activity and Organization/Sponsor

Link to Activity Website

Location

City, State

Have you sought any other co-sponsorship (other internal and/or external funding)?

If yes, list source and total dollar amount.

Estimated Costs (\$)

Registration

What is included with Registration?

Air Travel or Mileage (65.5 cents/mile)

Hotel (tax included)

Airport Parking

Ground Transportation

Faculty Professional Development Requests

Meals (\$75/day maximum)

Hotel Parking

Incidentals

Total Costs

Justification for Funding Request

Select the categories of professional development that best support your request. (Check all that apply)

Briefly describe the objective of the activity and how it will benefit you and the work you do for the college. If this activity aligns with the objectives of any special programs, grants, or plans (e.g., Equity, AB 705, Guided Pathways, STEM, etc.) please explain.

How do you plan to share the information gained from the activity to your department/division? See "Dissemination Plan Ideas" document for ways to disseminate information and check all that apply.

Briefly explain your selection above.

Is there anything else you would like to add?

Approve and Submit

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For Administrative Use Only

Funding Status

Notes

2024 - 2027

Resource Request

What resources do we already have?

Certificate and degree pathway in early childhood special education

Faculty Professional Development Requests

Potential Funding Source(s)

CTE: Perkins (VTEA)

What resources do you need?

2 full time Faculty to attend the Division for Early Childhood (DEC) annual conference

Request related to EMP goal or Assessment?

\$ Amount Requested

6,000

Resource Type

FACULTY: Professional Development

The evidence to support this request can be found in:

Program/Unit Goals

This request for my area is Priority #:

3

Professional Development Activity Funding Request Application

Attendee and Activity Information

Has this professional development request been discussed and approved by your department chair?

Date of Request

Activity Date(s)

Attendee Name

Position

Discipline

Name of Activity and Organization/Sponsor

Link to Activity Website

Location

City, State

Have you sought any other co-sponsorship (other internal and/or external funding)?

Faculty Professional Development Requests

If yes, list source and total dollar amount.

Estimated Costs (\$)

Registration

What is included with Registration?

Air Travel or Mileage (65.5 cents/mile)

Hotel (tax included)

Airport Parking

Ground Transportation

Meals (\$75/day maximum)

Hotel Parking

Incidentals

Total Costs

Justification for Funding Request

Select the categories of professional development that best support your request. (Check all that apply)

Briefly describe the objective of the activity and how it will benefit you and the work you do for the college. If this activity aligns with the objectives of any special programs, grants, or plans (e.g., Equity, AB 705, Guided Pathways, STEM, etc.) please explain.

How do you plan to share the information gained from the activity to your department/division? See "Dissemination Plan Ideas" document for ways to disseminate information and check all that apply.

Briefly explain your selection above.

Is there anything else you would like to add?

Approve and Submit

Proof of approval is uploaded, ready to submit?

Faculty Professional Development Requests

Please upload proof of approval for travel from your department chair or Dean.

For Administrative Use Only

Funding Status

Notes

Faculty Hiring Resource Requests

Program Review Reflections

What would make program review meaningful and relevant for your unit?

1. If we were given data on all our certificate pathways - retention, success, etc.
2. If you could provide a chart showing prior CPR data for us to compare against, vs. us needing to have multiple screens open to go back and forth between current and prior reports.
3. If we had a location to indicate what administrative support we need to grow our program. For example, we need a new position to support us at Stokoe, be it an ECE coordinator or as originally requested an Assoc. Dean of Education, but we need someone that can help navigate the relationship and logistics of the Stokoe site. Right now we don't know which manager will be assigned to the location, but we do know it will be someone that isn't in the ECE field. This presents problems, or potential concerns regarding the relationship with AUSD and the Stokoe site specifically. As we grow the program to include pathways to EDU, we will need to collaborate even more with the site, and need someone consistent, that understands the world of early childhood education.

What questions do we need to ask to understand your program plans, goals, needs?

1. Tell us about all the institutional service you complete to support your program.
2. Tell us what you do that we don't know that contributes to the success of your program and your students.
3. Who are your students and how do they travel through your program.

What types of data do you need to support your program plans, goals, needs?

1. Data at a certificate level for success and retention

If there are any supporting documents you would like to attach, please attach them here.

Submission

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

Yes