NORCO COLLEGE
COMPREHENSIVE INSTRUCTIONAL PROGRAM/UNIT REVIEW

Discipline/Unit/Department:_____ECE/SBS_____

Program(s) or Certificate(s) Associated: _____*ECE and ECEI*_____

Contact Person: __Dr. Sarah M. Burnett_____
Due: April 20, 2017

Please send an electronic copy as a Word document (avoid PDF)
programreview@norcocollege.edu

Form Last Revised: November 2016

Norco College

Web Resources: http://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/ProgramReview.aspx

Comprehensive Instructional Program/Unit Review Update
Instructions

*Please retain this information for your discipline's/department's use (or forward to your chair).

The Comprehensive Program Review is conducted by each unit at Norco College and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment for the next four years, while reflecting on the changes within the last four years. This document serves as a long-term strategic planning document   This planning document should reflect the period since the last Comprehensives submitted by your unit and should also cover the planning for the next four years. In the year submitted, an annual program review will not be submitted.

For Program Review data, please go to the following link:
http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/Comprehensive-Instructional-Program-Review.aspx

The questions on the subsequent pages are intended to assist you in planning for your unit.

The forms that follow are separated into pages for ease of distribution to relevant subcommittees. **Please keep the pages separated** if possible (though part of the same electronic file), **with the headers as they appear**, and be sure to include your unit, contact person (this may change from topic to topic) and date on each page submitted. Don't let formatting concerns slow you down. If you have difficulty with formatting, Nicole C. Brown can adjust the document for you. Simply add responses to those questions that apply and forward the document to nicole.brown@norcocollege.edu with a request to format it appropriately.

If you cannot identify in which category your requests belong or if you have complex-funding requests please schedule an appointment with your college's Vice President for Business Services right away. They will assist you with estimating the cost of your requests. For simple requests such as the cost of a staff member, please e-mail your Vice President. It is vital to include cost estimates in your request forms. Each college uses its own prioritization system. Inquiries regarding that process should be directed to your Vice President.

      Norco: **VP Business Services 951-372-7157**

Mission

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

Vision

Norco – creating opportunities to transform our students and community for the dynamic challenges of tomorrow.

Educational Master Plan and Strategic Plan Goals and Objectives 2013-2018

Goal 1: Increase Student Achievement and Success

Objectives:
1. Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).
2. Improve transfer rate by 10% over 5 years.
3. Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.
4. Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).
5. Increase completion rate of degrees and certificates over 6 years.
6. Increase success and retention rates.
7. Increase percentage of students who complete 15 units, 30 units, 60 units.
8. Increase the percentage of students who begin addressing basic skills needs in their first year.
9. Decrease the success gap of students in online courses as compared to face-to-face instruction.
10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.

Goal 2: Improve the Quality of Student Life

Objectives:
1. Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).
2. Increase frequency of student participation in co-curricular activities.
3. Increase student satisfaction and importance ratings for student support services.
4. Increase the percentage of students who consider the college environment to be inclusive.
5. Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics.
6. Increase current students' awareness about college resources dedicated to student success.

Goal 3: Increase Student Access

Objectives:
1. Increase percentage of students who declare an educational goal.
2. Increase percentage of new students who develop an educational plan.
3. Increase percentage of continuing students who develop an educational plan.
4. Ensure the distribution of our student population is reflective of the communities we serve.
5. Reduce scheduling conflicts that negatively impact student completion of degrees and programs.

Goal 4: Create Effective Community Partnerships

Objectives:
1. Increase the number of students who participate in summer bridge programs or boot camps.
2. Increase the number of industry partners who participate in industry advisory council activities.
3. Increase the number of dollars available through scholarships for Norco College students.
4. Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry.
5. Continue the success of Kennedy Partnership (percent of students 2.5 GPA+, number of students in co-curricular activities, number of students who are able to access courses; number of college units taken).
6. Increase community partnerships.

7. Increase institutional awareness of community partnerships.
8. Increase external funding sources which support college programs and initiatives.

Goal 5: Strengthen Student Learning

Objectives:
1. 100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews.
2. Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.
3. Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.
4. Increase assessment of student learning in online courses to ensure that it is consistent with student learning in face-to-face courses.
5. Increase the number of faculty development workshops focusing on pedagogy each academic year.

Goal 6: Demonstrate Effective Planning Processes

Objectives:
1. Increase the use of data to enhance effective enrollment management strategies.
2. Systematically assess the effectiveness of strategic planning committees and councils.
3. Ensure that resource allocation is tied to planning.
4. Institutionalize the current Technology Plan.
5. Revise the Facilities Master Plan.

Goal 7: Strengthen Our Commitment To Our Employees

Objectives:
1. Provide professional development activities for all employees.
2. Increase the percentage of employees who consider the college environment to be inclusive.
3. Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics.

4. Increase participation in events and celebrations related to inclusiveness.
5. Implement programs that support the safety, health, and wellness of our college community.

I. Norco College Comprehensive Instructional Program Review Update

Unit: _ECE_____

Contact Person: _____Burnett, Sarah_____

Date: _____5/12/17_____

Trends and Relevant Data

1. **Have there been any changes in the status of your unit in the last four years? What are the anticipated changes for the next four years?**

Question:	Prior Four Years	Next Four Years
Has your unit shifted departments?	No	Not expected to – Completion Initiative keeps ECE in SBS
Have any new certificates programs been created by your unit? For example, did your unit develop an ADT? If not, discuss if you are in process or have future plans to do so.	ADT ECE	1. ADT Child Development 2. Probably a 15 unit certificate in leadership and management in ECE to support the upcoming changes in the Child Development Permit. It would incorporate existing 9 units in management and add another 6 units either from existing courses in Business or brand new offerings.
Have you made any substantial modifications to certificates/degrees (e.g. unit requirement changes, inclusion of an industry certificate, etc.). If not, discuss if you are in process or have future plans to do so.	CAP Alignment to the following classes EAR 33 and 34 EAR 40 and 46 EAR 38, 44 and 45	1. Potential Transitional Kindergarten CAP certificate – if the local Unified School Districts require it for TK teachers to obtain credential 2. As the Child Development Permit is revised we may have to make significant changes to meet the requirement for students to have additional clinical hours as part of their

		program – this will prove an extreme challenge without a child development center on campus. In some situations we are looking at needing to offer up to 210 clinical hours as part of the AS degree
Have activities in other units impacted your unit? For example, a new Multimedia grant could cause greater demand for Art courses or a new ADT may require resources such as supplemental courses for another unit's ADT.	Over the past year, RCC has been offering significantly more sections to boost their FTE, leading to decrease in numbers at NC; we have definitely seen a drop in our class waitlist size.	1. Hiring new full time faculty to increase ECEI program 2. ECE and ESL are forming a relationship to try and increase success of students taking both classes. We are coordinating with the Adult Education (ESL) to offer a single course in ECE (EAR 20) that would help to create clearer understanding of the material and lay the foundation for greater success in subsequent ECE courses.

2. **List your retention and success rates as well as your efficiency for the previous four years.   Please include Distance Education, retention, success and efficiency separately. Discuss any changes or significant trends in the data.**

OVERALL COMPARISON – ECE to NORCO COLLEGE

Table 1 & 2. ECE and Norco College Success Rates 2011-2016Table 1

Success Rate ECE NORCO	2011-12	2012-13	2013-14	2014-15	2015-16
Overall	80.05%	77.99%	78.32%	73.30%	76.64%
Face-to-Face Lecture	80.05%	77.99%	78.32%	73.12%	78.05%
Hybrid	0.00%	0.00%	0.00%	78.13%	60.71%
Online/Distance Education	0.00%	0.00%	0.00%	0.00%	75.66%

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ECE overall success average = 77.22%
NC overall success average = 70.23%

ECE Face to Face success average = 77.26%
NC Face to face success average = 71.65%

ECE Hybrid average = 69.42%
NC Hybrid Average = 64.85% (over same
time period)
Online only has one year of comparison,
but ECE is higher than NC average
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Table 2

Success Rate NORCO College	2011-12	2012-13	2013-14	2014-15	2015-16
Overall	69.36%	69.52%	70.77%	69.64%	71.88%
Face-to-Face Lecture	71.16%	71.28%	72.05%	70.57%	73.19%
Hybrid	60.93%	57.07%	58.97%	63.69%	64.15%
Online/Distance Education	57.95%	61.20%	66.12%	64.78%	64.79%

Success Summary

ECE has higher success rates (77.22% average in ECE vs. 70.23% for NC) and retention rates (90.37% average in ECE vs. 85.77% for NC) overall in comparison to the college as a whole. The same can be seen in face to face classes, hybrid, and on-line.

Success in ECE was evaluated during the Annual Program Review and showed that across the races, success by Asians, African Americans, and Hispanics is currently higher in ECE in 2014-15 than in 2010-11, whereas success for whites has dropped. In each race category there have been years where there was an increase in success and then the following year a decrease. This may have something to do with the rotation of courses in ECE. In the first year students may take the introductory courses and in the second year the more advanced courses and electives.

In the 2016 Annual Program Review retention was shown to be very high in ECE with an average of 91.74% across the races, in comparison to the college at 85.86%. In the individual race variables ECE does not fare as well at retaining African American students as the college (78.8% vs. 83.8%), but the retention percentage of this population is still very high, and as the disaggregated data in ECE indicates, is on the rise.

Hybrid and On-Line Courses Summary

ECE has offered a couple of courses in the hybrid format. The average success rate in these courses have been 69.42% (NC Hybrid Average = 64.85% (over same time period) in comparison to the face to face classes with an average of 77.26%. The students do not fare as well in the hybrid classes. The discipline has discussed this and we agree it is due to the lack of connection students feel on the weeks when the class doesn't meet. They feel alienated by the work assigned on the computer and it is much harder to build a cohort relationship when you only meet every other week. Online classes only has one year of comparison, but ECE is still averaging higher in success (than NC average 75.66% vs. NC 62.9%). Students in ECE that are comfortable in the on-line format do very very well in this format, those students that aren't comfortable with self-motivated learning do very poorly. We are trying to incorporate more classes that are web-enhanced to help transition students slowly into the on-line format.

Retention Summary

Over the past five years, retention in ECE courses across the races has remained very high. On average, Asians have continued to take courses 93.78% of the time, African Americans 84.88%, Hispanics 90.36% and whites 91.68%. The retention numbers have remained consistent in the past five years without any significant drops that would cause concern.

Table 3 & 4. ECE and Norco College Retention Rates

Table 3.

Retention Rate ECE NORCO	2011-12	2012-13	2013-14	2014-15	2015-16
Overall	91.48%	89.69%	91.29%	89.95%	89.43%
Face-to-Face Lecture	91.48%	89.69%	91.29%	90.03%	90.11%
Hybrid	0.00%	0.00%	0.00%	87.50%	78.57%
Online/Distance Education	0.00%	0.00%	0.00%	0.00%	90.13%

Table 4.

Retention Rate NORCO College	2011-12	2012-13	2013-14	2014-15	2015-16
Overall	84.45%	85.12%	86.51%	86.00%	86.79%

Face-to-Face Lecture	85.34%	85.76%	87.18%	86.63%	87.59%
Hybrid	83.16%	81.83%	81.91%	83.68%	83.29%
Online/Distance Education	77.50%	81.50%	82.91%	81.81%	81.87%

ECE Efficiency

In the past five years ECE has demonstrated that it is an exceedingly efficient program. There is only 1 full time member of faculty, a rotating course of almost 30 different courses to meet the need of the 6 programs/certificates that are offered, and a consistent part time faculty pool.

Efficiency 2010-2015
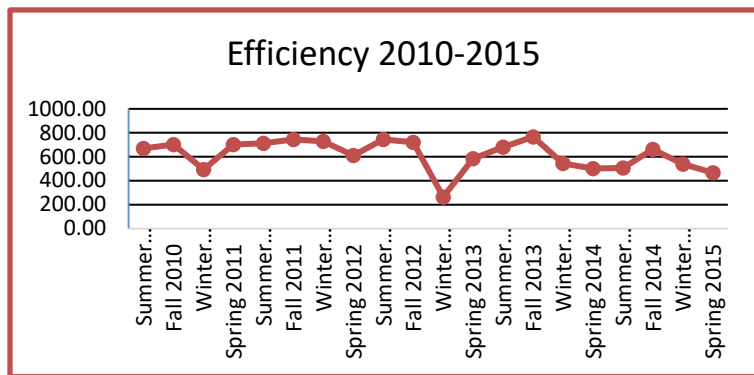
The dip in winter 2013 was the semester when the full time faculty member did not teach in order to write a PhD dissertation

The drop in efficiency between summer 2013 and fall 2014 can be attributed to a shift in the manner in which the EAR 30 Practicum courses was allocated FTEs; the full time faculty did not teach as many additional courses because she was being compensated for the full requirement of the Practicum. The drop from 2014-2015 indicates the time period where the full time faculty took on more Institutional Service in the form of the Assessment Coordinator and had more release time. This subsequently led to more part time faculty teaching the day classes that were ordinarily taught by the full time faculty.There will always be a dip in the spring semester due to the heavy requirements (4 units and 216 hours) of the EAR 30 Practicum class.

Term	Efficiency
Summer 2010	670.875
Fall 2010	700.778
Winter 2011	494.175
Spring 2011	700.778
Summer 2011	714.000
Fall 2011	746.111
Winter 2012	727.900
Spring 2012	612.447
Summer 2012	745.050
Fall 2012	720.800
Winter 2013	265.025
Spring 2013	584.754
Summer 2013	681.600
Fall 2013	766.700
Winter 2014	545.367
Spring 2014	503.075
Summer 2014	507.067
Fall 2014	663.000
Winter 2015	539.767
Spring 2015	467.261
Total	**628.443**

3. Include program-specific data and discuss any changes or significant trends in the data. Include the number of graduates in the discipline/program/certificate, as well as the number of students who have declared the program(s) of study, that your unit supports.   Discuss any changes or significant trends in the data.

Program Awards Summary	Annual 2013-2014	Annual 2014-2015	Annual 2015-2016
ADT Child Development/Early Care and Education-130500	6	5	10
AS Child Development/Early Care and Education-130500	5	6	7
31 unit cert Child Development/Early Care and Education-130500	9	8	7
34 unit cert Children with Special Needs-130520	0	0	2
6-18 units Child Development/Early Care and Education-130500	82	66	70

The ADT, since its inception in 2013-14 has seen quite a jump from 6 graduates to 10 in 2015-16. I think students are now starting to understand all of the options available to them when it comes to completing and Associates degree in ECE. I created a document to help students to process through our certificates and explained how they are stackable to build to an AS. Students like completing the small certificates and before they know it they have what they need in ECE to transfer. It would also be nice to have data that show how many students complete the SBS degree with units in ECE as this is also an avenue I suggest when they are not sure of their "end goal". It is very exciting to see that students are now graduating in the Special Needs certificate. I think this is due to a consistent teacher now as the Instructor of Record, and with the new full time faculty coming on-board I hope to see this number grow even higher. The other degrees and certificates have seen minor changes, but nothing concerning or significant.

ECE has a steady pipeline of students moving through the smaller certificates. The data indicate that currently we have students that are doing exactly what we would hope they would – they start with the smaller certificates and end up building towards either the state ECE certificate (this is the majority of my students), or head in the direction of transfer. I expect to see the CSUGE increase as CSUSB adds an ECE ADT track in the next couple of years. I also anticipate the AS degree in general will increase as the state Child Development Permit will soon require an AS for a teacher to move up into more higher paid positions.

Program Title – Active Program of Study	Frequency	Percent
Early Childhood Education – 31 unit certificate that could lead to AS	388	2.6
Early Childhood Education CSUGE	158	1.1
Early Childhood Education IGETC	52	0.4
ECE: Early Childhood Intervention Assistant	33	0.2
ECE: Assistant Teacher (6 units)	44	0.3
ECE: Twelve Core Units (12 units)	38	0.3

4. In the table below, state your goals from your previous comprehensive unit reviews. List the most important first.
   The following goals were created when we used the previous Comprehensive Program Review format and system, i.e.. when we wrote it in

conjunction with our discipline in the district, so some of them will now appear "unusual", especially in light of the fact that it refers to "RCC" vs. Norco College.

State your goals from your previous comprehensive unit reviews	List activity(s) linked to the goal	Indicate progress made towards the goal	Discuss relationship of goal to College mission and Strategic Planning Goals/Ed Master Plan
To ensure that all courses and programs have been assessed. Conduct outcomes assessments on SLOs identified in CORs, and PLOs	Full time and part time faculty conducted authentic assessments in courses. Full Time faculty conducted PLO assessment for ECE and collaborated with part time faculty to complete for ECEI	All courses **that have been offered** at Norco since 2012 have undergone some form of assessment at the SLO level. Many courses have subsequently been removed from the catalog, and one program discontinued. Attempts have been made to assess courses in conjunction with RCC for those courses that haven't been offered at Norco in the last 4 years.	This clearly supports Goal 5 – to improve student learning. All assessment conducted in ECE has either come out of an assignment, a test, or a "product"; the faculty have made adjustments to these assessment tools and their pedagogy as a result of the assessment process, which supports their attempt to improve the way students learn.
Participate in the new California Alignment Project for Special Education courses.	Worked with RCC to complete the paperwork and on-line component to align the curriculum for CAP. Then worked the newly revised curriculum through our curriculum process and the state approval process for the revised AS in ECEI	Completed.	This ties to Goal 1 and 4. By more clearly aligning our curriculum throughout the state we enable students to transfer more easily, this supports their Success in finishing their academic goal. The discussions that ensued in the process also improved our clarity on what should be taught in each associated course, which in turn supports student success as the

			discipline is more united. In working with RCC to collaborate we enhanced our Community Partnership.
Increase the current level of FTEs in ECE across the district.	Define a more clear rotation schedule for ECE courses and indicate how they align to certificate completion. Create a document to help students to navigate through the courses to increase demand for courses to substantiate requesting extra FTE. Explain the California Permit Matrix to show that some low enrolled courses are absolutely needed in the rotation schedule so that students can meet the state requirements	Completed. ECE is one of the only disciplines that offers courses in all four semesters. Our offerings have increased from 9 sections in fall 2012 to 15 in fall 2017. The program has been self-sustaining and has grown to have a substantial following on campus and now in the on-line format. Having a constant pipeline and a clear pathway to completion has supported our ability to argue for increased FTE.	This clearly supports Goal 1. To increase student success. Students can't complete their goals in ECE if they can't get access to the required and elective courses. By creating a clear rotation schedule with more offerings students are better able to plan their completion of their individual goals. It also means that students stay on NC campus vs. travelling to RCC or MoVal.
Continue to dialogue with the RCC counselors regarding the multiple career paths in early childhood including the changes to the individual courses, prerequisite changes, the Transfer degree, and the requirements for the California Child Development Permit	A CTE counselor was dedicated to ECE at Norco. Annual or biannual meetings occur to provide updates between the counselor and the ECE faculty - documents to enhance understanding were created.	Ongoing, but working very well.	This supports student's completion and I think success (Goal I). The more the counselors understand ECE the easier it will be for our students to process through the certificates in a timely manner.

Matrix.			
Align the Early Childhood Intervention Certificate with the new Early Start Personnel Model Competencies.	Complete as part of the CAP alignment	Completed	This ties to Goal V. As we move forward with assessing students in the ECEI classes we can see if they have attained the knowledge they need to meet the standards for the ES Personnel Model Competencies.
Continue to advocate and defend to the RCC district the necessity of the laboratory schools on each of the RCCD colleges and funding to support their quality	Include requests for a new Child Development Center in each Annual. Identify specific elements that a site based CDC on campus would provide. Locate external agency to pay for the center	Current talks with the RCOE Asst. Superintendent for Child Services is underway. They would like to place a state preschool on our campus with a STEM focus. A meeting will be held soon to see if this can move forward. With changes to the permit coming that will require more observation and clinical hours, we will need a location when we can manage the quality and access more easily.	Goal I- students will have access to a center that is modelling high quality programing for young children – this will increase their understanding of the material being shared in the classroom and improve their success. Goal II - Students need a place for their children to go while they are in class. The state funded preschool will support our low income students with free childcare. Goal IV- We can truly collaborate with our community on a project that will benefit all parties.

5. **Please list the resources that you have received in the last four academic years as a result of program review. How did the resources impact student learning? If you requested resources but did not receive them, how did that impact student learning? If no resource requests were made, please indicate by typing N/A**

One of the only resources I have received (to date) due to Program Review are supplies for use in my classroom – these include paper, markers, scissors, glue and other preschool type supplies. As far as I understand these supplies have been paid for from the VP of Academic Affairs discretionary funds, but they really need to be an annual budgeted item as they provide so much support to the student's being successful in our classroom (GOAL I). For ECE they serve as an important a role as the petri dish in Biology, the soccer ball is Kinesiology, the equipment in the CACT. It may sound trite, but they are the basic tools of a teacher of young children and they are critical in our ability to teach our students with the pedagogy that will support their competency in the work force.

In our classes we involve the students in group based, interactive, and hands on learning – it serves as a mini-lab situation. The students are asked to make specific projects, e.g., children bulletin boards, newsletters, ecological models. They engage in these activities to a) improve their interpersonal skills to prepare them for the workforce, b) to practice activities they will then do as individual assignments, and c) to engage in activities that would logically take place in a child development center so we are able to turn theory into practice. This has become even more critical since the closure of the child development center. The students indicate that having a chance to try the assignments in a safe environment in the classroom, prior to doing it alone at home, scaffolds their understanding on the material and increases their confidence in their ability to do the work.

2016 - request
New faculty equipment – computer, desk, bookcase, phone Justification: Contractual obligation. We are in the process of hiring for this position

New classroom chairs (requested every year 2013-2016) **–** I am currently talking with facilities about placing an order for new chairs and to repair damaged ones. Students can't learn if they are uncomfortable or in danger of a chair collapsing underneath them.

Attend the NAEYC National Institute for Early Childhood Educators in 2017 (2016 information http://www.naeyc.org/institute/overview) and Membership in National Association for the Education of Young Children – local chapter Arrowhead Association for the Education of Young Children - I have requested this in multiple APR in the past four years and it has never been approved. This means that I have to personally pay for this in order to remain current on what is happening at the National Level. If I was a member via the school we would get a copy of the quarterly journal and students could benefit from this in the library.

Attendance at the National NAEYC Conference in 2016 held in LA for 1 full time faculty and 5 part time faculty in ECE – not approved. I am asked and approved to attend conferences that will benefit the college as a whole, e.g., Senate symposiums, or RP group, or Equity, but not my own discipline. This means I have to take it upon myself to remain current and connected in my own discipline. This is why I am now a catalyst for CCCECE so that I can connect with other ECE faculty. I consider this Institutional Service.

2015

Complete the Reading Apprenticeship Faculty 101 introductory 6 week on-line program – not approved – I heard about this program at the RP conference and knew that if I attended it would help me with my students that struggle with reading and writing – my not attending has not helped me to expand my professional knowledge to help our more disproportionately impacted students to be as successful as they possibly can in ECE courses.

2014

An updated digital camera with video capability - I did receive a camera from a CTE grant; not directly as a part of the Program Review process. The camera has definitely enhanced my ability to capture images of students in action during the internship. These photographs are then shared in other classes and does significantly enable other students to gain insight into the real world of working with children.

Laser Jet printer – I did receive a laser jet printer when my old printer died. This enables me to provide faster and more professional support to students during my office hours. I print out copies of our certificate, the state child development permit.

6. **In the table below, please list your long term goals for your unit. How do your goals support the College mission and the goals of the** Educational Master Plan/Strategic Plan? *Your unit may need assistance to reach its goals. Financial resources should be listed on the subsequent forms. In addition, you may need help from other units or Administrators. Please list that on the appropriate form below, or on the form for "other needs."*

List the long term goals of your unit for the next four years.	List activity(s) linked to the goal	Anticipated timeline for completion	Discuss relationship of goal to College mission and Strategic Planning Goals/ Ed Master Plan
Increase the number of males in ECE	Create the ADT in Child Development as a direct pathway to completing a BA in Multi-subject teaching credential	Fall 2018 for ADT Increase Males in program by 2020	Goal 1: Increase Student Achievement and Success – Offering a program that expands beyond ECE that includes GE courses will support completion by males. Goal 3: Increase Student Access – With a focused plan to enroll more males it will improve our score regarding disproportionate impact. There are very few males in ECE so a pathway to teaching in the K-12 has greater potential to attract them to our field. Goal 4: Create Effective Community Partnerships – We are working with local CSU's to create pathways for students to enter the credential program, they have advised us to offer the ADT in Child Dev.

Have students in the Earely Childhood Early Intervention Program complete all of their program at Norco	Hire a new full time faculty in ECE with a focus on SPED to manage, grow and oversee this program. With the new hire we will be able to offer the EAR 41 Practicum in Special Education class for the 2nd time since the program was created. Students currently have to take the course at RCC due to there only being one full time faculty at Norco and it being extremely hard to find a part time person to teach this class.	Fall 2017 Fall 2018	Goal 1: Increase Student Achievement and Success – With a consistent instructor building a cohort of students, I think we will see an increase in students taking this track and completing with a higher success rate. Goal 3: Increase Student Access – Students will have access to all of the required classes at NC and will not have to travel to RCC. Goal 4: Create Effective Community Partnerships – We will create MOU's with local school districts and private agencies for observation locations and practicum sites.

References to Support Increasing Males in ECE and Expansion of Special Education Program

Drudy, S., M. Martin, M. Woods, & J. O'Flynn (2005). *Men and the classroom: Gender imbalances in teaching*. New York, NY: Routledge.

Nelson, B., Carlson, F., & West, R. 2006). Men in Early Childhood: An Update. *Young Children*, September.

U.S. Bureau of Labor Statistics, Department of Labor (2005). *Labor force statistics from the Current Population Survey: Characteristics of the employed—Employed persons by detailed occupation, sex, race, and Hispanic or Latino ethnicity*. Retrieved from www.bls.gov/cps/cpsaat11.pdf.

Course Outlines of Record (COR)

An important part of comprehensive program review is a review of the course outlines of record that are associated with a unit. Please list all

of the courses in your unit as listed in the [Norco College Catalog](#) and the date that they were last updated. If they have not been updated in the last four years, you must update them before submitting your program review, e.g., making sure the edition of the textbook is current. Please do not submit the actual COR. Add to the table as needed

Course Number All courses are EAR prefix	Date Last Updated	Last Editor (name)	If not current, where is the COR in the review process	Was the last update a major or minor modification?
19	11/9/16	Schmidt	District Ed Services	major
20	1/20/15	Yates	DES	major
24	10/26/16	Yates	DES	major
25	11/13/16	Schmidt	DES	major
26	11/13/16	Schmidt	DES	major
28	11/13/16	Schmidt	DES	major
30	10/20/16	Yates	DES	major
33	3/9/17	Cazares	Dept. Chair	major
34	3/17/17	Yates	Dept. Chair	major
35	10/30/15	Yates	Course being discontinued at Norco	minor
38	3/17/17	Yates	Dept. Chair	major
40	3/9/17	Cazares	Dept. Chair	major
41	1/20/15	Cazares	current	
42	11/13/16	Schmidt	DES	major
43	1/20/15	Cazares	current	
44	3/17/17	Yates	Dept. chair	major
45	3/17/17	Yates	Dept. chair	major
46	1/20/15	Cazares	Current	
47	4/21/15	Yates	Current	
200 work experience	No COR required through ECE			

Norco College Comprehensive Instructional Program Review Update

<div align="right">

Unit: _ECE_____

Contact Person: _Burnett, Sarah_____

Date: _____5/7/17_____

</div>

Current Human Resource Status

7. **Complete the Faculty and Staff Employment Grid below. Please list full and part time faculty numbers in separate columns. Please list classified staff who are full and part time separately:**

Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty (give number)	Part-time faculty (give number)
ECE	1	6

Classified Staff Employed in the Unit		
Staff Title	Full-time staff (give number)	Part-time staff (give number)
	0	

Long Term Resource Planning

This section should be completed with your long term goals in mind. However, as you will not be filing an annual program review this academic year, you may need to include some of your short-term resource requests as well.

8. Staff Needs

NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)[1]

List Staff Positions Needed **Please justify and explain each faculty request as they pertain to the goals listed in item #6.** Place titles on list in order (rank) or importance. Please state if the request impacts Distance Education.	Indicate (N) = New or (R) = Replacement	Number of years request has been made	Annual TCP*	EMP Goals	Short Term Goal (S) Long Term Goal (L)
1. None at this time as long as we hire this fall <u>Justification</u>					
2. <u>Justification</u>					
3. <u>Justification</u>					
4. <u>Justification</u>					
5. <u>Justification</u>					

* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position. Please complete this form for "New" Classified Staff only. All replacement staff

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[1]   If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the "reason" section of this form.

must be filled per Article I, Section C of the California School Employees Association (CSEA) contract. Requests for staff and administrators will be sent to the Business and Facilities Planning Council. Requests for faculty will be sent to the Academic Planning Council.

Unit Name: _____ECE_____

9. Equipment & Technology Not Covered by Current Budget[2]

List Equipment, Technology, Software or Equipment Repair Needed for Academic Year_2017-2018_____ Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance. Provide the Asset Tag Number(s) for replacement requests. In the Justification, include how the item addresses the department's goals, and if it assists in remaining competitive with comparable institutions (if applicable). Please state if the request impacts Distance Education.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	How many students/Staff/ departments will directly benefit from this equipment/ technology?	Use this link for Annual TCO*				
			Number of years requested	Cost per item	Number Requested	Total Cost of Request	EMP GOALS

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[2]   If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the "reason" section of this form.

1. Materials for in-class group learning activities that simulate the types of work the students will do once hired in the field of ECE. e.g., markers, paper, glue, scissors etc. From Office Depot Justification: Students need an opportunity to produce the types of activities they will use when teaching young children. They also need an opportunity to work in a group environment as this will be the milieu for the professional life. They need to learn how to work with other people in a professional manner and to learn about their own strengths and weaknesses. It also provides opportunities for disproportionally impacted students to engage in community based learning with direct support from the instructor, prior to completing assignments that frequently mirror the in-class activities. Students this semester completed prep-work, or "front-loaded work" in EAR 20 by answering specific questions in the Design a Toy assignment. As a whole the students performed at a low level as individuals, however, when they worked on the extension of the assignment in-class, with these types of materials, and with their teacher and peer cohort as a support system, the outcomes of the assignment was much more significant. In the internship this semester, students that had experienced designing and creating bulletin boards as an in-class activity scored higher than those students that attended from colleges other than Norco, did not do nearly as well, and did not comprehend the assignment as well.	I	All students in ECE and all ECE faculty teaching in IT 209	Every year (at least 4)	Range s from $1-$80	An Office Depot order can be generat ed	Roughly betwee n $600-$800	1, 2, 5
2. **A standing or hanging rack to hold the certificate flyers for ECE – to keep in the classroom.** Justification: Students need extra marketing materials to be visible in the classroom – the stands I see across campus in Admissions and	I	All students in ECE and ECEI program, and all	0	$130	1	$130	1

Records, or in the Student Success Center are also empty of the ECE flyers – If we can keep a stand in the room we can keep it constantly filled. In our classes we instruct our students all the time about our certificates and the state Child Development Permit, having these documents on hand in the classroom at all times will be extremely beneficial. **Something like this.**		faculty in program						
3. **Additional hanging bulletin boards for the IT 209 classroom, but at ground level** Justification: Student's need more experience in creating bulletin boards for use by children – we are running out of space in the current room for multiple classes to utilize the boards for displaying work. The more opportunity students have to put theory into practice the better they will be prepared to work with children. We can also use extra space for displaying current job openings in ECE and updates to ECE related laws, eg., the new immunization law. **http://www.displays2go.com/P-11916/Wood-Framed-Bulletin-Board-with-Natural-Oak-Frame**	I	All Students in ECE	0	$150	6	$900	1	

4. A circle time rug <u>Justification:</u> Students needs to have more experience running a child's circle time lesson plan. I need to have materials in the room to make the students feel as if they are in an actual child development center so they can practice running a circle time. This is still the one area where my students struggle the most in the internship and I think having the actual rug to sit on and practice running the actual center will make a difference. It's not the same when we sit in the adult classroom and "pretend" we are in the child's environment. If we get the lower bulletin boards I can create a space in the classroom that can be constantly revamped as a circle time area – the students can have hands on experience designing the bulletin board, calendar, alphabet line etc. to make the space feel like the area in the classroom.		All ECE and ECEI students	0	$250	1	$250	1

	Something like this							
5. <u>Justification:</u>								

* **Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use). Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).**
** **These requests are sent to the [Business and Facilities Planning Council](#).**

10. Professional or Organizational Development Needs Not Covered by Current Budget*³

List Professional Development Needs. Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance. Examples include local college workshops, state/national conferences. Please state if the request impacts Distance Education.	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
1.Complete the Reading Apprenticeship Faculty 101 introductory 6 week on-line program for both full time faculty in ECE **Justification:** Assessments conducted in EAR 19 and EAR 20 indicate that students need more assistance in being able to decode what they are reading, the ability to analyze texts from a metacognitive perspective, and how to then apply their reading to writing assignments. The full time faculty instructor would like to gain professional development in this area that can then be shared with other members of the ECE discipline. This type of training can then also translate to future on-line courses which will require even more reading competency on the part of the students. The current Norco equity plan indicates that we need to do a better job reaching our students that struggle with basic skills – reading is a basic skill to pass any of my classes and so this training would support many, many students in ECE. ## What You Learn in the program • How to identify and leverage your own expertise reading the texts of your discipline	$750	2	$1500	1.6, 5.5, & 7.1

- How to accelerate students' subject area learning and literacy, simultaneously - How to make metacognitive inquiry a standard classroom practice - How to foster learning dispositions of persistence, problem solving, and collaboration - How to use reading for writing - How to step away from "delivering" content and move students toward independence				
3. Justification				
4. Justification				
5. Justification				
6. Justification				

*It is recommended that you speak with the Faculty Development Coordinator to see if your request can be met with current budget.

** These requests are sent to the Professional Development Committee for review.

11. Student Support Services, Library, and Learning Resource Center (see definition below*) Services needed by your unit over and above what is currently provided by student services at your college. Requests for Books, Periodicals, DVDs, and Databases must include <u>specific</u> titles/authors/ISBNs when applicable. Do not include textbook requests. These needs will be communicated to Student Services at your college[4]

List Student Support Services Needs Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time.	**EMP GOALS**	**Distance Education**
1. National Association for the Education of Young Children journal – YOUNG CHILDREN <u>Justification</u> ECE students need to stay current on new research in the education of young children. NAEYC is our National Organization and guides many of the changes that are made at the state level, in textbooks, and in the profession in general.	1 and 5	yes
2 National Association for the Education of Young Children journal – TEACHING YOUNG CHILDREN (5 issues for $33) <u>Justification</u> ECE students need to stay current on new research in the way in which they should teach young children. Children are exposed to different learning environments and NAEYC stays on top of research into how to best continue to meet the changing needs of our young children.	1 and 5	yes
3. <u>Justification</u>		
4. <u>Justification</u>		
5. <u>Justification</u>		

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[4] If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the "reason" section of this form.

6. Justification		

*Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation.

** These requests are sent to the Student Services Planning Council and the Library Advisory Committee.

Unit Name: _____ECE_____

12. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budget[5]
** For immediate hazards, contact your supervisor **

List Other Needs that do not fit elsewhere. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance. Please state if the request impacts Distance Education.	Annual TCO*			
	Cost per item	**Number Requested**	**Total Cost of Request**	**EMP Goals**
1. Justification				
2. Justification				
3. Justification				
4. Justification				

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[5] If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the "reason" section of this form.

5. Justification				
6. Justification				

These requests are sent to the Business and Facilities Planning Council, but are not ranked. They are further reviewed as funding becomes available.

Norco College – Program Review Committee

Spring 2015

Rubric for Comprehensive Instructional Program Review - Part I only

Discipline: Contact Person:

Reviewer: Average Score:

Area of Assessment	0 No attempt	1 some attempt	2 good attempt	3 outstanding attempt
1. **Trends and status change, prior and next four years identified**	Trends and status change section is blank	Only prior **or** next four years completed, not both		Prior and next four years section completed with clear information in both, or identified as N/A
2. **Retention, success, and efficiency rates have been identified and reflected upon**	No identification or discussion of retention, success, or efficiency data	Limited identification or discussion of retention, success, and efficiency data	Clear identification and discussion of retention, success, and efficiency data	Substantial identification and discussion/interpretation of success, retention and efficiency data
3. **(If Applicable) Specific program/certificate data are included and discussed**	Not addressed	Missing data but attempt was made	Data were present but not discussed	Data were present and commented upon OR No program or certificate
4. **Goals from prior comprehensive identified, activities linked to the goal, progress stated**	No goals from prior comprehensive identified	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or progress stated	Clear statement made regarding goal(s), activities, and progress	Well-defined statement made regarding goal(s), and activities, includes details & reasoning, progress stated in depth

	No attempt / blank	Limited	Clear	Well-defined
5. **Long term goals identified, activities and timeline stated**	No attempt made to identify long term goals, activities, and timeline	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or timeline	Clear statement made regarding goal(s), activities, and timeline	Well-defined statement and justification made regarding goal(s), and activities, includes details & reasoning, suggested timeline
6. **Long term goals aligned to mission and EMP**	No link between the long term goals and the Mission or EMP	Limited attempt to link goals to Mission and EMP	Clear attempt to link goals to Mission and EMP	Well defined connection made between goals and Mission and EMP
7. **Course Outline of Record section is completed**	COR section is blank	COR section is partially completed, missing some courses from catalog		COR section is completed in its entirety – all courses in catalog identified
8. **Linkages made between reasons for resource request and EMP/Strategic Plan Goals (SPG)**	No linkage made between resource requests and EMP/SPG	Limited/generic/basic connection made between resource requests and EMP/SPG	Clear connection made between resource requests and EMP/SPG	Substantial connection made between resource requests and EMP/SPG
Column scores **(If no programs of study are applicable, do not average in points from item #3)**				

Additional comments:

II. Comprehensive Program Review Assessment Update

Purpose –This comprehensive review should provide your unit with an opportunity to reflect and analyze any trends from the assessments you conducted **over the past four years**. Consider it a meta-analysis of your own work. This update is intended to facilitate discussion within your discipline regarding the types of assessments, the range of outcomes you have experienced with regard to increasing student success, and any changes, modifications, or improvements you have made to courses that seem to have supported student learning. It should also provide you with an opportunity to determine a plan of action for assessment for the next four years. Use data stored in TracDat, your Annual Program Reviews, and the Norco Assessment Rotation Plan to help you to complete this review. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcocollege.edu, or Greg Aycock at greg.aycock@norcocollege.edu or talk to your NAC representative.

Please take some time to review assessment from the past four years and answer the following questions.

Section 1: Discipline Evaluation of Assessment Process

a. In the first column please identify each of the courses you assessed **in the past four years**. Then state if the assessments were implemented by an individual faculty (I), or as collaborative group (C). Identify the primary **modes of assessment** (embedded tests, assignments with rubrics, class projects etc.). In the final column, please explain why your discipline uses the modes identified (pedagogical reasoning). Add rows as needed.

Course/Program	Individual (I) Collaborative (C)	Primary Modes of Assessment (Embedded tests, rubrics, projects, etc.)	Pedagogical Reasoning – why does your discipline use these methods for assessment
ECE ADT	I	Survey given in 2012 and 2014	In this situation is for expediency to see if the change in locations for the EAR 30 Practicum class prompted necessary changes to the program. A survey is not generally used as it is the least authentic method for ECE to assess.
19	I	Written assignment	A written assignment enables multiple elements to be assessed at one time; key questions were asked in this assignment assess students competency in addressing specific component to the course.

20	I	Exam with embedded test questions	This method provides a means to assess all SLOs in a single semester and to assess across multiple chapters/areas in the course. It enables the ability to see if information is being generalized across the semester
24	I	Written assignment using a delineated rubric	ECE students complete many written assignments, and using a clear grading rubric enables specific concepts to be graded in a single line-item, which facilitates scoring competency in one or more SLOs in a single assignment
25	I	Mixed methods	All ECE students have to demonstrate the ability to write a lesson plan, design materials, and present the activity in class – this pedagogical approach is best suited to the mixed method
26	I	Project	Students create different kinds of projects in ECE, e.g., binders, PowerPoints, newsletters. We use this approach to prepare them to be competent for the various roles and responsibilities they will have once they enter the field of ECE.
28	I	Written assignment	It is not enough to say you understand theory – you have to be able to explain it in writing
30	I	Survey and written assignments	In this situation is for expediency to see if the change in locations for the EAR 30 Practicum class prompted necessary changes to the program. A survey is not generally used as it is the least authentic method for ECE to assess.

			ECE students complete many written assignments, and using a clear grading rubric enables specific concepts to be graded in a single line-item, which facilitates scoring competency in one or more SLOs in a single assignment
33	I	Mixed methods – redesign a classroom	The students have to complete and observation as part one of the assignment and then redesign the classroom floorplan in a poster format for the second part. ECE is a very practical field and students need to learn how to apply theory in practical ways
34	I	Presentation	Students must become comfortable hearing their own voice, alone in the room. If they are going to become teachers they must get use to this
42	I	Presentation	Students must become comfortable hearing their own voice, alone in the room. If they are going to become teachers they must get use to this
38	I	Project, mixed methods, performance	This particular class requires the candidates to possess a wide range of management level skills, hence the wide range of approaches
40	I	Embedded test questions	In this course the students must understand the Special Education law, this is the best way to test this knowledge
43	1	Project	Students completed a behavioral analysis play – a functional project to demonstrate skills

44	I	Project and mixed methods	Project based learning is one of the ways we teach children in ECE so this is form of professional modeling
45	I	Project and mixed methods	Project based learning is one of the ways we teach children in ECE so this is form of professional modeling
47	I	Project	This assessment included a cyber-fieldtrip; exposing the students to another form of teaching pedagody

b. Please provide an overview of the types of **changes made** (updated test questions, revised PowerPoints, redesigned assignments, new assignments) in a course or a program in response to your assessments. Explain which changes led to either greater student success, or didn't make any impact on student learning (provide reasoned argument as to why you think this occurred). In the final column identify which assessments led to permanent modifications.

Program and/or Course Name	Changes made (Updated test questions, new rubrics, revised assignments, etc.)	Identify if any changes had an impact (positive, negative, or neutral) on student success (provide reasoning)	Permanent modifications made to course in response to assessment Yes or No
19	Additional in-class activities to discuss formal and informal assessment in preparation for assignment – short answer reflection questions. Require observations at higher quality sites	Average score on the assignment went from 70%-86%	Yes
20	Identified topics that needed more clarification were added to PowerPoints and in-class discussions. Students were	Average score on the series of embedded test questions did increase, but more importantly the type of questions that give students the most trouble were identified so	Yes

		further steps can be taken to provide them with support in approaching for example scenario based questions.	
	provided additional recommendations regarding the amount of time needed for completing the tests, strongly emphasized the need to decode the situational questions, e.g., define the words and meaning of the question prior to answering. Practiced decoding questions in-class. PowerPoints were updated		
24	Grading rubric and main lesson planning assignment was modified to correlate more closely to format used in EAR 30 – students were given much more information on the grading rubric regarding expectations	Scores in both EAR 24 and EAR 30 on identified specific line items improved	yes
25	Updated grading rubric with more clearly delineated expectations	Improvement from a 75% average to 86% average	yes
28	Significant modifications made – requirement to observe at specific sites, updates to the clarity and expectations for the assignment overview and grading rubric	Improvement from 80% average to 86%	Yes
33	Assignment was redesigned - broken into parts to aid in the students understanding of the material	Loop closing hasn't yet occurred	n/a

c. Please discuss any external variables that you think might have provided support or deterred from your ability to increase student success in your discipline. Indicate N/A if you determine that no external variables impacted student success. (add rows as needed)

External Variables

Course/Program	External Variables that supported or deterred from increasing student success
ECE	Not having a child development center has meant that we are reliant on external agencies to support our program. We had to try very hard to find our current location and we are very lucky that it is of such high quality. We are dependent on their generosity. To have our own center would mean that we can guide our student's professional development more directly.
ECEI	Not having a full time faculty member in this area means the students have not really been able to form a cohort of support.

d. Please identify any **teaching approaches** (pedagogy) that you perceive to have had a positive impact on your student's ability to engage in the learning process. This might not specifically include elements that have been formally assessed, but rather may reflect on good teaching practices that you deem effective. It might relate to elements such as the way you might have restructured the class (e.g., small group vs. direct lecture), the way in which you disseminate information (e.g., lecture vs. flipped classroom or action based learning). It might include the manner in which you gain feedback from students (journals, or clickers).

Well, to start with it would be everything included in the answer to b., but in addition I think it is the understanding that students just need more time in-call to be shown how to do certain things. For example, how to create a table in word, a newsletter, a PowerPoint. They need to be shown how to use certain on-line resources such as Owl-Purdue and then how to actually cite using APA. Students lack initiative and perseverance. They give up way too easily and need to be pushed to complete their work. I am front-loading assignments for in-class activities to force them to do the expected readings, but to also give them a chance to prepare their ideas. This has been very helpful for my ESL students.

e. On reflection, can you identify any specific **resources**, support, or training that your discipline, department, or the institution might need to provide on-going support for student learning? If so, please explain. Please also identify any trainings or support from NAC that has been helpful or useful in planning or conducting assessment in your unit.
Attending the Reading Apprentice training. We all need to learn how to help students to decode assignments so they know what they are doing.

Section 2: Overview of Completed Assessment from the past four years

Using TracDat, or your Annual Program Reviews from the past four years please fill in the following data **for each courses and program your discipline lists in the Norco College catalog**. Please identify any courses that are in the process of being removed from the catalog. Please list programs first then courses.

Program Name/ Course Number	Total number of initial assessments conducted	Total Number of changes made to courses as a result of assessment	Total number of loop-closing assessments conducted	Total of all assessment activity for each course/program (all columns combined)
ADT ECE	2	Multiple in multiple courses	2	4
ECE	2	Multiple in multiple courses	2	4
ECEI	1	0	0	1
19	2	1	2	5
20	5	1	5	11
24	5	4	5	14
25	2	2	2	6
26	1	0	1	2
28	3	1	3	7
30	3	1	3	7
33	2	2	2	6
34	1	1	1	3
35	0	0	0	0 course discont.
36	1	0	0	Assessed this spring 2017
37	1	0	0	1
38	2	0	2	2
40	1	0	0	1
41	1	0	0	1
42	2	0	2	4
43	1	0	1	2
44	2	0	2	4
45	2	0	2	4
46	1	0	0 assessing spr 2017	1
47	1	0	0	1

Section 3:   Plan for Assessment

This fall the assessment committee will be requiring all disciplines to use a specific format for identifying an assessment rotation plan for their courses and programs. I intend to use this form to track how I will assess ECE. As an overview for what I intend to do it is the following. My plan is to assess my PLOs as I assess my SLOs, but I also intend on changing the PLOs for the program this fall to mirror the current 12 ECE competencies in the state. This alignment will make it much easier to track SLO to PLO assessment as we have already done this work as part of the California Alignment Project. It will make my chart complicated though. Each PLO will be identified across the top of the chart. Each course will be identified with corresponding SLOs down the left side. We are also in the process of hiring a new full time faculty in ECE and so this will alter our current course offerings and so I don't want to finalize this plan until the new hire is onboard so we can work on it together. The current rotation is embedded below. Once all of this take place the plan is to identify when each course will be offered over the next six year rotation cycle, and then identify which SLOs will be assessed each year.   Once the chart is completed we will then be able to determine when to finish the PLO assessment. Not every course aligns to every PLO and so there will come a logical time period in which we can see how well the SLO assessment has supported the PLO. It makes most sense to me to try and assess all SLOs in a single course in a single semester, rather than spread it out over 6 years or potentially over 6 different instructors, each taking a different SLO. We can also use the Practicum (capstone course) to assess on an annual basis a different component part of the PLOs. Here's a visual of how the chart will probably look. Once this map is create we can then redesign it to show what is being assessed on an annual basis.

	PLO 1 Child Development and learning	PLO2 Culture, Diversity, Equity	PLO3 Relationships, interactions, guidance	PLO4 Family and Community Engagement	PLO 5 Dual Language Development	PLO 6 Observation, screening and assessing	PLO 7 Special Needs and Inclusion	PLO 8 Learning Environments and Curriculum	PLO 9	PLO 10	PLO 11	PLO 12
EAR 19												
SLO 1						fall 2017						
SLO 2						fall 2017						
SLO 3						fall 2017						
EAR 20												
SLO 1	Fall 2017					Fall 2017						
SLO 2	Fall 2017											

SLO 3	Fall 2017										
SLO 4	Fall 2017										
SLO 5	Fall 2017										
EAR 24											
SLO 1	Spring 2018										
SLO 2								Spring 2018			
SLO 3								Spring 2018			
SLO 4							Spring 2018				
SLO 5					Spring 2018						

ECE Course Rotation Schedule Revised 4/4/2016

2016-2017 Year 1		2017-2018 Year 2		2018-2019 Year 3	
Day	**Night**	**Day**	**Night**	**Day**	**Night**
Fall 19 20 20 24 28 33	Fall 20 40 (start SPED) 42 25	Fall 19 20 20 24 25 40 42	Fall 20 28 33 (start IT) 43 (SPED)	Fall 19 20 20 28 33 42	Fall 20 24 44 (start Admin) 25
On-line EAR 20 and EAR 26		On-line EAR 20 and 45		On-line 20 and 26	
Win 20 42	Win 24 28	Win 19 28	Win 42 25	Win 24 26	Win 28 45 (ADMIN)
Spr 20 24 25 26 30 (off campus) 34 42	Spr 19 20 28 46 (SPED)	Spr 20 20 25 26 28 30 (off campus) 42	Spr 20 24 47(end SPED) 34 (End IT)	Spr 20 20 24 26 28 30 (off campus) 34	Spr 19 20 38 (end ADMIN) 42
On-line EAR 20		On-line EAR 20		On-line EAR 20	
Sum 25 28	Sum 20 on-line 44 on-line	Sum 20 24	Sum 20 on-line	Sum 25 42	Sum 20 on-line

Required	Required	Required
19 (2x), 20 (8x), 24 (3x), 25 (2x), 26 (2x), 28(4x), 30(1x), 42 (3x)	19(2x), 20 (9x), 24 (3x), 25 (3x), 26 2x), 28 (3x), 30 (1x), 42 (3x)	19(2x), 20 (8x), 24 (3x), 25 (2x), 26 (3x), 28 (3x), 30 (1x), 42 (3x)
Electives	Electives	Electives
33 (1x), 34(1x), 40(1x), 46 (1x),	33 (1x), 34 (1x) 43(1x), 47(1x)	44 (1x), 45 (1x), 38 (1x)
IT=Infant & Toddler classes ADMIN = Administration classes	IT=Infant & Toddler classes ADMIN = Administration classes	IT=Infant & Toddler classes ADMIN = Administration classes
SPED= Early Intervention classes	SPED= Early Intervention classes	SPED= Early Intervention classes

Scoring Rubric for Comprehensive Program Review of Assessment – Part II only

Assessment Unit Name: _____   Average score _____

	0	1	2	3	Comments
Section 1 • **Modes of assessment & reasoning____** • **Changes Made to courses ____** • **Success indicators ____** • **Teaching approaches ____** • **Resources ____**	No attempt made to provide responses to any of the questions (1-4) 0	Answers are extremely limited, e.g., yes, no, none; inconsistent depth in some responses; barely any reflection or insight provided, limited attempt to use assessment to increase *understanding* of student success and learning in the classroom 1	Clear and consistent responses to each question, some indication the discipline has attempted to use discipline based assessment results to increase *understanding* of student success and learning in the classroom 2	Clear and in depth responses to each question, strong indication the discipline has utilized assessment as a tool to increase *understanding* of student success and learning in the classroom, and teacher development 3	
Section 2 • **# of initial, changes made, loop-closing activities for course and program**	Chart is blank 0	Does not include all courses or programs 1		All courses and programs in the discipline are listed on the chart, each box has a number (or a zero to indicate "nothing" or no assessment conducted) 3	
Section 3 **Plan for assessment in the coming 4 years** • **Programs** • **Courses** • **SLOs**	No Plan provided 0	Does not include all Programs ____ Courses ____ SLOs ____ 1		All programs, courses and SLOs are included in assessment plan for the next four years – rotation cycle considered in plan 3	
Column Totals					