

Program Review Metrics

Program Review - Instructional: Early Childhood Education

Retention - Retention Metric

Program Review - Instructional: Early Childhood Education

<i>Observations & Analysis: Discuss any Changes or Significant Trends in the Data</i>	<i>Planned Actions</i>
<p>Reporting Year: 2017 - 2018</p> <p>Observed Trend: No Noticeable Trend</p> <p>Observations & Analysis: Discuss any Changes or Significant Trends in the Data: Norco College Overall Retention has remained steady over the past 5 years, with Lecture face to face class showing the greatest opportunity for retention (87%). Hybrid and online are very close in retention (82.9% and 82% respectively). ECE retention is higher across all modes of instruction. Face to face is extremely high at 90.3%, with Online very close at 88.6%, while hybrids do not do as well at 83.1%. Our overall retention is 90%. Retention is not a concern in ECE at this time.</p> <p>Entered By: Sarah Burnett</p> <p>Date of Observations & Analysis: 04/21/2018</p> <p>Related Documents: EAR Retention 2012-2017</p>	<p>Planned Actions: We will continue to monitor closely which courses do best in the online and hybrid format in order to protect our retention. We will also be sure to offer all EAR courses in a face to face option at least twice in a 2 year period to make sure that students are able to complete. These data also suggest that more EAR courses should be offered in the on-line format, which would also require an increase in overall FTE's provided to ECE to make sure that we don't lose FTF students. (04/21/2018)</p>

Success - Student Success Metric

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<i>Observations & Analysis: Discuss any Changes or Significant Trends in the Data</i>	<i>Planned Actions</i>
<p>Reporting Year: 2017 - 2018</p> <p>Observed Trend: No Noticeable Trend</p> <p>Observations & Analysis: Discuss any Changes or Significant Trends in the Data: Success in ECE remains steady across the board at a 75.6% average, and is higher than the college as a whole at 70.6%. Overall success is highest in face to face classes averaging around 71%. Students in on-line classes are not succeeding at the same rate with an average of 64%, and hybrid classes are doing even worse at 61%. In some pivotal classes, EAR 19, 24 and 30 the expectations have been raised for earning certain letter grades, this is due to the low quality of work witnessed in EAR 30 in the last couple of years.</p> <p>Entered By: Sarah Burnett</p> <p>Date of Observations & Analysis: 04/14/2018</p> <p>Related Documents: ECE Success Data 2017.docx</p>	<p>Planned Actions: We will continue to offer the majority of our classes in the face to face format, but will continue to offer Web-enhancement to introduce students to the on-line environment. We are being very cautious with the number and specific type of on-line classes we offer, and are very careful when we offer a hybrid class. At this point we only offer hybrid if the calendar dictates e.g., 4 holidays in a given semester on the same day of the week. (04/14/2018)</p>

Efficiency - Efficiency Metric

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<i>Observations & Analysis: Discuss any Changes or Significant Trends in the Data</i>	<i>Planned Actions</i>
<p>Reporting Year: 2017 - 2018</p> <p>Observed Trend: Noticeable Trend Down for Some Group(s)</p> <p>Observations & Analysis: Discuss any Changes or Significant Trends in the Data: Efficiency in ECE has diminished since 2012 as the full time faculty member took on the role of the Norco Assessment Coordinator. This reassign time facilitated the need to hire more part time faculty to cover the range of courses offered in the program. The faculty member has now stepped down as the NAC and will be teaching more courses, which will impact efficiency in a positive way. In 2017 an additional full time faculty member was hired and so the data in 2018-19 will show the impact of this hire, with an anticipation that efficiency</p> <p>Entered By: Sarah Burnett</p> <p>Date of Observations & Analysis: 04/14/2018</p> <p>Related Documents: ECE Efficiency Data 2017.docx</p>	<p>Planned Actions: No plans at this time. The full time faculty are both carrying full loads, and one is teaching overload each semester and both are teaching winter and summer so I expect to see the efficiency line continue to go up. (04/14/2018)</p>

Graduates and Certificates - Graduates and Certificates Metric

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<i>Observations & Analysis: Discuss any Changes or Significant Trends in the Data</i>	<i>Planned Actions</i>
<p>Reporting Year: 2017 - 2018</p> <p>Observed Trend: Noticeable Trend Up for Some Group(s)</p> <p>Observations & Analysis: Discuss any Changes or Significant Trends in the Data: All degrees and certificates in ECE are increasing in completion. The ADT and AS degree are probably showing the same students as they are scaffolded degrees that require almost identical courses. The 12 core certificate has definitely increased in completions, which will feed the Associates degrees in the coming years.</p> <p>Entered By: Sarah Burnett</p> <p>Date of Observations & Analysis: 04/14/2018</p> <p>Related Documents: Degrees and Certs in ECE 2012-2018.docx</p>	<p>Planned Actions: To promote the ADT and AS degrees and encourage students to stay enrolled in ECE courses through at least the 31 and 34 unit certificates and the AS/ADT. CSUSB has informed me that some students are transferring without completing EAR 30 at NC and this is a huge problem. Students transfer unprepared to be successful at CSUSB and have to take an equivalent course anyway. We need to find a way to keep them here until they complete the degree. I would like to explore only marketing the AS in ECE with the knowledge that it has the ADT embedded inside of it. This would also encourage students to complete specialization units that are required for the CA CD Permit. (04/14/2018)</p>