



Program Review - Overall Report

2024 - 2027

Instructional: Early Childhood Education

Overall Trends

Please add any relevant documents here.

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 Aligment 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% 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%

Data Review

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

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.

Data Review

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
<input type="checkbox"/> 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
<input type="checkbox"/> Male	3			
African-American	1			
Hispanic	1			
White	1			
<input type="checkbox"/> 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 are 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
<input type="checkbox"/> 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
<input type="checkbox"/> 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

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 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

Data Review

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.

2025 Update

Overall Trends

Please add any relevant documents here.

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

The Child Development and Teacher Preparation Center, located in the premises of Stokoe Elementary Innovative Learning Center, officially opened on February 12, 2024, and following the ribbon-cutting ceremony on March 12th, 2024, attendees were invited to walk through the facility to witness the renovations and experience the new classroom environment. Per our agreement with Alvord Unified School District, in Spring 2024, we offered one of our courses (EAR 25- Diversity in Early Childhood Education). To ease the transition of offering most of our courses at Stokoe, we then offered two courses (EAR 19-Observation and Assessments and EAR 28- Principles and Practices) in the Fall of 2024.

As of now, we are at our center Monday to Thursday using one of the three classrooms at our center. We are teaching four courses (EAR 19 Observation and Assessments, EAR 24 Introduction to Curriculum, EAR 28 Principles and Practices, and EAR 46 Curriculum for Special Needs). It has been a slow transition as our students are getting familiar with our new Child Development and Teacher Preparation Center. We know that this transition presents challenges to our students who may not have reliable transportation as they must go back and forth to Norco College to take their general courses at the main campus. We are doing our best to align our schedule with Norco Campus as well as Stokoe Elementary Innovative Center.

We will continue to offer more courses at Stokoe in the next academic years. Our plan is to have classes on Mondays to Thursday in each classroom. As reported previously, we are only using one of the classrooms in building E. We have two more classrooms, one in building D and building F, for our EDU track. As of now, those classrooms are missing the lecterns and computers. We are

Data Review

requesting to have them install before the semester of Fall 2025 as we will be teaching EDU 1 for the first time in the Fall. With the new courses, we will need more instructional materials/supplies.

We now have a temporary support with managing the center and checking our students in the Raptor System. However, we still need to have a permanent position to support our students so they can use the center every day per our ECE comprehensive plan.

Last year, Dr. Burnett and I attended two conferences, Zero to Three in Long Beach, CA. The other conference, Division for Early Childhood (DEC) in New Orleans. Dr. Burnett attended WestED, Infant Mental Health cohort for consultants. This cohort has been for nine months. I'm part of this cohort currently, expecting to finish by May 2025.

We were able to hire a new faculty member, Professor Amy Blandford in the fall of 2024. She has a laptop and a printer. However, due to the retirement of Dr. Burnett, we need to hire a new faculty member. We are aware that program reviews do not manage the replacements of retired faculty, nevertheless, we will need a computer and printer for Dr. Burnett's replacement.

Professor Blandford and I are eagerly developing a trusting relationship with Alvord Unified School district, especially with Preschool, TK, and Special Education staff at Stokoe. We know that our students will benefit from being at our new center as they will be able to have real life experience as they observe children in real time. Our students will be able to apply their knowledge, develop lesson plans, and interact with children, especially during their practicum. To do this, it will require our faculty members to learn about Conscious Discipline and Classroom Assessment Scoring System (CLASS) and align our teaching and strategies with Stokoe's curriculum and practices. In addition, participation in conferences and workshops are necessary for faculty to keep up with current issues in the ECE field (addressing diversity, equity, inclusion, new updates on brain development, etc.).

We are excited to continue to grow and to help our students succeed in their educational pathway

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?

Student Educational Plan

As of 2023-2024, 720 students are reportedly part of our program. 76.94% don't have an Educational Plan. ECE students continue to show a disconnection with counselors and their guidance through their educational plan. This is clearly seen when we get students enrolled in EAR 19, when clearly, we advise to take the four core units first (EAR 20, EAR 42, EAR 24 and EAR 28) before EAR 19.

One of the things we are doing this semester is providing a chart of our discipline courses in the recommended order that they should be taking those courses. We are hoping this will help them to seek guidance from a counselor and have a better understanding of their career goals and pathways. The chart has been attached to the document repository.

Data Review

Program of Study and Student Educational Plan

This report contains:
 - Most recent program of study for all students enrolled at Norco College annually
 - Student Educational Plan completion annually

Select one or more programs on the left

Source: Colleague Student Information System

Student Educational Plan	2020-21	2021-22	2022-23	2023-24	Total
Abbreviated and Comprehensive Ed Plan	4.18%	5.89%	4.12%	5.00%	4.76%
Abbreviated Ed Plan	7.95%	8.06%	3.84%	2.64%	5.57%
Comprehensive Ed Plan	18.87%	19.53%	15.91%	15.42%	17.38%
No Ed Plan	69.00%	66.51%	76.13%	76.94%	72.28%

Gender by Ethnicity	2020-21	2021-22	2022-23	2023-24
Unreported	1	2	3	4
White	1	1		1
Unreported		1		
Two or More				1
Hispanic			1	2
Asian			1	
African-American			1	
Non-Binary			2	2
Hispanic		2	2	
Male	43	34	56	47
White	5	6	13	7
Unreported	1	1	2	
Two or More	2		1	
Hispanic	26	21	30	32
Asian	6	2	4	3
American Indian		1		1
African-American	3	3	6	4
Female	698	609	668	667
White	144	106	120	117
Unreported	9	6	5	2
Two or More	20	15	18	28
Pacific Islander	1			1
Hispanic	452	402	452	433
Asian	41	47	39	46
American Indian	2		1	1
African-American	29	33	33	39
Total	742	645	729	720

Program of Study:

Variable	Retention	Success
Norco College Total Students: 60,291	Entire College: 88.8% Female (29,427): 88.7% Male (30,959): 87.9%	Entire College: 72.7% Female :71.5% Male: 73.9%
ECE Total Students: 1205 Female: 1078 Male: 103	Entire program: 91.0% Female: 91.1% African American (72): 87.5% Male: 90.3% Hispanic (72): 88.9%	Entire Program 75.3% Female: 74.7% African American (72): 61.6% Hispanic (663): 71.9% Male: 79.6% Hispanic (72):79.2%
Veterans	Female: 95.3% Male: Mask Data	Female: 72.1% Male: Mask Data
Foster Youth	Female: 96.9% Male: Masked Data	Female: 59.4% Male: Masked Data
Disability	Female: 97.1% Male: Masked Data	Female: 58.8% Male: Masked Data

Overall Analysis and Equity Gaps to be Addressed Females and Males

We continue to acknowledge that there are areas for growth. In our female population, even though our overall average is 91.0% retention and 75.3% success, our African Americans are 87.5% and 61.6 in their success. Hispanic males are 88.9% and 79.2% respectively in their success. These data indicate areas for further analysis and determination of ways to increase success in the identified groups.

Data Review

Veterans

In our Veteran population, we see that they are doing really well in retention with Females the rate for retention is 95.3% and success 72.1%. We don't have a clear data for males since data is masked. These data indicate areas for further analysis and determination of ways to increase success in the identified groups

Foster Youth

The female foster youth retention is at 96.9%, we do not have any data for male students. The success rate, though, is 50.4%. 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 80%, with a 74.7% success rate. We don't currently have any male data as data is masked.

Awards:


Certificates

As indicated previously in our 2024-2027 comprehensive review, the data doesn't distinguish between the four certificates we have in our discipline:

- 1) 6 unit certificate
- 2) 12 unit certificate
- 3) 31 unit certificate
- 4) 33 unit certificate

It would be extremely beneficial to our program to be able to determine the students' career pathway based on the certificates they are obtaining. We don't get any data supporting if they are obtaining a CD, ADT or AS degree.

Description: No Description



Program Awards

- Program awards by Gender and Ethnicity
- Select one or multiple programs
- Source: Chancellor's Office MIS files

Program Title	Degrees							Certificates						
	Gender x Ethnicity	20	20-21	21-22	22-23	23-24	Total	Gender x Ethnicity	-20	20-21	21-22	22-23	23-24	Total
<input checked="" type="checkbox"/> Child and Adolescent De...	Female	54	73	82	58	60	327	Female	18	12	15	11	8	64
<input type="checkbox"/> Commercial Music	American Indian or Alaska Native		1				1	Asian	4	1	5	2	1	13
<input type="checkbox"/> Communication Studies	Asian	3	2	7	5	9	26	Black or African American						2
<input type="checkbox"/> Communication Studies ...	Black or African American		3	1	2	4	10	Hispanic/Latino	11	8	10	7	3	39
<input type="checkbox"/> Communication, Media ...	Hispanic/Latino	37	47	61	36	38	219	Two or More Races	1	1				2
<input type="checkbox"/> Computer Numerical Co...	Two or More Races	1	1	2			4	White	2	2		2	2	8
<input type="checkbox"/> Computer Programming	White	13	19	11	15	9	67	Total	18	12	15	11	8	64
<input type="checkbox"/> Computer Science	Male	2	3	2	2	2	11	Asian			1			1
<input type="checkbox"/> Construction Managem...	Asian				1		1	Hispanic/Latino	2	1	1		2	6
<input type="checkbox"/> Construction Technology	Hispanic/Latino		2	1	1		4	Two or More Races						1
<input type="checkbox"/> Crime Scene Investigati...	Two or More Races					1	1	White		2		1		3
<input type="checkbox"/> Desktop Publishing	White			2		1	3	Total	56	76	84	60	62	338
<input type="checkbox"/> Digital Electronics	Total	56	76	84	60	62	338							
<input type="checkbox"/> Digital Electronics														
<input type="checkbox"/> Drafting Technology														
<input checked="" type="checkbox"/> Early Childhood Educati...														
<input checked="" type="checkbox"/> Early Childhood Interven...														
<input type="checkbox"/> Electrical														
<input type="checkbox"/> Electrician														
<input type="checkbox"/> Electrician Apprenticeship														
<input type="checkbox"/> Electronics Technology														
<input type="checkbox"/> Engineering Technology														
<input type="checkbox"/> English														
<input type="checkbox"/> Enterprise Communication														
<input type="checkbox"/> Financial Literacy														
<input type="checkbox"/> Fine & Applied Arts														

Early Childhood Intervention Assistant (ECIA)

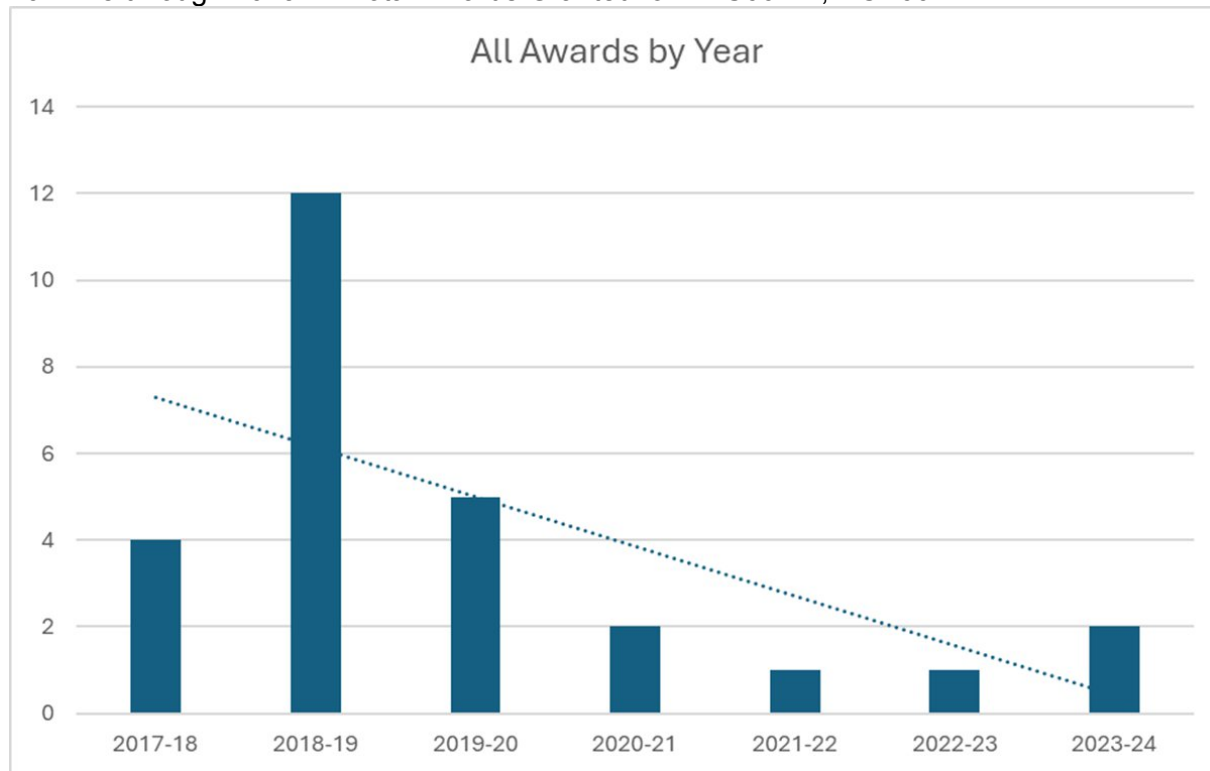
The Early Childhood Intervention Assistant program had a slight rise in student enrollment in the last two years. We had to cancel some classes due to low enrollment. If a course that a student needs to graduate is cancelled, they may need to take it later, potentially delaying their graduation. Some

Data Review

students have reported during office hours with faculty their counselors didn't inform them about this program of study.

Awards

2017-18 through 2023-24 Total Awards Granted for NAS601/B, NCE601



Detail by award type

Acad Year	Award Type	Awards
2017-18	Cert > 18	2
2017-18	RCCD GE (A)	2
2018-19	Cert > 18	8
2018-19	CSUGE (B)	2
2018-19	RCCD GE (A)	2
2019-20	Cert > 18	3
2019-20	RCCD GE (A)	2
2020-21	Cert > 18	1
2020-21	RCCD GE (A)	1
2021-22	RCCD GE (A)	1
2022-23	Cert > 18	1
2023-24	Cert > 18	1
2023-24	CSUGE (B)	1

Program of Study Trends

Data Review

Students are duplicated across years and programs (example- same student can show up across multiple years and can be in both the degree and certificate path if both programs are active)

Growth in majors in 2023-24 may have an impact on program awards within a few years.

Year	NAS601	NAS601B	NAS601C	NCE601
2018-19	5	1		3
2019-20	9	2		2
2020-21	10	1	1	4
2021-22	13	1	1	6
2022-23	9	2	1	7
2023-24	28	5	1	17
2024-25	25	3	3	8
Grand Total	99	15	7	47

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?

To effectively advertise the Early Intervention Assistant program, we need to focus on online platforms, local partnerships, and targeted messaging to reach students across the district. As of now, Norco College has been the only college to offer EAR 41 practicum. RCC and MV have not offered this course in the last year. RCC and MV students are not made aware that we offer this course. If we can reach out to them, perhaps we will increase our student enrollment.

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- same plan as last year

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

Data Review

Please add any relevant documents here.

2026 Update

Overall Trends

Please add any relevant documents here.

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

The Child Development and Teacher Preparation Center, located in the premises of Stokoe Elementary Innovative Learning Center, officially opened on February 12, 2024, and following the ribbon-cutting ceremony on March 12th, 2024, attendees were invited to walk through the facility to witness the renovations and experience the new classroom environment. Per our agreement with Alvord Unified School District, in Spring 2024, we offered one of our courses (EAR 25- Diversity in Early Childhood Education). To ease the transition of offering most of our courses at Stokoe, we then offered two courses (EAR 19-Observation and Assessments and EAR 28-Principles and Practices).

We have been at our Child Development and Teacher Preparation Center Monday to Thursday for the 2025-2026 academic year, teaching EAR 19 Observation and Assessments, EAR 24 Introduction to Curriculum, EAR 28 Principles and Practices, EAR 30 Practicum in ECE, EAR 41 Internship in Early Intervention/Special Education, and EAR 46 Curriculum for Special Needs showing an increase in course offerings from last academic year. It has been a slow transition as our students are getting familiar with our new Child Development and Teacher Preparation Center. We know that this transition presents challenges to our students who may not have reliable transportation as they must go back and forth to Norco College to take their general courses at the main campus. We are doing our best to align our schedule with Norco Campus as well as Stokoe Elementary Innovative Center.

We will continue to offer more courses at Stokoe in the next academic years. Our plan is to have classes on Monday to Thursday in each classroom. As of now, we are using two of the classrooms, one in building E, room E102, and in building D, room D10. We have installed a third lectern in building F, room F119. We are working on offering EAR 200 Early Childhood Work Experience for the first time in the Fall of 2026. In addition, we are seeking to adapt a new ADT pathway, Associate in Arts in Elementary Teacher Education, which will be developed during the 2026/2027 school year. With the new courses, we will need more instructional materials/supplies.

In addition, offering EAR 30 Practicum in Early Childhood Education, EAR 41 Internship in Early Intervention, and EDU1 Introduction to Elementary Classroom Teaching requires students to get fingerprinted/live scan. This challenge is unique for our Norco College students since have an MOU with Alvord Unified School District requesting fingerprinting when students enter the practicum. Our sister colleges, RCC and MV, don't have this requirement. We are finding that other districts such as Corona/Norco School District have similar policies for practicum students. We will need to have funds to support our students to go through the live scan process each semester.

We are finding a challenge as we are depending on Riverside Community District HR department to process students' live scan results. We have experienced delays in clearance. HR seems to be overseeing other programs and providing clearance is adding to their already responsibilities. We have had students not entering their practicum on time and risking their successful completion of 108 lab hours. We were told we cannot house clearance results in our department. If we have access to clearance it will create a faster and efficient pathway for our students to be at their practicum site on time. We need to find alternative ways to process live scan clearance.

Data Review

We now have a full-time permanent front office support staff member managing the center and checking our students in the Raptor System. The permanent office support staff member has been vital in supporting our students and faculty enabling students to use the center every day per our ECE comprehensive plan. Although we have now the support to the front office, we are finding a need to add either a buzzer or doorbell in case no one is in the front to open the door for our students. Faculty offices are in the back and we cannot if someone is at the door.

In the fall of 2025, Dr. Blandford and I attended the Zero to Three Conference in Baltimore, Maryland. I completed the WestED, Infant Mental Health cohort for consultants, and met our program review goal from 2024/2025.

We were able to hire a new faculty member, Dr. Tiesha Stewart, in the fall of 2025, this new faculty member replaced Dr. Burnett. She has a laptop and a printer. With the hiring of new faculty, it has opened up space to run EAR 30. EAR 30 is a lab class, which requires the faculty to conduct site visits with our partner preschools (State Preschool and Head Start) in the Alvord School District. As we continue to offer both practicums, EAR 30 and EAR 41, faculty will need to travel to different sites within the District. Faculty will need light and compact tablets, easy to carry between classrooms to access, edit, and share resources from the sites. The Surface Pro tables will allow the faculty to complete site documentation and data.

Professor Blandford, Professor Stewart, and I are eagerly continuing to develop a trusting relationship with Alvord Unified School District, especially with Preschool, TK, Head Start, and Special Education staff at Stokoe. Currently, we have monthly meetings with Alvord administration and Norco faculty. Our faculty and students are experiencing the benefits of being at our new center, enabling them to have a real-life experience as they observe children in real time. Our students will be able to apply their knowledge, develop lesson plans, and interact with children, especially during their practicum. We are excited to continue moving forward with our long-term plans for our Stokoe site. In 2026/2027 it is essential to expand our mock room experience into the second phase, by utilizing the second mock room in building D, room D118. Funds for instructional supplies will be requested through Perkins.

In spring 2026, we successfully hosted a two-day Conscious Discipline training, including Stokoe Elementary teachers, administration, MVC faculty and MVC lab school teaching staff, Early Intervention Specialists, after-school staff, Norco College child development students in attendance. The Conscious Discipline conference created an exciting partnership with the Stokoe teaching staff and administration. We plan to continue building relationships with Stokoe faculty and other community partners as well.

We are excited to continue to grow and to help our students succeed in their educational pathway.

In addition, continuing participating in conferences and workshops is necessary for faculty to keep up with current issues in the ECE field (addressing diversity, equity, inclusion, new updates on brain development, etc.). We will be requesting funds through Perkins for faculty conferences and workshops during the next 2026/2027 academic year.

We are excited to continue to grow and to help our students succeed in their educational pathway.

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?
Student Educational Plan

As of 2024/2025, 1461 students are part of our program. Based on data, 73% do not have an Educational Plan. ECE students continue to show a disconnection with counselors and their guidance through their educational plan. This is clearly seen when we get students enrolled in EAR 19, when clearly, we advise taking the four core units first (EAR 20, EAR 42, EAR 24, and EAR 28) before EAR 19.

The connection and communication with the counselors are essential to building our program at the Stokoe Child Development and Teacher Preparation Center since we continue to expand offering more courses at this site.

One of the things we are doing this semester is providing a crosswalk of our discipline courses and the California Child Development Permit matrix, in the recommended order that they should be taking those courses. We are hoping this will help them to seek guidance from a counselor and have a better understanding of their career goals and pathways.

Count of StudentID

BY ANNUAL, GENDER BY ETHNICITY, STD10

Gender by Ethnicity	2021-22	2022-23	2023-24	2024-25
Female	489	511	511	581
African-American	26	28	31	37
American Indian				1
Asian	40	28	34	27
Hispanic	322	350	330	382
Pacific Islander			1	2
Two or More	11	13	22	27
Unreported	5	5	2	2
White	85	87	91	103
Male	24	43	30	77
African-American	3	4	3	13
American Indian	1			
Asian	1	4	2	3
Hispanic	15	22	19	35
Two or More		1		4
Unreported	1	2		
White	3	10	6	22
Non-Binary		2	1	2
Hispanic		2	1	1
White				1
Unreported	1	3	4	4
African-American		1		
Asian		1		1
Hispanic		1	2	1
Two or More			1	1
White	1		1	1
Total	514	559	546	664

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Data Review

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Program of Study and Ed Plan

Data as of 11/20/25, 2:20 PM

Filtered by **ProgramofStudy** (is Early Childhood Education, Early Childhood Education School Age, Early Childhood Education: Assistant Teacher, Early Childhood Education: Associate Teacher, Early Childhood Education: Twelve Core Units, Early Childhood Intervention, or Early Childhood Intervention Assistant)

Program of Study Norco College Retention and Success Rate

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	29,642	26,817	90.5%	0	39
African American	1,843	1,632	88.6%	1	38
Asian	3,377	3,149	93.2%	0	0
Hispanic	17,950	16,179	90.1%	0	103
Native American	67	60	89.6%	0	1
Pacific Islander	74	68	91.9%	0	0
White	4,711	4,256	90.3%	0	10
Two or More	1,390	1,257	90.4%	0	2
Unknown	230	216	93.9%	0	0
Male	30,323	27,476	90.6%	0	0
African American	1,868	1,635	87.5%	1	58
Asian	3,562	3,342	93.8%	0	0
Hispanic	17,341	15,743	90.8%	0	0
Native American	117	111	94.9%	0	0
Pacific Islander	129	120	93.0%	0	0
White	5,311	4,756	89.5%	0	58
Two or More	1,225	1,114	90.9%	0	0
Unknown	770	655	85.1%	1	43
Non-Binary	673	590	87.7%	1	20
African American	48	45	93.8%	0	0
Asian	55	46	83.6%	0	4
Hispanic	362	321	88.7%	0	7
Native American	Masked Data			0	
White	148	126	85.1%	0	9
Two or More	52	45	86.5%	0	3
Unknown	Masked Data			0	
Unknown	381	361	94.8%	0	0
African American	17	17	100.0%	0	0
Total	61,019	55,244	90.5%	0	0

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Data Review

department-level disaggregated success data

Data as of 11/26/25, 10:16 AM

Filtered by **ay** (is 2024-25), **CollegeName** (is NC), **inst_meth2** (is Hybrid, Non-Online, or Online), **Term** (is Summer 2024, Fall 2024, Winter 2025, or Spring 2025).

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	29,642	21,861	73.8%	0	487
African American	1,843	1,263	68.5%	1	116
Asian	3,377	2,868	84.9%	0	0
Hispanic	17,950	12,891	71.8%	1	707
Native American	67	41	61.2%	1	9
Pacific Islander	74	59	79.7%	0	0
White	4,711	3,495	74.2%	0	21
Two or More	1,390	1,055	75.9%	0	0
Unknown	230	189	82.2%	0	0
Male	30,323	22,833	75.3%	0	0
African American	1,868	1,229	65.8%	1	170
Asian	3,562	2,999	84.2%	0	0
Hispanic	17,341	13,154	75.9%	0	0
Native American	117	95	81.2%	0	0
Pacific Islander	129	96	74.4%	0	1
White	5,311	3,779	71.2%	1	201
Two or More	1,225	918	74.9%	0	0
Unknown	770	563	73.1%	0	12
Non-Binary	673	513	76.2%	0	0
African American	48	36	75.0%	0	0
Asian	55	41	74.5%	0	1
Hispanic	362	284	78.5%	0	0
Native American	Masked Data			0	
Two or More	140	100	71.4%	0	0
Total	61,019	45,517	74.6%	0	0

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department-level disaggregated success data

Data as of 11/26/25, 10:16 AM

Filtered by **ay** (is 2024-25), **CollegeName** (is NC), **inst_meth2** (is Hybrid, Non-Online, or Online), **Term** (is Summer 2024, Fall 2024, Winter 2025, or Spring 2025).

Data Review

Early Childhood Education Discipline Retention and Success

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	1,275	1,136	89.1%	0	23
African American	78	70	89.7%	0	0
Asian	96	92	95.8%	0	0
Hispanic	784	689	87.9%	1	25
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	246	223	90.7%	0	0
Two or More	63	54	85.7%	0	3
Unknown	Masked Data			0	
Male	166	151	91.0%	0	0
African American	17	16	94.1%	0	0
Asian	12	12	100.0%	0	0
Hispanic	89	80	89.9%	0	0
Native American				0	
Pacific Islander	Masked Data			0	
White	31	28	90.3%	0	0
Two or More	Masked Data			0	
Unknown	11	10	90.9%	0	0
Non-Binary	13	12	92.3%	0	0
African American	Masked Data			0	
Asian				0	
Hispanic	Masked Data			0	
White				0	
Two or More	Masked Data			0	
Unknown	Masked Data			0	
African American				0	
Asian				0	
Total	1,461	1,305	89.3%	0	0

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department-level disaggregated success data

Data as of 11/26/25, 10:16 AM

Filtered by **ay** (is 2024-25), **disc** (is EAR), **CollegeName** (is NC), **inst_meth2** (is Hybrid, Non-Online, or Online), **Term** (is Summer 2024, Fall 2024, Winter 2025, or Spring 2025),

Data Review

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	1,275	889	69.7%	0	0
African American	78	45	57.7%	1	10
Asian	96	85	88.5%	0	0
Hispanic	784	530	67.6%	1	26
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	246	176	71.5%	0	0
Two or More	63	48	76.2%	0	0
Unknown	Masked Data			0	
Male	166	106	63.9%	0	10
African American	17	8	47.1%	0	4
Asian	12	12	100.0%	0	0
Hispanic	89	63	70.8%	0	0
Native American				0	
Pacific Islander	Masked Data			0	
White	31	12	38.7%	1	10
Two or More	Masked Data			0	
Unknown	11	9	81.8%	0	0
Non-Binary	13	10	76.9%	0	0
African American	Masked Data			0	
Asian				0	
Hispanic	Masked Data			0	
White				0	
Total	1,461	1,010	69.1%	0	0

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department-level disaggregated success data

Data as of 11/26/25, 10:16 AM

Filtered by **ay** (is 2024-25), **disc** (is EAR), **CollegeName** (is NC), **inst_meth2** (is Hybrid, Non-Online, or Online), **Term** (is Summer 2024, Fall 2024, Winter 2025, or Spring 2025).

Overall Analysis and Equity Gap to be Addressed

We have noticed a decrease in retention and success among our students from last 2023-2024 to 2024-2025 academic year. Hispanic female students in 2023-2024 have a retention percentage of 90% and success rate of 71.9%. The academic year of 2024-2025 indicates a retention percentage of 87.9% and success rate of 67.6%.

Data Review

Overall, African-American students continue to show a low percentage of retention and success. African-American female students have a higher retention percentage this year (89.7%) in comparison from last year of 87.5%.

Success rate has decreased this year from 61.1% to 57.7%.

African-American male students' data from last year was not available. This year data shows 17 students enrolled, with a 94.1% retention. Success rate shows a significant concern- 47.1%.

These data indicate areas for further analysis and determination of ways to increase success in the identified groups.

Veterans

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	55	49	89.1%	1	6
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	37	34	91.9%	0	0
Native American				0	
White	Masked Data			0	
Two or More	Masked Data			0	
Unknown				0	
Male	Masked Data			0	
African American	Masked Data			0	
Asian				0	
Hispanic	Masked Data			0	
Native American				0	
White	Masked Data			0	
Two or More	Masked Data			0	
Total	64	58	90.6%	0	0

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department-level disaggregated success data

Data as of 11/26/25, 10:16 AM

Filtered by **ay** (is 2024-25), **disc** (is EAR), **CollegeName** (is NC), **inst_meth2** (is Hybrid, Non-Online, or

Data Review

Online), **Term** (is Summer 2024, Fall 2024, Winter 2025, or Spring 2025), **vet** (is Yes),

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	55	40	72.7%	0	3
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	37	33	89.2%	0	0
Native American				0	
White	Masked Data			0	
Two or More	Masked Data			0	
Unknown				0	
Male	Masked Data			0	
African American	Masked Data			0	
Asian				0	
Hispanic	Masked Data			0	
Native American				0	
White	Masked Data			0	
Two or More	Masked Data			0	
Total	64	47	73.4%	0	0

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department-level disaggregated success data

Data as of 11/26/25, 10:16 AM

Filtered by **ay** (is 2024-25), **disc** (is EAR), **CollegeName** (is NC), **inst_meth2** (is Hybrid, Non-Online, or Online), **Term** (is Summer 2024, Fall 2024, Winter 2025, or Spring 2025), **vet** (is Yes), **ay** (is 2020-21, 2021-22, 2022-23, 2023-24, or 2024-25)

Data Review

Foster Youth

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	53	51	96.2%	0	2
African American	Masked Data			0	
Hispanic	38	37	97.4%	0	0
White	11	11	100.0%	0	0
Two or More	Masked Data			0	
Male	Masked Data			0	
African American				0	
Hispanic	Masked Data			0	
Two or More				0	
Non-Binary	Masked Data			0	
Hispanic	Masked Data			0	
Total	56	54	96.4%	0	0

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department-level disaggregated success data

Data as of 11/26/25, 10:16 AM

Filtered by **ay** (is 2024-25), **disc** (is EAR), **CollegeName** (is NC), **inst_meth2** (is Hybrid, Non-Online, or Online), **Term** (is Summer 2024, Fall 2024, Winter 2025, or Spring 2025), **foster** (is Yes),

Data Review

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	53	33	62.3%	1	20
African American	Masked Data			0	
Hispanic	38	24	63.2%	0	2
White	11	6	54.5%	0	2
Two or More	Masked Data			0	
Male	Masked Data			0	
African American				0	
Hispanic	Masked Data			0	
Two or More				0	
Non-Binary	Masked Data			0	
Hispanic	Masked Data			0	
Total	56	36	64.3%	0	0

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department-level disaggregated success data

Data as of 11/26/25, 10:16 AM

Filtered by **ay** (is 2024-25), **disc** (is EAR), **CollegeName** (is NC), **inst_meth2** (is Hybrid, Non-Online, or Online), **Term** (is Summer 2024, Fall 2024, Winter 2025, or Spring 2025), **foster** (is Yes), **ay** (is 2020-21, 2021-22, 2022-23, 2023-24, or 2024-25)

Disability

Data Review

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	110	101	91.8%	1	9
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	71	64	90.1%	0	5
Native American				0	
Pacific Islander				0	
White	35	34	97.1%	0	0
Two or More				0	
Male	Masked Data			0	
African American				0	
Asian				0	
Hispanic	Masked Data			0	
White	Masked Data			0	
Two or More				0	
Non-Binary	Masked Data			0	
African American	Masked Data			0	
Hispanic	Masked Data			0	
White				0	
Unknown	Masked Data			0	
Hispanic				0	
Two or More	Masked Data			0	
Total	122	113	92.6%	0	0

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department-level disaggregated success data

Data as of 11/26/25, 10:16 AM

Filtered by **ay** (is 2024-25), **disc** (is EAR), **CollegeName** (is NC), **inst_meth2** (is Hybrid, Non-Online, or Online), **Term** (is Summer 2024, Fall 2024, Winter 2025, or Spring 2025), **disability** (is Yes), **ay** (is 2020-21, 2021-22, 2022-23, 2023-24, or 2024-25)

Data Review

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	110	92	83.6%	1	9
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	71	55	77.5%	1	12
Native American				0	
Pacific Islander				0	
White	35	34	97.1%	0	0
Two or More				0	
Male	Masked Data			0	
African American				0	
Asian				0	
Hispanic	Masked Data			0	
White	Masked Data			0	
Two or More				0	
Non-Binary	Masked Data			0	
African American	Masked Data			0	
Hispanic	Masked Data			0	
White				0	
Unknown	Masked Data			0	
Hispanic				0	
Two or More	Masked Data			0	
Total	122	103	84.4%	0	0

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department-level disaggregated success data

Data as of 11/26/25, 10:16 AM

Filtered by **ay** (is 2024-25), **disc** (is EAR), **CollegeName** (is NC), **inst_meth2** (is Hybrid, Non-Online, or Online), **Term** (is Summer 2024, Fall 2024, Winter 2025, or Spring 2025), **disability** (is Yes), **ay** (is 2020-21, 2021-22, 2022-23, 2023-24, or 2024-25)

Overall Analysis and Equity Gap to be Addressed

Data indicate areas for further analysis and determination of ways to increase success in the identified group.

Dual and Concurrent Enrollment

		Enrollment	Retention	Success	
Early Childhood Education- Norco College Special Admit K12					
	Fall 23	EAR-20	40	82.5%	72.5%
		EAR-24	1	0.0%	0.0%
		EAR-28	1	100.0%	100.0%
		EAR-42	25	84.0%	84.0%
EAR-47		1	100.0%	100.0%	
Term overall		68	82.4%	76.5%	
Winter 24	EAR-20	7	100.0%	100.0%	
	Term overall	7	100.0%	100.0%	
Spring 24	EAR-20	37	89.2%	75.7%	
	EAR-24	1	0.0%	0.0%	
	EAR-26	1	0.0%	0.0%	
	EAR-28	1	100.0%	100.0%	
	EAR-	1	100.0%	100.0%	

Data Review

	33			
	EAR-42	56	87.5%	75.0%
	Term overall	97	86.6%	74.2%
Summer 24	EAR-28	1	100.0%	100.0%
	Term overall	1	100.0%	100.0%
Fall 24	EAR-20	6	100.0%	100.0%
	EAR-24	2	100.0%	100.0%
	EAR-42	2	100.0%	100.0%
	EAR-47	1	100.0%	100.0%
	Term overall	11	100.0%	100.0%
Summer 25	EAR-20	1	100.0%	100.0%
	Term overall	1	100.0%	100.0%
Spring 25	EAR-20	56	73.2%	69.6%
	EAR-28	2	100.0%	100.0%
	EAR-42	26	88.5%	73.1%
	Term overall	84	78.6%	71.4%
Overall	EAR-20	147	82.3%	74.8%
	EAR-24	4	50.0%	50.0%

Data Review

	EAR-26	1	0.0%	0.0%
	EAR-28	5	100.0%	100.0%
	EAR-33	1	100.0%	100.0%
	EAR-42	109	87.2%	77.1%
	EAR-47	2	100.0%	100.0%
	Overall	269	84.0%	75.8%
Source: Chancellor's Office MIS referentials				
Limited to sb15=Y (Special Admit) and sb11=10000 (Special admit k12)				

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?

We have observed a decrease in the number of Hispanic students enrolling in face-to-face courses. We can assume that the current political climate and ICE presence have affected our Hispanic students, creating anxiety and fear about attending face-to-face classes.

Our experience with Hispanic students seeking help with completion of assignments shows that Hispanic students often prefer to talk to professors before, during or after class. A lower success rate could be a result of Hispanic students mainly taking online courses. In addition, English language learners need additional support. As of now, we don't have a tutor dedicated to assisting our ECE students.

Identifying an ECE tutor will benefit all students. Our discipline requires students to know APA style as they are required to do research and write assignments using APA.

Faculty meets monthly to discuss possible solutions and strategies to help our African-American students and Students with disabilities to complete and be successful in all of our courses.

We are continuing to explore on how to attract more male students to enroll in our discipline.

Regarding the Early Intervention Assitant program, we still need to focus on online platforms, local partnerships, and targeted messaging to reach students across the district. As of now, Norco College has been the only college to offer EAR 41 practicum. RCC and MV have not offered this course in the last year. RCC and MV students are not made aware that we offer this course. If we can reach out to them, perhaps we will increase our student enrollment to avoid canceling courses.

Data Review

We are building strong relationships with our community partners to create a clear pathway for students—from meaningful field experience to potential employment.

Please add any relevant documents here.

Program/Unit Goals

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): *undefined*

- **2025 Objective 2.1 - KPI 4 (Academic Affairs):** Increase number of degrees completed by 15% annually (✓)
- **2025 Objective 2.2 - KPI 5 (Academic Affairs):** Increase number of certificates completely by 15% annually (✓)
- **2025 Objective 2.4 - KPI 6 (Student Services):** Increase number of transfers 15% annually (✓)
- **2025 Objective 3.1 - KPI 8 (Student Services):** Reduce the equity gap for African American students by 40% (✓)
- **2025 Objective 3.2 - KPI 9 (Student Services):** Reduce the equity gap for Latinx students by 40% (✓)
- **2025 Objective 5.1 - KPI 13 (Student Services):** Increase the median annual earnings of all students (✓)
- **2025 Objective 5.2 - KPI 14 (Academic Affairs):** Increase percent of CTE students employed in their field of study by 3% annually (✓)
- **2025 Objective 5.3 - KPI 15 (Student Services):** Increase percent of all students who attain a livable wage by 5% annually (✓)
- **2025 Objective 6.2 (Planning and Development):** Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations (✓)
- **2025 Objective 6.5 (Office of the President):** Position the college's image and reputation as a leading academic institution in the region (✓)
- **2025 Objective 7.1 (Academic Senate):** Develop comprehensive breadth of academic programs (✓)
- **2025 Objective 7.2 (Academic Senate):** Develop Career & Technical Education programs and industry credentials related to regional needs (✓)
- **2025 Objective 7.5 (Academic Senate):** Add capacity to existing disciplines with a demonstrated need (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 5: Workforce and Economic Development:** Reduce working poverty and the skills gap (✓)
- **2030 Goal 6: (Community Partnerships) :** Pursue, develop, & sustain collaborative partnerships (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

Program/Unit Goals

Progress and Evidence

Evidence Date

03/14/2025

What progress have you made toward this goal?

How do you measure your progress?

Discuss your evidence/results.

Please provide any assessment data or other evidence that supports this Program/Unit Goal.

Due to Alvord Unified School District and Riverside County of Education delays on authorizing the MOU's we are not able to offer EAR 30 in the Fall of 2025. As of now, we are planning to offer EAR 41 in the Fall at our site in Ontario, a head start program from San Bernardino Preschool Services.

A meeting with Alvord Unified School District will be schedule to continue with our conversation and hopefully we will be cleared to offer EAR 30 in Spring 2026.

Is there a resource request associated with this Goal?

No

If yes, please provide a short description.

Please add any relevant documents here.

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): undefined

- **2025 Objective 2.2 - KPI 5 (Academic Affairs):** Increase number of certificates completely by 15% annually (✓)
- **2025 Objective 5.2 - KPI 14 (Academic Affairs):** Increase percent of CTE students employed in their field of study by 3% annually (✓)
- **2025 Objective 5.3 - KPI 15 (Student Services):** Increase percent of all students who attain a livable wage by 5% annually (✓)
- **2025 Objective 6.7 (Planning and Development):** Help establish a distinct regional identity, organization, and communication amongst our local communities (✓)
- **2025 Objective 7.1 (Academic Senate):** Develop comprehensive breadth of academic programs (✓)
- **2025 Objective 7.2 (Academic Senate):** Develop Career & Technical Education programs and industry

Program/Unit Goals

credentials related to regional needs (✓)

- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

Progress and Evidence

Evidence Date

03/14/2025

What progress have you made toward this goal?

How do you measure your progress?

Discuss your evidence/results.

Please provide any assessment data or other evidence that supports this Program/Unit Goal.

We are continuing doing some additional research. Currently, I'm attending a 9 month training by WestED for Infant Mental Health Consultation with the expectation that this training will provide more valuable information before we can launch this new certificate.

Is there a resource request associated with this Goal?

No

If yes, please provide a short description.

Please add any relevant documents here.

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): *undefined*

- **2025 Objective 2.2 - KPI 5 (Academic Affairs):** Increase number of certificates completely by 15% annually (✓)
- **2025 Objective 5.2 - KPI 14 (Academic Affairs):** Increase percent of CTE students employed in their field of study by 3% annually (✓)
- **2025 Objective 5.3 - KPI 15 (Student Services):** Increase percent of all students who attain a livable wage by 5% annually (✓)
- **2025 Objective 6.7 (Planning and Development):** Help establish a distinct regional identity, organization, and communication amongst our local communities (✓)

Program/Unit Goals

- **2025 Objective 7.1 (Academic Senate):** Develop comprehensive breadth of academic programs (✓)
- **2025 Objective 7.2 (Academic Senate):** Develop Career & Technical Education programs and industry credentials related to regional needs (✓)
- **2025 Objective 7.5 (Academic Senate):** Add capacity to existing disciplines with a demonstrated need (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

Progress and Evidence

Evidence Date

03/14/2025

What progress have you made toward this goal?

How do you measure your progress?

Discuss your evidence/results.

Please provide any assessment data or other evidence that supports this Program/Unit Goal.

On September 1st, 2024 we submitted a request to the Curriculum committee to include EDU1 in the Norco Catalog.

ECE wants to start offering EDU1 - an introductory course to teaching in the elementary school setting. It is already taught at RCC and MVC and is a prerequisite course for transfer into a teacher prep program at most 4 year colleges.

Curriculum approved, we are now scheduled to offer EDU 1 at Stokoe starting Fall 2025.

Is there a resource request associated with this Goal?

No

If yes, please provide a short description.

Please add any relevant documents here.

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): *undefined*

- **2025 Objective 2.2 - KPI 5 (Academic Affairs):** Increase number of certificates completely by 15% annually

Program/Unit Goals

(✓)

- **2025 Objective 5.2 - KPI 14 (Academic Affairs):** Increase percent of CTE students employed in their field of study by 3% annually (✓)
- **2025 Objective 5.3 - KPI 15 (Student Services):** Increase percent of all students who attain a livable wage by 5% annually (✓)
- **2025 Objective 6.7 (Planning and Development):** Help establish a distinct regional identity, organization, and communication amongst our local communities (✓)
- **2025 Objective 7.1 (Academic Senate):** Develop comprehensive breadth of academic programs (✓)
- **2025 Objective 7.2 (Academic Senate):** Develop Career & Technical Education programs and industry credentials related to regional needs (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

Progress and Evidence

Evidence Date

03/14/2025

What progress have you made toward this goal?

How do you measure your progress?

Discuss your evidence/results.

Please provide any assessment data or other evidence that supports this Program/Unit Goal.

We continue to reach to our community partners, specifically Cal State University of San Bernardino. A meeting was conducted last year. Additional information is needed.

Is there a resource request associated with this Goal?

No

If yes, please provide a short description.

Please add any relevant documents here.

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.

Program/Unit Goals

Mapping

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 10.1 (Business Services):** Plan and advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college (✓)
- **2025 Objective 10.10 (Business Services):** Design spaces that intentionally build community (✓)
- **2025 Objective 10.13 (Planning and Development) :** Develop and implement plans for off-campus facilities for instructional purposes (✓)
- **2025 Objective 10.5 (Business Services):** By Fall 2020, open Early Childhood Education Center (✓)
- **2025 Objective 6.7 (Planning and Development):** Help establish a distinct regional identity, organization, and communication amongst our local communities (✓)
- **2025 Objective 7.1 (Academic Senate):** Develop comprehensive breadth of academic programs (✓)
- **2025 Objective 7.5 (Academic Senate):** Add capacity to existing disciplines with a demonstrated need (✓)
- **2030 Goal 10: Facilities:** Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts. (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

Progress and Evidence

Evidence Date

03/14/2025

What progress have you made toward this goal?

How do you measure your progress?

Discuss your evidence/results.

Please provide any assessment data or other evidence that supports this Program/Unit Goal.

Our CTE Dean is providing a temporary support for our Child Development and Teacher Preparation Center. It is expected that full time position would be open in Fall 2025. Hiring a permanent person will provide the support we need for our center.

Is there a resource request associated with this Goal?

If yes, please provide a short description.

Please add any relevant documents here.

Curriculum

Are all your courses current (within four years)?

Yes

What percentage of your courses are out of date?

0%

If you have courses that are not current, are they in the curriculum process?

N/A

For out of date courses that are not already in progress of updating, what is your plan?

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.

Credit for Prior Learning

1. Credit for Learning (CPL) is one of the state Chancellor's projects and is part of the CCCCO Vision 2030. How many times has your discipline discussed/reviewed CPL?

We had a Discipline meeting on September 12th 2025 with our Norco faculty discussing CPL.

In addition, on September 11th, I reached out to our sibling colleges, RCC and MV, and requested ECE faculty votes across the district. I requested their feedback to be submitted by September 25th:

Credit for Prior Learning (CPL):

Faculty were given the CPL checklist, the Child Development Training Consortium guidelines about CPL, and NAEYC's article about CPL

Faculty were asked to vote YES or NO on whether to award CPL for ECE courses.

If voting YES, they needed to specify how CPL would be implemented based on the checklist document you provided.

2. Does your discipline currently offer Credit for Prior Learning (CPL) opportunities?

No

3. Please specify the approved courses and the types of CPL opportunities offered (e.g., Joint Service Transcript [JST], Standardized Exams, Credit by Exam, Industry Credential/Certification, Portfolio Review).

4. How many times has your discipline awarded CPL awards over the past two years? Please provide data, if available.

4. Please upload any supporting documentation.

5. If CPL is not currently offered within your discipline, please explain the reasons. Additionally, include any plans or timelines for when CPL implementation has been or will be discussed within your school or discipline.

Collectively, as a district discipline, we agreed the ECE cannot offer CPL at this time. There are some concerns about how credits will be awarded, grading methods to be used, and how to align CPL with Curriculum Alignment Project (CAP) goals and the Teacher Level Teaching Performance Expectations (TPEs).

5. Please upload any supporting documentation.

6. Would your discipline benefit from additional resources or information on CPL to support implementation?

No at this time.

Equity Related Professional Development Questions

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.

2025 Update

Equity Related Professional Development Questions

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

Dr. Burnett and I attended 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 (Sarah 2023-2024) (Maria currently 2024-2025), UPLIFT Grant Dual Language Learner presentation, Flex time at Norco (Improving Inclusivity at Norco College).

In addition, we attended a conference in New Orleans by the Division of Early Childhood Education last (semester Fall 2024). The conference addressed equity gaps in early childhood settings.

The Agenda for DEC conferenceZero to Three certificates were attached to documents repository (Burnett and Adams).

Equity

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

We are continuing offering 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.

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

Attending CORA trainings, Universal Design for Learning, especially as we welcomed new faculty members. Full time faculty (Amy Blandford and Maria Adams) will be attending 2025 Equity Summit, "Storytelling: Bridging Gaps, Building Futures," on Friday, April 4, 2025 (10 AM—3 PM). We are asking for CLASS training and Conscious Discipline workshop to address inequity in classrooms, especially regarding the views of challenging behaviors and children of color.

Please add any relevant documents here.

2026 Update

Equity Related Professional Development Questions

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

Amy Blandford and Maria Adams attended Zero to Three Annual Conference last year in Baltimore, Maryland. We hosted a two-day Conscious Discipline in March 2026 to address adults' approach to children. The Agenda for Zero to Three and the Infant Mental Health Certificate were attached to documents repository.

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

We implement strategies learned in the conferences we attend all the time. Students have been introduced to Conscious Discipline approach. Students were invited to our two-day training. We are continuing offering 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.

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

We are continuing to explore any professional development and training in the future months. We will be asking funds through Perkins to attend conference for the next academic year.

Please add any relevant documents here.

Assessment

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.

Assessment

Please add any relevant documents here.

Resource Requests

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

For Administrative Use Only

Funding Status

Completed/Funded

Notes

Council Ranking

1

2025-26 Council Ranking

Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 10.1 (Business Services):** Plan and advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college (✓)
- **2025 Objective 2.2 - KPI 5 (Academic Affairs):** Increase number of certificates completely by 15% annually (✓)
- **2025 Objective 4.2 (Planning and Development):** Increase percentage of employees who complete Racial Microaggressions certificate from 1% to 60% (285 out of 472 employees) (✓)
- **2025 Objective 7.1 (Academic Senate):** Develop comprehensive breadth of academic programs (✓)
- **2025 Objective 7.2 (Academic Senate):** Develop Career & Technical Education programs and industry credentials related to regional needs (✓)
- **2025 Objective 7.3 (Academic Senate):** Develop and implement plan for noncredit and noncredit-enhanced programming (✓)
- **2025 Objective 7.5 (Academic Senate):** Add capacity to existing disciplines with a demonstrated need (✓)
- **2025 Objective 8.1 (Planning and Development):** Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time (✓)
- **2030 Goal 10: Facilities:** Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts. (✓)
- **2030 Goal 6: (Community Partnerships) :** Pursue, develop, & sustain collaborative partnerships (✓)
- **2030 Goal 9: Workplace/Employees:** Expand workforce to support comprehensive college and

Resource Requests

develop/sustain excellent workplace culture (✓)

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

For Administrative Use Only

Funding Status

Completed/Funded

Notes

Council Ranking

2

2025-26 Council Ranking

Mapping

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 10.1 (Business Services):** Plan and advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college (✓)
- **2025 Objective 2.2 - KPI 5 (Academic Affairs):** Increase number of certificates completely by 15% annually (✓)
- **2025 Objective 7.1 (Academic Senate):** Develop comprehensive breadth of academic programs (✓)
- **2025 Objective 7.2 (Academic Senate):** Develop Career & Technical Education programs and industry credentials related to regional needs (✓)
- **2025 Objective 7.3 (Academic Senate):** Develop and implement plan for noncredit and noncredit-enhanced programming (✓)
- **2030 Goal 10: Facilities:** Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts. (✓)

Instructional Supplies

Resource Year

2024 - 2027

What resources do we already have?

4/2/2026

Generated by Nuventive Improvement Platform

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Resource Requests

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

For Administrative Use Only

Funding Status

Completed/Funded

Notes

Council Ranking

3

2025-26 Council Ranking

Mapping

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 7.1 (Academic Senate):** Develop comprehensive breadth of academic programs (✓)
- **2030 Goal 10: Facilities:** Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts. (✓)
- **2030 Goal 9: Workplace/Employees:** Expand workforce to support comprehensive college and develop/sustain excellent workplace culture (✓)

Lecterns and Computers -Stokoe classrooms D and F

Resource Year

2025 Update

What resources do we already have?

What resources do you need?

Purchase of lecterns and computers for classrooms and installation to use live streaming

\$ Amount Requested

17,000

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.

Resource Requests

As we offer new courses at Stokoe, we will need to get two lecterns, two computers and the installation for live streaming. Our EDU track is necessary for students who are interested in teaching Kindergarten and Elementary School children.

This request for my area is Priority #:

3

Is this request

New

For Administrative Use Only

Funding Status

In Progress

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 1.3 (Student Services):** Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.) (✓)
- **2025 Objective 2.1 - KPI 4 (Academic Affairs):** Increase number of degrees completed by 15% annually (✓)
- **2025 Objective 2.2 - KPI 5 (Academic Affairs):** Increase number of certificates completely by 15% annually (✓)
- **2025 Objective 7.1 (Academic Senate):** Develop comprehensive breadth of academic programs (✓)
- **2025 Objective 7.2 (Academic Senate):** Develop Career & Technical Education programs and industry credentials related to regional needs (✓)

Instructional: Early Childhood Education: undefined

- **Establish both Practicum Classes at Stokoe Site:** 1. Practicum relocation (✓)

2nd Mock Room

Resource Year

2026 Update

What resources do we already have?

None

What resources do you need?

We will need \$25,000 to get the second mock room ready as we are in need to offer more courses at Stokoe. Mock rooms (or classroom mock-ups) in Early Childhood Education (ECE) are full-scale, temporary representations of learning environments used to test layouts, optimize safety, and ensure functional, developmentally appropriate spaces. They reduce construction risks, foster staff engagement in design, and improve child outcomes by creating well-organized, calming spaces. We will request funds through Perkins

\$ Amount Requested

25,000

Resource Type

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.

Resource Requests

Mock rooms (or classroom mock-ups) in Early Childhood Education (ECE) are full-scale, temporary representations of learning environments used to test layouts, optimize safety, and ensure functional, developmentally appropriate spaces. They reduce construction risks, foster staff engagement in design, and improve child outcomes by creating well-organized, calming spaces. This aligns with Goal 5, objective 5.2, 5.3 and 5.4.

This request for my area is Priority #:

2

Is this request

New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Instructional: Early Childhood Education: undefined

- **Establish both Practicum Classes at Stokoe Site:** 1. Practicum relocation (✓)

Live Scan/Finger Printing for ECE students

Resource Year

2026 Update

What resources do we already have?

Workforce

What resources do you need?

We need ongoing support for fingerprinting and live scan for practicum students for each practicum every academic year

\$ Amount Requested

10,000

Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

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.

Goal #5 2025 Objective 5.4. students will gain hands-on, real-world industry experience, applying classroom theory to actual practice, and developing essential professional skills like communication and collaboration. It builds confidence, boosts resumes, and provides crucial networking opportunities to uncover "hidden" job market leads.

This request for my area is Priority #:

1

Is this request

New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Resource Requests

Mapping

Instructional: Early Childhood Education: *undefined*

- **Establish both Practicum Classes at Stokoe Site:** 1. Practicum relocation (✓)

Instructional Supplies

Resource Year

2026 Update

What resources do we already have?

What resources do you need?

Desk Computers and a printer for Stokoe Student's Work Room

\$ Amount Requested

5,000

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.

To continue to support our students we need desk computer and a printer. Students don't have access to Students Services at Stokoe to print documents that support thier learning.

This request for my area is Priority #:

4

Is this request

New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Instructional Supplies for Stokoe

Resource Year

2026 Update

What resources do we already have?

What resources do you need?

Instructional supplies to use with students and support their learning journey.

\$ Amount Requested

5,000

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.

Goal 12, objective 12.1 we need funds to be able to operate fully since we are off site. We need support with instructional supplies (ink for main printer at Stokoe, supplies to use with students in the classroom)

4/2/2026

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Resource Requests

This request for my area is Priority #:

5

Is this request

New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Instructional: Early Childhood Education: *undefined*

- **Establish both Practicum Classes at Stokoe Site:** 1. Practicum relocation (✓)

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 4

EMP Goal 5

EMP Goal 7

\$ 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

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?

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

For Administrative Use Only

Funding Status

Notes

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

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.

Faculty Professional Development Requests

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?

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

For Administrative Use Only

Funding Status

Notes

Resource Request

What resources do we already have?

Certificate and degree pathway in early childhood special education

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)?

If yes, list source and total dollar amount.

Faculty Professional Development Requests

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?

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

For Administrative Use Only

Funding Status

Notes

Resource Request

What resources do we already have?

Potential Funding Source(s)

CTE: Perkins (VTEA)

What resources do you need?

Request related to EMP goal or Assessment?

\$ Amount Requested

3,100

Resource Type

FACULTY: Professional Development

The evidence to support this request can be found in:

Program/Unit Goals

Program Review: Curriculum

This request for my area is Priority #:

4

Professional Development Activity Funding Request Application

Attendee and Activity Information

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

No

Date of Request

03/13/2025

Activity Date(s)

10/06/25-10/10/25

Attendee Name

Amy Blandford

Position

Full-time Faculty

Discipline

Early Childhood Education

Name of Activity and Organization/Sponsor

Division for Early Childhood Education

Link to Activity Website

<https://www.deconference.org/sponsors-and-exhibitors>

Location

Out-of-state

City, State

Portland, Oregon

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

Yes

If yes, list source and total dollar amount.

Possible Perkins

4/2/2026

Faculty Professional Development Requests

Estimated Costs (\$)

Registration

660

What is included with Registration?

What's included in Conference Registration?

The DEC Conference will take place Tuesday, October 7th through Friday, October 10th, 2025.

?

Full conference registration includes:

All Keynotes (including Tuesday's Opening Keynote)

All Conference Sessions, Poster Sessions, and Meetings

Access to the Opening Night & Daily DEC Exhibit Hall

?

Full conference registration does not include: Meals, Hotel Accommodations, Travel Funds, or Pre-Conference Workshops

Air Travel or Mileage (65.5 cents/mile)

550

Hotel (tax included)

1,200

Airport Parking

270

Ground Transportation

Meals (\$75/day maximum)

330

Hotel Parking

0

Incidentals

0

Total Costs

3,100

Justification for Funding Request

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

Courses and training implementing equity minded practices

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.

To keep up with current issues in our field. Adapt materials and teaching strategies .

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.

Change something in your classroom

Briefly explain your selection above.

Apply any gained knowledge and shared with students

Faculty Professional Development Requests

Is there anything else you would like to add?

No

Approve and Submit

Proof of approval is uploaded, ready to submit?

No

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

For Administrative Use Only

Funding Status

Notes

2025 Update

Resource Request

What resources do we already have?

Potential Funding Source(s)

CTE: Perkins (VTEA)

What resources do you need?

Request related to EMP goal or Assessment?

\$ Amount Requested

3,100

Resource Type

FACULTY: Professional Development

The evidence to support this request can be found in:

Program/Unit Goals

Program Review: Curriculum

This request for my area is Priority #:

4

Professional Development Activity Funding Request Application

Attendee and Activity Information

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

No

Date of Request

03/13/2025

Activity Date(s)

10/06/25-10/10/25

Attendee Name

Maria Adams

Position

Full-time Faculty

Faculty Professional Development Requests

Discipline

Early Childhood Education

Name of Activity and Organization/Sponsor

Division for Early Childhood Education

Link to Activity Website

<https://www.deconference.org/sponsors-and-exhibitors>

Location

Out-of-state

City, State

Portland, Oregon

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

Yes

If yes, list source and total dollar amount.

Possible Perkins

Estimated Costs (\$)

Registration

660

What is included with Registration?

What's included in Conference Registration?

The DEC Conference will take place Tuesday, October 7th through Friday, October 10th, 2025.

?

Full conference registration includes:

All Keynotes (including Tuesday's Opening Keynote)

All Conference Sessions, Poster Sessions, and Meetings

Access to the Opening Night & Daily DEC Exhibit Hall

?

Full conference registration does not include: Meals, Hotel Accommodations, Travel Funds, or Pre-Conference Workshops

Air Travel or Mileage (65.5 cents/mile)

550

Hotel (tax included)

1,200

Airport Parking

270

Ground Transportation

Meals (\$75/day maximum)

330

Hotel Parking

0

Incidentals

0

Faculty Professional Development Requests

Total Costs

3,100

Justification for Funding Request

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

Courses and training implementing equity minded practices

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.

To keep up with current issues in our field. Adapt materials and teaching strategies .

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.

Change something in your classroom

Briefly explain your selection above.

Apply any gained knowledge and shared with students

Is there anything else you would like to add?

No

Approve and Submit

Proof of approval is uploaded, ready to submit?

No

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

For Administrative Use Only

Funding Status

Notes

2025 Update

Resource Request

What resources do we already have?

Seeking information where funds can be available to support our students, faculty and community partners. We would like to host a workshop at Norco for our faculty members to attend and offer to Alvord Unified School District staff. We also would like to include our practicum students.

Potential Funding Source(s)

CTE: Perkins (VTEA)

CTE: Strong Workforce Project (SWP)

What resources do you need?

We would like to offer an on site training for faculty and our community partners- Conscious Discipline
<https://consciousdiscipline.com/professional-development/training/>

Request related to EMP goal or Assessment?

EMP Goal 4

EMP Goal 6

EMP Goal 10

\$ Amount Requested

9,640

Resource Type

FACULTY: Professional Development

Faculty Professional Development Requests

The evidence to support this request can be found in:

Program/Unit Goals

This request for my area is Priority #:

6

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

Meals (\$75/day maximum)

Hotel Parking

Faculty Professional Development Requests

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?

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

For Administrative Use Only

Funding Status

Notes

2026 Update

Resource Request

What resources do we already have?

Perkins

Potential Funding Source(s)

CTE: Perkins (VTEA)

What resources do you need?

Professional Development- conferences for Faculty

Request related to EMP goal or Assessment?

EMP Goal 4

\$ Amount Requested

29,500

Resource Type

FACULTY: Professional Development

The evidence to support this request can be found in:

Program/Unit Goals

Data Review

Faculty Professional Development Requests

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?

Yes

Date of Request

03/17/2026

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

Meals (\$75/day maximum)

Hotel Parking

Incidentals

Faculty Professional Development Requests

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?

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

Program Review Reflections

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

It would be beneficial for our program to have data about our four certificates (6 unit, 12 units, 31 units, and 33 units) which certificates are being completed. We are assuming that the data collected only provides information about the 31 and 33 unit certificates.

As we are hiring new faculty members, perhaps offering as part of their First Friday training about Program Reviews or offering the training during Flex day so we can get familiar during Fall.

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

How many certificates we offer?

Pathways of ECE- not only as educators in a classroom setting.

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

. Again we will appreciate data at a certificate level for success and retention- same as the comprehensive review

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

Reflections and Submission

Submission

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

Yes

2026 Update

Program Review Reflections

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

Perhaps for new faculty, having an opportunity to attend in-person training.

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

Different certificates and pathways.

Asking about Stokoe and the impact on our students going back and forth to Norco campus for their other courses. Perhaps a visit to Stokoe so you can understand our needs. We need to collaborate with unions from other entities (Alvord Unified School classified and non-classified employees, Head Start Programs and going from one site to others when doing Practicums) when scheduling for practicum students.

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

We would like to have data for dual enrollment and concurrent data to see how we can help high school students successfully complete courses.

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