

Program Review Comprehensive Report



Program Review - Instructional: Early Childhood Education

Supplemental Reports and Attachments

2014 - 2017

Comments or Notes: NCB ENTERED

Attachments:

- [2014_17_EARLY_CHILD_ED_CurriculumRPT.pdf](#)
- [2014_17_EARLY_CHILD_ED_SuccessEfficiencyRetentionRPT.pdf](#)
- [2014-17_INSTRUCTION_EARLY_CHILDHOOD_ED_ResourceRequests.xlsx](#)
- [2014-17_EAR_SLO_DISCIPLINE.pdf](#)
- [2014-17_EARLY_CHILDHOOD_ED_PLO_INSTRUCTIONAL.pdf](#)

2018 - 2021

Attachments:

- [Degrees and Certs in ECE 2012-2018.docx](#)
- [ECE Efficiency Data 2017.docx](#)
- [ECE Success Data 2017.docx](#)
- [Retention Data ECE 2017-18 PR.docx](#)

Program Trends and Updates

2018 - 2021

Program Update Section

Has your unit shifted departments in the PAST 4 years?: No

Do you anticipate your unit will shift departments in the NEXT 4 years?: No

New certificates programs created by your unit in the PAST 4 years?: ADT in Child Development

New certificate programs anticipated by your unit in the NEXT 4 years?: ADT in Elementary Education

15 unit certificate in Administration, mentoring and coaching in ECE to align to new competencies from the state.

Substantial modifications made to certificates/degrees in the PAST 4 years.: All ECE courses underwent major modifications as part of the California Alignment Project CAP). We aligned our courses with ECE programs throughout the state. All SLOs were modified, course names, some content.

Substantial modifications anticipated to certificates/degrees in the NEXT 4 years.: The CAP is due for a revision this fall and so we anticipate that SLOs will be modified after feedback is gained from ECE programs throughout the state. We also anticipate adding Objectives to all courses.

Activities in other units that impacted your unit in the PAST 4 years.: ECE at RCC has increased its offerings by 20% in the past 2 years. They are offering substantially more sections than the past, especially in the elective classes. Where we are offering a single section they are offering four. Where we can only offer a face to face or an on-line they have both offerings plus a hybrid. This is impacting our program as students want to complete as quickly as they can and will travel to RCC to do this. Also, RCC offered EAR 30 (ECE practicum) this spring for the first time since 2004. The discipline agreed in 2004 to share semesters for this class; RCC has summer and fall, NC spring, MVC will probably also offer during spring when they run their inaugural class next year. RCC's 30 class was offered at a different time block (early morning hours) than ours which drew students away from the NC section, they also went way over the CAP of 20 to accommodate 45 students.

Activities in other units that impacted your unit in the NEXT 4 years.: RCC's offerings in ECE, if they continue to expand, could continue to impact our courses. Also, per the Chancellor, RCC is considering reopening the Stokoe Learning Center (A child

development center at Stokoe Elementary School), which would effectively mean that RCC has two fully functioning child development centers, MVC has one, and Norco has zero. Conversations are being held as to how the ECE discipline across the district could use this site, but this conversation is also considering how to collaborate with 4 year universities to use this site also and build pathways for transfer. NC has requested that we be involved in this conversation.

Previous Program Review Resource Requests

Resource Requests Received: All resource requests that were on the previous CPR were met by Perkins funding.

How did the resources received impact student learning?: Students were able to utilize resource supplies (pens, paper, scissors, glue etc) to effectively engage in group based learning activities. This serves as a "lab" portion to our classes. We ask our students to engage in collaborative learning to develop the "soft skills" they'll need in the workplace, to practice assignments in a team before they have to do them as individuals, and to engage in simulations of skill application that takes place in a child development center. Students that get to practice prior to completing individual assignments indicate that it reassures them, gives them insight into what is expected, and supports their ability to achieve the outcomes identified in their assignments. Students in the EAR 30 class also show through their hands on application of skills learning in the classroom how important it is for them to have the opportunity to practice with colleagues before working with children.

If you requested resources but did not receive them, how did that impact student learning?: n/a

Program Data Highlights Section

COR Review: EAR 28DE and EAR 42DE are due for minor modification updates (textbook editions mainly). Discipline input was requested from across the district and NC discipline has approved the changes, SBS department has also approved the changes. Minor Mod's in both have been launched as of 5/1 and have been reviewed by Discipline Facilitator.

Program Metric Highlights: Norco College Overall Retention has remained steady over the past 5 years, with Lecture face to face class showing the greatest opportunity for retention (87%). Hybrid and online are very close in retention (82.9% and 82% respectively). ECE retention is higher across all modes of instruction. Face to face is extremely high at 90.3%, with Online very close at 88.6%, while hybrids do not do as well at 83.1%. Our overall retention is 90%. Retention is not a concern in ECE at this time.

Success in ECE remains steady across the board at a 75.6% average, and is higher than the college as a whole at 70.6%. Overall success is highest in face to face classes averaging around 71%. Students in on-line classes are not succeeding at the same rate with an average of 64%, and hybrid classes are doing even worse at 61%. In some pivotal classes, EAR 19, 24 and 30 the expectations have been raised for earning certain letter grades, this is due to the low quality of work witnessed in EAR 30 in the last couple of years.

Efficiency in ECE has diminished since 2012 as the full time faculty member took on the role of the Norco Assessment Coordinator. This reassign time facilitated the need to hire more part time faculty to cover the range of courses offered in the program. The faculty member has now stepped down as the NAC and will be teaching more courses, which will impact efficiency in a positive way. In 2017 an additional full time faculty member was hired and so the data in 2018-19 will show the impact of this hire, with an anticipation that efficiency

Assessment Report Highlights: All PLOs in all AS degrees in ECE have been completed (ECE, ECEI, and ADT). A rotation cycle has been created to ensure that all SLOs will be assessed by fall 2019. Many courses have already completed all SLO assessment and with the new hire of Maria we should be able to capture courses that haven't ever been assessed in the past.

Program Goal: ADT Elementary Education

To collaborate with other disciplines at NC to design and launch the ADT in Elementary Education

Goal Status: In Progress

Goal Year(s): 2018 - 2021

Start Date: 04/16/2018

Completion Date: 06/06/2019

How do your goals support the Educational Master Plan?: This ADT will attract more students into the field of teaching at the TK-5th grade level. It is also hoped it will attract more males into the field of education as this is historically an age group where more males teach or move from teaching into positions of administration. More students completing this ADT will improve the transfer rate. It will also prepare students to understand what is required of a TK-12 teacher prior to their transfer into a teacher preparation program at the CSU system.

This Program Goal Supports the selected EMP Goal(s) and Objective(s): Goal 1 Objective 1: Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher), Goal 1 Objective 2: Improve transfer rate by 10% over 5 years.

Activities

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2017 - 2018 - Coordinate a meeting with all possible disciplines that would be interested in offering this degree. INvite guidance to help with planning how to create the ADT (Active)

Target: To meet at least once this semester

Lead: Dr. Sarah Burnett

Mapping to EMP and Strategic Plan Goals & Objectives

Program Review Data: Curriculum Review

Curriculum - Curriculum/COR Review

Program Review Data: Success, Efficiency, and Retention

Retention - Retention Metric

Graduates and Certificates - Graduates and Certificates Metric

Program Goal: Males in Education

To increase the number of males taking classes leading towards a career in education. This will be achieved by creating the ADT in Elementary ED, promoting the existing SPED degree we offer, and by increased marketing of our program.

Goal Status: In Progress

Goal Year(s): 2018 - 2021

Start Date: 01/01/2018

How do your goals support the Educational Master Plan?: To increase the number of opportunities that males have to complete a degree in education will lead to a higher transfer rate.

This Program Goal Supports the selected EMP Goal(s) and Objective(s): Goal 1 Objective 2: Improve transfer rate by 10% over 5 years.

Activities

2017 - 2018 - Design a marketing video to encourage males to come to information sessions to learn about professional opportunities in education.

Hold the information session to share current degrees, including hopefully the new ADT in EE (Active)

Target: To complete this by December 2018

Lead: Dr. Sarah Burnett

Program Goal: Dual Enrollment at the High Schools

ECE will explore the effectiveness of offering ECE courses in the dual enrollment program.

Goal Status: In Progress

Goal Year(s): 2018 - 2021

Start Date: 01/01/2018

How do your goals support the Educational Master Plan?: If the dual enrollment program works, it will create a pathway from the HS for students to complete their degrees and subsequently transfer.

This Program Goal Supports the selected EMP Goal(s) and Objective(s): Goal 1 Objective 1: Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher), Goal 1 Objective 2: Improve transfer rate by 10% over 5 years.

Activities

2018 - 2019 - EAR 20 will be taught at 2 local High Schools this coming fall. (Active)

Target: Students will achieve 70% average in the classes.

Lead: Dr. Sarah Burnett in collaboration with Assoc. Faculty Lynne Vazquez

Mapping to EMP and Strategic Plan Goals & Objectives

Program Review - Instructional: Early Childhood Education

Program Review Data: Success, Efficiency, and Retention

Retention - Retention Metric

Success - Student Success Metric

Graduates and Certificates - Graduates and Certificates Metric

Program Goal: Offer EAR 41 Practicum for children with special needs

The ECE discipline want to offer EAR 41 for the first time so that we can fully support the AS in ECEI.

Goal Status: In Progress

Goal Year(s): 2018 - 2021

Start Date: 01/01/2018

Completion Date: 12/13/2018

How do your goals support the Educational Master Plan?: This course supports student's ability to complete the AS in ECEI - students currently take this class at RCC and we are losing the ability to hold onto the students and ensure they are prepared for transfer and encourage them to complete. Right now this class is only offered once a year at RCC and so students across our district have to compete for access. NC offering this course will increase access for NC students to complete their AS in ECEI. This course will also boost our community partnerships and provide students with hands-on experience that will prepare them for higher level courses when they transfer.

This Program Goal Supports the selected EMP Goal(s) and Objective(s): Goal 1 Objective 1: Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher), Goal 1 Objective 2: Improve transfer rate by 10% over 5 years.

Activities

2017 - 2018 - Finalize placements with CNUSD and JUSD for all practicum class. (Active)

Target: July 2018

Lead: Maria Adams

2017 - 2018 - Write the course/syllabus for EAR 41 in preparation for fall offering (Active)

Target: August 2018

Lead: Maria Adams

Mapping to EMP and Strategic Plan Goals & Objectives

Program Review Data: Curriculum Review

Curriculum - Curriculum/COR Review

Program Review Data: Success, Efficiency, and Retention

Retention - Retention Metric

Success - Student Success Metric

Efficiency - Efficiency Metric

Graduates and Certificates - Graduates and Certificates Metric

Program Goal: Not for credit courses in ECE

To research and consider offering some not for credit courses for our local community in-home child care providers. These courses could provide exposure to the type of content we teach in ECE, but at a lower level of academic rigor. This might encourage members of this population to then enroll at NC to take for credit courses. Many of these providers are nervous to come to the campus, ELLs, and not ready for the full rigor of a credit class.

Goal Status: In Progress

Goal Year(s): 2018 - 2021

Start Date: 04/16/2018

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Completion Date: 06/06/2019

How do your goals support the Educational Master Plan?: By encouraging a simple way to on-board members of the in-home childcare profession we will also give support and advice on how to improve their basic student skills in preparation for taking a for credit class.

This Program Goal Supports the selected EMP Goal(s) and Objective(s): Goal 1 Objective 3: Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.

Activities

2017 - 2018 - Meet with Dean to discuss the possibilities of offering not-for credit classes for in-home child care providers or for professional development opportunities. (Active)

Target: To meet by the end of the semester

Lead: Dr. Sarah Burnett

Mapping to EMP and Strategic Plan Goals & Objectives

Program Review Data: Curriculum Review

Curriculum - Curriculum/COR Review

Program Review Data: Success, Efficiency, and Retention

Graduates and Certificates - Graduates and Certificates Metric