NORCO COLLEGE ANNUAL INSTRUCTIONAL PROGRAM REVIEW

Unit: _Early Childhood Education (ECE)_____

Please give the full title of the discipline or department. You may submit as a discipline or department as is easiest for your unit

Contact Person: _Dr. Sarah Burnett_____

Due in draft: March 15, 2015

Final drafts due: April 29, 2015

Please send an electronic copy to the Vice President; Academic Affairs
Norco: Diane.Dieckmeyer@norcocollege.edu
If you are CTE: Kevin.Fleming@norcocollege.edu

Form Last Revised: December 2014

Norco College

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

Annual Instructional Program Review Update
Instructions

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

The Annual Self-Study is conducted by each unit on each college and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment. It should be **submitted *in draft* every year by March 15th** (or the first working day following the 15th), with final drafts due on **April 29th**, in anticipation of budget planning for the fiscal year, which begins July 1 of the *following* calendar year.

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

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

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

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

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

2015

Mission

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

Vision

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

Goals and Strategies 2013-2018

Goal 1: Increase Student Achievement and Success

Objectives:

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

Goal 2: Improve the Quality of Student Life

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

Goal 3: Increase Student Access

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

Goal 4: Create Effective Community Partnerships

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

Goal 5: Strengthen Student Learning

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

Goal 6: Demonstrate Effective Planning Processes

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

Goal 7: Strengthen Our Commitment To Our Employees

Objectives:
1. Provide professional development activities for all employees.
2. Increase the percentage of employees who consider the college environment to be inclusive.
3. Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics.
4. Increase participation in events and celebrations related to inclusiveness.
5. Implement programs that support the safety, health, and wellness of our college community.

I. Norco College Annual Instructional Program Review Update

Unit: ___ECE_____
Contact Person: _____Burnett_____
Date: _____1/12/15_____

Trends and Relevant Data

1. Have there been any changes in the status of your unit? (if not, please indicate with an "N/A")

a. Has your unit shifted departments?
No

b. Have any new certificates or complete programs been created by your unit?
No

c. Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses.
No

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2. List your retention and success rates as well as your efficiency. Have there been any changes or significant trends in the data? If so, to what do you attribute these changes? Please list Distance Education, retention, success and efficiency separately.

Retention Rate

Retention in ECE courses took a very slight dip (1.66%) in 2012-2013 in comparison to 2011-2012, and 2.01% below the prior 5 year's average rate for retention. This was at the first time that retention dropped below 90% since data were collected on retention rates. The discipline's retention rate is still above the college average (85.12%), by 4.57% points.

The only change that has occurred in the discipline in the past two years that might have influenced not only retention, but also success, is the revision of the CAP (California Alignment Project) courses. The eight required courses for the ECE 31 unit certificate underwent major changes in order to meet requirements for the California Alignment Project, and subsequently the ADT in ECE. The courses were scrutinized and major modifications were made, which resulted in changes to content, assignments, and evaluation methods. Not only was the overall content in these classes increased, the breadth of expected knowledge per course was also increased. This is especially true in the 4 Core classes in ECE (primary classes completed by most ECE students). Students in 2012-2013 were expected to understand, integrate, and apply the information disseminated in these revised courses in the same amount of time as students that took the classes prior to the CAP. The changes in the program are good as they are increasing the level of professionalism expected in our discipline, but this may have some impact on the number of students that complete individual classes and subsequently on whether they return to complete the series of classes to earn a certificate. At this time the discipline is not concerned with these data and the shift below 90% as it is a possible indication of increasing expectations and quality versus any other potential variables.

Retention Rate NORCO	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Overall	90.97%	91.05%	94.21%	90.92%	91.35%	89.69%
Face-to-Face Lecture	90.97%	91.05%	94.21%	90.92%	91.35%	89.69%
Hybrid	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Online/Distance Education	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Success Rate

Success rate in ECE classes also took a dip below the prior year (3.34%), and was also below the average for the prior five years (78.6%) by 0.61%; but still 8.47% points above the college average of 69.52%. This change could be in part due to the higher expectations being placed on the students to integrate a greater amount of knowledge, and higher levels of application of this knowledge, than in the past. In addition, in the past two years the discipline has made higher requirements for the students to complete observations of children in the community (an advisory committee recommendation). The types of assignments that accompany these observations typically ask students to identify concepts in "action" they have learned about in "theory" during their class sessions. The ability to interpret information that is shared in the adult classroom, while observing in a child development center requires a higher level of skill – this may be where some discrepancy in the students success level might arise. In the past two years the ECE discipline at Norco has also placed a higher level of expectation for students to use APA formatting in written assignments, to not plagiarize, and to cite references. Students have definitely struggled with these skills, so this might be also reflected in the success rate data.

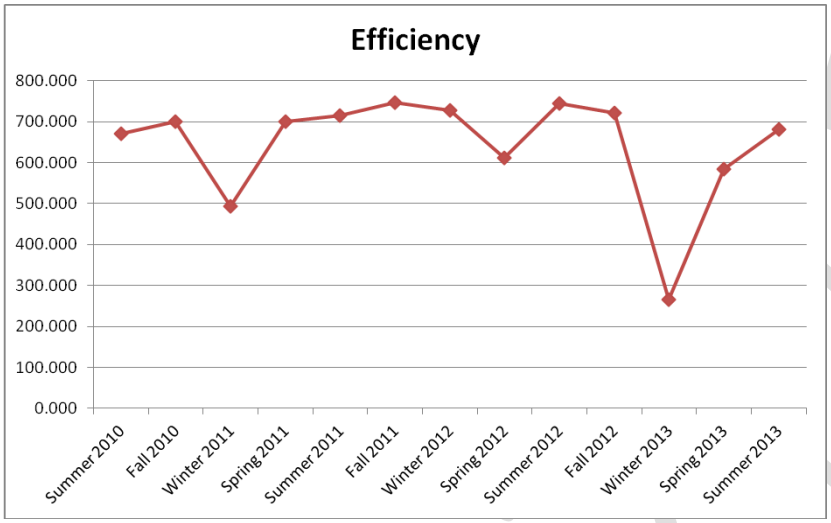
Success Rate NORCO	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Overall	78.30%	77.11%	81.11%	75.14%	81.33%	77.99%
Face-to-Face Lecture	78.30%	77.11%	81.11%	75.14%	81.33%	77.99%
Hybrid	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Online/Distance Education	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Efficiency

ECE is a highly efficient discipline. Aside from win 2013 when the only full time faculty did not teach in order to complete a Ph.D. dissertation, and spring 2013 when the same faculty member taught a light load in order to complete the Ph.D., the numbers are very robust, and well above the college average (663.112). The majority of the courses, in any given semester are taught by the one full time faculty member, additionally, only 5-6 part time faculty are used in the fall and spring, 2 in the winter, and 1 in the summer.

Term	Efficiency
Summer 2010	670.875
Fall 2010	700.778
Winter 2011	494.175
Spring 2011	700.778
Summer 2011	714.000

Fall 2011	746.111
Winter 2012	727.900
Spring 2012	612.447
Summer 2012	745.050
Fall 2012	720.800
Winter 2013	265.025
Spring 2013	584.754
Summer 2013	681.600
Total	663.112



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3. What annual goals does your unit have for 2014-2015 (please list the most important first)? Please indicate if a goal is directly linked to goals in your comprehensive. How do your goals support the college mission and the goals of the Educational Master Plan?

List the goals of your unit for 2014-2015	List activity(s) linked to the goal	Relationship of goal to mission and master plan	Indicate if goal is limited to Distance Education
To start the CA ECE Competencies alignment – The Department of Education has identified 12 distinct areas of Competency that ECE teachers/majors should demonstrate at varying levels during the completion of an Associates and BA degree in ECE (California Early Childhood Educator Competencies) http://www.cde.ca.gov/sp/cd/re/documents/ececompetencies2011.pdf . These competencies need to be aligned with the existing ECE courses to show which course supports which competency.	1. Continue to meet with discipline members in the District to complete the on-line alignment to the newly identified ECE Discipline Competencies. 2. Engage in dialogue regarding perspective on the weight of topics/focus for each of the courses offered in ECE that are part of the CAP. 3. Consider making the 12 Competencies the PLOs for ECE	**EMP** Goal 4.6 To align with the ECE community goals established by the state of CA Goal 6.1 To make sure students are given adequate access to all courses that support each of the ECE Competencies **Mission** Promoting collaboration across the district and in the state, and innovation in the way in which courses are aligned to a higher purpose	No
To input all prior assessments (from spring 2013 to present) into TracDat	1. Identify all prior assessments completed after the CAP (new SLOs) and transfer data into TracDat	**EMP** Goal 5.3 to start the formation of a set of data that can be used to support PLO assessment	No
To meet with the Counselors to ensure they understand the ECE certificates and programs	1. Share a newly created tracking tool to help students more clearly identify their course of studies in ECE	**EMP** Goal 3.1, 2 and 3 Students will work towards identifying their own goal in ECE and counselors will be better equipped to support their process	No

		Mission Promoting collaboration and pathways to completion	
Complete the Blackboard Academy training to teach on-line	1. Complete the district sponsored training 2. Meet with discipline members/other faculty currently teaching on-line for advice 3. Build first on-line course (EAR 20)	**EMP** Goal 5.4Assess on-line learning **Mission** Innovation in teaching	Yes
To improve the way in which I, and the ECE faculty provide students with support around basic skills in reading and writing.	Complete the Reading Apprenticeship program through West Ed http://readingapprenticeship.org/professional-development/community-college/faculty-101-course/ **Online 30-hour, 6-week course; optional 3 credits available** **Course content:** • How to identify and leverage your own expertise reading the texts of your discipline • How to accelerate students' subject area learning and literacy, simultaneously • How to make metacognitive inquiry a standard classroom practice • How to foster learning	**EMP** Goal 1.6 Increase success and retention rates. Goal 5.5 Increase the number of faculty development workshops focusing on pedagogy each academic year. Goal 7.1 Provide professional development activities for all employees. **Mission** Promotes innovation in learning approaches and collaboration	No

	dispositions of persistence, problem solving, and collaboration • How to use reading for writing • How to step away from "delivering" content and move students toward independence • What other participants are discovering in their own classrooms		

**Your unit may need assistance to reach its goals. Financial resources should be listed on the subsequent forms. In addition you may need help from other units or Administrators. Please list that on the appropriate form below, or on the form for "other needs."*

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Norco College Annual Instructional Program Review Update

Unit: _____ECE_____
Contact Person: _____Burnett_____
Date: _____1/12/15_____

Current Human Resource Status

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

Faculty Employed in the Unit			
Teaching Assignment (e.g. Math, English)	Full-time faculty or staff (give number)	Part-time faculty or staff (give number)	Distance Education
ECE	1	5 -6 per semester	1 trying hybrid spring 2014, 1 doing web enhanced

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

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Unit Name: _____ECE_____

5. Staff Needs

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

List Staff Positions Needed for Academic Year____ Please justify and explain each faculty request as they pertain to the goals listed in item #3. Place titles on list in order (rank) or importance.	**Indicate (N) = New or (R) = Replacement**	**Annual TCP***	**Distanced Education**
1.none Reason:			
2. Reason:			
3. Reason:			
4. Reason:			
5. Reason:			
6. Reason:			

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

Requests for staff and administrators will be sent to the Business and Facilities Planning Council. Requests for faculty will be sent to the Academic Planning Council.

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

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Unit Name: _____ECE_____

6. Equipment (including technology) Not Covered by Current Budget[2]

List Equipment or Equipment Repair Needed for Academic Year__2015-2016_____ Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO*				
		Cost per item	Number Requested	Total Cost of Request	EMP GOALS	Distance Education
1. none Reason:						
2. Reason:						
3. Reason:						
4. Reason:						
5. Reason:						
6. Reason:						

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

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

Unit Name: ____ECE_____

7. Professional or Organizational Development Needs Not Covered by Current Budget*[3]

List Professional Development Needs for Academic Year__2015-2016_____. Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance. Examples include local college workshops, state/national conferences.	**Annual TCO***				
	Cost per item	**Number Requested**	**Total Cost of Request**	**EMP Goals**	**Distance Education**
1. Complete the Reading Apprenticeship Faculty 101 introductory 6 week on-line program Reason: Assessments conducted in EAR 19 and EAR 20 indicate that students need more assistance in being able to decode what they are reading, the ability to analyze texts from a metacognitive perspective, and how to then apply their reading to writing assignments. The full time faculty instructor would like to gain professional development in this area that can then be shared with other members of the ECE discipline. This type of training can then also translate to future on-line courses which will require even more reading competency on the part of the students. (Assessment documents attached)	**$750.00**	**1**	**$750.00**	**EMP 1.6, 5.5, & 7.1**	**yes**
2. Reason:					
3. Reason:					
4. Reason:					

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

5. Reason:					
6. Reason:					

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

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

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Unit Name: ___ECE_____

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

List Student Support Services Needs for Academic Year_____ Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time.	**EMP GOALS**	**Distance Education**
1.none Reason:		
2. Reason:		
3. Reason:		
4. Reason:		
5. Reason:		
6. Reason:		

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

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

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

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Unit Name: ___ECE_____

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

List Other Needs that do not fit elsewhere. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.	**Annual TCO***				
	Cost per item	**Number Requested**	**Total Cost of Request**	**EMP Goals**	**Distance Education**
1. none Reason:					
2. Reason:					
3. Reason:					
4. Reason:					
5. Reason:					
6. Reason:					

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

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

Rubric for Annual Instructional Program Review - Part I only

Discipline: Contact Person:

Reviewer: Average Score:

Area of Assessment	0 No attempt	1 some attempt	2 good attempt	3 outstanding attempt
1. Retention, success, and efficiency rates have been identified and reflected upon	No attempt to list retention, success, or efficiency data	Limited attempt to identify or discuss identified data	Clear attempt to identify and discuss identified data	Substantial attempt to identify and discuss/interpret identified data
2. There are annual goals for refining and improving program practices.	No annual goals stated	Limited/generic statement made regarding goal(s), lacks clarity or details	Clear statement made regarding goal(s), includes details	Well-defined statement made regarding goal(s), includes details, reasoning
3. Activities identified that support annual goals; connections made between goals/activities and Retention, Success, Enrollment, and Efficiency data	No attempt made to identify activities	Limited/generic statement about activities; very limited attempt to connect to data from question 2 (where logical)	Clearly stated activities that support the goal(s); clear connection made to data from question 2 (where logical)	Well-defined activities that logically support the goal(s); definitive connections made to data from question 2 (where logical)
4. The annual goals are linked to the Mission and Educational Master Plan (EMP) of NC.	No link between the annual goals and the Mission or EMP	Limited attempt to link goals to Mission and EMP	Clear attempt to link goals to Mission and EMP	Well defined connection made between goals and Mission and EMP
5. Resource requests have reasons identified and completed data fields, including estimated dollar amount.	No reasons identified and incomplete data fields; or reasons identified, but incomplete or empty data field	Limited/generic/basic reasons provided, data fields completed	Clear requests for resources, all data fields fully completed	Well defined reasons for resources, all data fields fully completed
6. Linkages made between EMP/Strategic Plan Goals (SPG) with reasons for resource requests	No linkage made between resource requests and EMP/SPG	Limited/generic/basic connection made between resource requests and EMP/SPG	Clear connection made between resource requests and EMP/SPG	Strong connection made between resource requests and EMP/SPG
7. The document is complete	No; there are incomplete sections			Yes; all sections are completed
Column scores				

Additional comments:

II. Norco College - Annual Assessment Update

Purpose – The purpose for completing an annual review is to provide an opportunity for reflection on all that has been accomplished and learned from your efforts in assessment. Assessments conducted in isolation from each other will yield interesting, important, or neutral information in and of themselves, but taking a holistic look back on the unit's accomplishment over the past year might also yield some insight. The annual review is a time to take stock of which courses and programs have undergone some scrutiny, and subsequently should help with planning for the upcoming year. This planning might include considering which other courses are ready for an initial assessment, or which might need a loop-closing assessment. Things we might learn in one cycle of assessment might actually help us to plan assessments in the next cycle, or might facilitate changes in other courses that weren't even included in the initial assessment. To this end, please complete the following with as much detail as possible. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcocollege.edu, or Greg Aycock at greg.aycock@norcocollege.edu.

1. Identify where you are in the cycle of SLO assessment for each course you assessed over the past year ***(fall 2013 - spring 2014).*** Each response will be individualized; this means each completed column might look a little different due to the nature of the cycle of assessment in which we engage. For example, you may have a course in which you are implementing improvements to close the loop on an initial assessment that was completed in a different year. You might also have a course that only has an initial assessment with report and you haven't yet completed any follow-up or improvement activities. Below you will see an example of how to fill in this section, and then a blank chart for your own responses.

Course number and name	SLO ***Initial Assessments*** and completed **Reports** (State each SLO e.g., SLO 1)	SLOs with ***Improvements identified*** (Identify the SLO with # of improvements in ( ) e.g., SLO 1(1), or SLO 3(0))	SLOs not needing improvement (assumed loop-closed), with clear reasoning as to why	SLOs involved in ***Loop-Closing*** assessment (state SLO and effect)
EAR 20 Child Development	SLO 1, SLO 3 (*Indicates the discipline assessed and wrote a report for both SLO 1 and 3 in the past year for this course)*	SLO 1(2) (*Indicates 2 adjustments were made to the course e.g., in materials, assignment, test questions, pedagogy, curriculum etc.* *Notice, nothing is stated for SLO 3 – suggesting no concerns were identified…see the next column…)*	SLO 3 – results meet discipline set standards of 75% success *(If no improvement is needed please state why in this column)*	SLO 1 – data indicate increased success after improvements were made *(This means a closing the loop assessment was completed on SLO 2 for EAR 20)*

Course number and name	SLO ***Initial Assessments*** and completed **Reports** (State each SLO e.g., SLO 1)	SLOs with ***Improvements identified*** (Identify the SLO with # of improvements e.g., SLO 1(1), or SLO 3(0))	SLOs not needing improvement (assumed loop-closed), with clear reasoning as to why	SLOs involved in ***Loop-Closing*** assessment (state SLO and effect)
EAR 19 Observation and Assessment	SLO 1	SLO 1 (1)	n/a	Fall 2013 SLO 1 – class average on assignment improved from 70%-80% after additional support/instruction on how to answer the question was given and an opportunity to redo the assignment
EAR 20 Child Development	SLO 1, 2, 3, 4, 5	SLO 1(1), SLO 2 (1), SLO 3 (1), SLO 4 (1), SLO 5 (1)	n/a	Fall 2013 SLO 1, through 5 Some students can improve in their learning outcomes when given additional support & directions. Some students still require additional skills in order to be successful, potentially basic reading skills, time management, and/or the ability to apply information. Some of the questions that still earned very low scores need to be reviewed and possibly revised or removed.

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EAR 20	SLO 4 and 5	n/a	SLO 4 & 5 Both of these SLO assessments were hijacked when I discovered that the majority of the students in the class did not a) provide a reference page, b) provide in-text citations, c) provide an appropriate reference page or in-text citations, or d) just plagiarized. This led to a fundamental change in the grading process, i.e., they were given automatic very bad grades for cheating and not citing their sources. This made it impossible to truly evaluate the quality of the work completed, and put the kibosh on the SLO assessment.	n/a

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EAR 24	SLO 2	n/a	SLO 2 Data collected supported hypothesis that students improve in ability to plan creative activities across the class because they were able to practice their skills. Data also suggest that the students are consistent in their approach to designing curriculum	
EAR 25 Diversity in ECE	SLO 1	SLO1 (2)	n/a	Planned for Summer 2015
EAR 28	SLO 1 & 3	n/a	n/a	Fall 2013 SLO 1 & 3 Average scores on parts of the assignment increased due to changes to assignment format, increased stringency of expectation
EAR 30 Practicum	SLO 1, 4, & 5	SLO 1(1), 4(1), & 5 (1)		Planned for Spring 2015

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2. a) How many Program Level Outcome ***initial*** assessments were you involved in fall 2013 - spring 2014? Indicate a total number per column. Please provide copies of any reports or documents related to these assessments as attachments to this Annual Review, or embed at the end of the document as an Appendix.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
0		0	1 on-going

b) How many Program Level Outcome ***loop-closing*** assessments were you involved in fall 2013 - spring 2014? Indicate a total number per column. Please provide copies of any reports or documents related to these assessments as attachments to this Annual Review, or embed at the end of the document as an Appendix.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
0	1 ECE	0	0

3. Please describe any changes you made in a course or a program as a response to an assessment. Please indicate the impact the changes had on student learning, student engagement, and/or your teaching.
Each course that was assessed in in 2013-2014 provided insight as to how possible improvements or modifications could be made to enhance not only student learning, but teaching effectiveness.
   - In EAR 19 it was determined that students need additional assistance in unpacking or decoding assignments, even so far as needing to model formatting a response in class on the PowerPoint. Students also benefitted from simple graphic organizers to help them plan their responses.
   - EAR 20 students clearly demonstrated a need for more in-class assistance to decode word questions that ask for application of knowledge, It also became apparent that students either don't read the book, can't interpret the material when asked to apply it to specific test questions, or students don't trust themselves to answer multiple choice questions because they don't understand the text. Direct instruction was given on how to approach multiple choice questions (POE), breaking apart word or scenario questions, and decoding the language embedded in questions (definitions). In addition, it was found that stronger emphasis must be placed on teaching the students APA formatting, the meaning of plagiarism. This resulted in in-class demonstrations and a much stronger statement in syllabus regarding both APA and plagiarism.
   - EAR 25 and 30 highlighted the fact that students need a long time to integrate information from a course prior to completing the corresponding assignment.

- EAR 28 showed that by simplifying the observation format and increasing the clarity of expectations it enabled students' to be more successful.
- EAR 30 showed that in-class small group activities help student understand the assignments they will complete as individuals.
- All assessments indicated that students need direct instruction and demonstration on how to use technology e.g., PowerPoint, and significant time during class to ask questions regarding the assignments.

Overall, the impact on teaching in the ECE discipline is to include significantly more opportunities for students to scaffold their learning. There are now more opportunities to small "quick check" activities to make sure students are on the right path towards completing a larger assignment. There are also many opportunities to practice specific skills in class as small groups (supportive and safe environment) that will assessed later in the course assignments.

4. Can you identify any assessments that have prompted a change in perspective in the manner in which your discipline should modify the Course Outlines of Record (COR) or the Student Learning Outcomes (SLO)? Please expand on what you think should be modified.
   The PLO assessment for the ADT (spring 2014) provided support that EAR 19 should be added to the existing list of pre-requisites for EAR 30. The data indicated that EAR 19 was shown to provide support for 3:4 of the ECE PLO. The discipline has discussed the results and EAR 19 will be put forward this fall for inclusion as a prerequisite.

5. Have you shared your assessments, outcomes, improvements etc. with your discipline? How? If not, how do you plan to do so in the future?

   Some of the assessment have been shared directly with ECE discipline members via email, but the assessment in EAR 30 regarding the CLASS was shared in a face to face conversation with discipline members at RCC. The faculty in charge of running the practicum class (EAR 30) at RCC has agreed to try the tool in an upcoming session to see if they also have positive gains from its usage.

   The PLO assessment for the ADT was also shared directly with the discipline members (discipline facilitator) art RCC, as its results support the desire of the NC full time ECE instructor to add a prerequisite to EAR 19. The faculty have subsequently agreed to add the pre-requisite based on the results of this assessment.

6. Did any of your assessments indicate that your discipline or program needs additional resources to support student learning? If so, please explain.
   The assessments don't indicate that the ECE discipline is in need of any specific additional resources, but they do suggest that maybe a wider conversation regarding the basic skill needs of students enrolled in courses should be facilitated with all faculty. Maybe some additional resources or courses could be created, e.g., basic computer skills, APA formatting etc. so that the amount of time spent in content heavy courses can be more focused on that content vs. teaching introductory technology skills.

7. What additional support, training, etc. do you need in the coming year regarding assessment?

   None at this time.

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Scoring Rubric for Annual Program Review of Assessment (Part II only)

Assessment Unit Name: _____ Average score _____

	0	1	2	3
On-going SLO assessment and Loop-closing activity	No evidence provided 0	Limited evidence of on-going SLO assessment (1 initial assessment, no loop-closing) 1	Clear evidence of on-going SLO assessment (at least 1 initial and or 1 loop-closing) 2	Clear and robust evidence provided of on-going SLO assessment (2 initial, and one loop-closing) 3
Attempts to improve student learning	No indication of any changes made to any courses, and no clarification provided 0	No indication of any changes made to any courses and limited clarification regarding discipline standards 1	Evidence of an attempt to implement a change in a course provided, or simple clarifying statement regarding why no specific improvement is needed 2	Multiple attempts made to implement changes to courses, discipline, institution, or state specific standards, or clear clarification why no improvement is needed 3
Dialogue across the discipline	No dialogue or attempt to communicate results 0	Limited demonstration of dialogue or communication within the discipline or department 1	Clear demonstration of dialogue and sharing of assessment within discipline or department 2	Robust and systematic dialogue and communication demonstrated within discipline 3
Participation in PLO assessment (bonus points averaged into total score)		Engagement in at least 1 initial PLO assessment **and/or** Engagement in at least 1 PLO closing-the-loop assessment fall '13-spr '14 1		

2015

Appendix A – PLO assessment EAR 30

EAR 30 ECE and ADT Program Level Outcomes Assessment – Closing the Loop
Spring 2014

Overview

In spring 2012 EAR 30 was taught at the newly opened Step by Step program located at the Innovative Learning Center. This site was under the purview of the Riverside City College. At that time EAR 30 underwent significant revisions in order to accommodate the needs of the "borrowed" site, the limitations of the personnel at the site, and the lack of oversight of this site by the Norco ECE instructor for curriculum, pedagogy, and behavior management. At that time, an assessment was conducted based on the Program Level Outcomes. Although the assessment was predominantly in a survey format, some qualitative questions were also asked that provided some clear suggestions for improving specific courses within the certificate programs. They included the following, with actual changes completed in 2013 and 2014 indicated in italics:

PLO 1. Develop, implement, and evaluate developmentally thematic and emergent curriculum for typical children.

- EAR 19 was identified as being very important regarding curriculum development and has subsequently been *adjusted to incorporate a stronger focus on designing curriculum* (*Progress Report lesson planning, parent teacher conference*).
- More circle time preparation and understanding of teaching strategies*. EAR 24 has been revised and a stronger focus on, and practice implementing circle time has been included. EAR 30 now has additional opportunities to practice circle time prior to assessment of the student's ability.*
- EAR 28 has also been updated and a *stronger focus on teaching strategies as they relate to curriculum has been included in the observation assignment.*

PLO2. Develop and apply appropriate practices and effective techniques that respect cultural diversity among children and families

- More advice on particular religions, cultures, holidays that aren't celebrated, socioeconomic status and lack of support from home…*the new EAR 25 class is incorporating concepts regarding culture and socioeconomic issues into papers and in-class activities and lectures.*

PLO 3. Integrate an educational philosophy into the classroom.

- Help in dealing with parents and their demands, understand that children and families need to be treated with respect – *Additional activities have been designed in EAR 25 (research paper) and 42 (newsletter) to help with these aspects.*
- Visit centers that practice different philosophies, more activities with theory in it – *EAR 24 now has a significant observation regarding theory as does EAR 20 and 28*
- *In EAR 24 students are now required to engage directly with children (they do the activities they design in EAR 24 with a child) as part of their learning how to create developmentally appropriate and theoretically grounded curriculum.*

PLO 4. Develop and implement a system of ongoing observational practices that contributes toward the creation of learning environments conducive to the emergence of curriculum that adapts to the evolving needs of children.

- EAR 24 *now has components of observation included as part of the lesson plan (identify an assessment method), and as part of the interactions with the children during the self-evaluation component.*
- EAR 24 has a *new observation that requires students to identify curriculum.*

In 2013 the Internship course (EAR 30) relocated again due to the closure of the ILC. The new site, Temple Beth El Child Development Center (Riverside), again offered an opportunity to adjust the approach taken in the internship to mirror the model on the ground at the center. In this situation the change was for the better. The Instructor of Record is still the primary grader for all assignments, but there is a much more collaborative and a supportive relationship at this center.

The survey that was administered in 2012 was re-administered at the end of the 2014 spring session of EAR 30. The Data analysis and results follow. The survey questions have been imbedded into this document with the data charts and qualitative responses following directly after. In addition, the scores from the original assessment will also be indicated in the tables.

DATA Analysis

College where most ECE courses were completed

Norco	Riverside	Moreno Valley
11 (73%)	4 (26%)	0 (1 started but dropped the 2nd day

Key
Yellow highlight = most frequently selected course
Blue highlight – increase from prior assessment/survey

Identify (by circling as many as you think) the classes in ECE that you think helped to prepare you to achieve the following during the internship.

Table 1. PLO 1. Develop, implement, and evaluate developmentally thematic and emergent curriculum for typical children.

EAR Course	Total responses	% of overall responses 2014 n=15	% of overall responses 2012 n=20
EAR 19 Observation and Assessment Methods	12	80%	70%
EAR 20 Child development	7	46%	55%
EAR 24 Creative Curriculum	13	86% and an increase	85%
EAR 25 Diversity in ECE	3	20%	Not offered
EAR 28 Principles and Practices	4	26%	25%
EAR 26 Child Health	6	40%	40%
EAR 42 Home, School, and Community	4	26%	20%

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Table 2. Which classes helped the most?

EAR Course	Total responses per class	% of responses 2014 n=15
EAR 19 Observation and Assessment Methods	11	73%
EAR 20 Child development	5	33%
EAR 24 Creative Curriculum	13	86%
EAR 25 Diversity in ECE	3	20%
EAR 28 Principles and Practices	3	20%
EAR 26 Child Health	4	26%
EAR 42 Home, School, and Community	2	13%

Analysis

EAR 24 once again proved to be the most frequently identified class that assists with curriculum development, but once again EAR 19 showed a strong correlation. The super news is that within the ECE program ***every single required course is providing support towards this extremely important element*** (PLO 1). Also, the data indicate an increase almost across the board in focus, which I think is due to the California Alignment Project and the new ADT in our program. We are asking students to do a lot more curriculum planning in more classes, or showing students how to tie ECE content learned in the adult classroom to delivery in the children's classroom. In addition, at least half of the required classes have observations of children, or some form of interaction with children, or at the least videos of children in action, included into the content of the course.

What classes helped the most? How?

- Taking EAR 19 before 30 would have helped
- In 19 I learned about assessment methods and it helped me with observing while doing other activities
- EAR 28. I took it with Dr. Cazares (RCC) and the fact that your lesson plan, as well as hers, was nearly the same helped a great deal.

What more do you think future students need to know to make them even more capable in the area of curriculum development?

- They need to know more about the levels of development for children of *various* preschool ages (3-5) so they create developmentally appropriate activities.
- Plans change, different teachers have different expectations, and you may make a good plan, but have to change it. Be aware of culture and background differences when planning.
- How to interact with parents if they have a concern about their child.
- How to entertain and be physical with the children. Knowing that play=education.
- They should take the internship
- How to develop a lesson well and the DRDP.
- Be sure to have taken EAR 19 before this class (stated by multiple students).
- More DRDP review
- How to adapt the activity for different situations
- The time and effort it takes to think, plan, and put the lessons into action, but also how rewarding it feels to get the feedback to do better
- To be able to scaffold the levels of the DRDP
- Only serious students should take the class

2015

Identify (by circling as many as you think) the classes in ECE that you think helped to prepare you to achieve the following during the internship.

Table 3. PLO 2. Develop and apply appropriate practices and effective techniques that respect cultural diversity among children and families

EAR Course	Total responses per class	% of overall responses 2014 n=15	% of responses 2012 n=20
EAR 19 Observation and Assessment Methods	2	13%	5%
EAR 20 Child development	9	60%	25%
EAR 24 Creative Curriculum	3	20%	15%
EAR 25 Diversity in ECE	7	46%	Not offered
EAR 28 Principles and Practices	1	6%	35%
EAR 26 Child Health	8	53%	5%
EAR 42 Home, School, and Community	11	73% and an increase	70%

Table 4. Which classes helped the most?

EAR Course	Total responses per class	% of responses 2014 n=15
EAR 19 Observation and Assessment Methods	3	20%
EAR 20 Child development	3	20%
EAR 24 Creative Curriculum	3	20%
EAR 25 Diversity in ECE	7	46%
EAR 28 Principles and Practices	0	0%

EAR 26 Child Health	1	6%
EAR 42 Home, School, and Community	5	33%

Analysis

These data are not surprising in the identification of which classes provide support, but it is heartening to see that cultural diversity is a focus in multiple classes and not just in a single class. It is anticipated that EAR 25 will take a more dominant role in this area in the future, as indicated in table 4, but as of right now it has only been offered a total of 3 times in the last 18 months and as such has not yet established itself as the primary course that will cover this type of material. It is interesting to see that EAR 19 and EAR 24 do not have higher recognition in this PLO. In both of these courses time is spent discussing either anti-bias curriculum or anti-biased assessment and adapting assignments to support children with a wide range of abilities.

What classes helped the most? How?

- In EAR 25 we talked about diversity in regards to personality as well. We did real-world and fun activities that showed us how to be aware of diversity in the classroom and plan a curriculum around it by actually looking at the diversity in the classroom we were already in.
- EAR 25 reminds you to make sure if you focus on a culture you must address all cultures not to stigmatize a child based on color, culture or religion
- EAR 19, I know what to expect when working with children
- EAR 25 Understanding what is effected by culture when it comes to development
- 25 really helped me to think about what I was using in my lesson planning
- EAR 42 also helped me with dealing with children with challenging behaviors, helped me find a positive way to change a behavior
- 42 helped because some families are not as high economically as others
- 42 helped me to recognize students in need, signs of abuse
- The 4 core helped because culture was something that was discussed more than once

What more do you think future students need to know to make them even more capable in the area of cultural diversity?

- To realize that diversity goes farther than cultural and physical, children have diverse personalities

- Avoid stereotyping any child of ANY color, hair color, eye color etc, parental or caregiver background
- Include all of them, real life activities
- Different does not equal less and that what can seem nice can be offensive to others
- Work with children from different cultures
- Be open minded
- Take sociology classes
- Put your biases aside and structure the lesson to fit the needs of every child
- Integrate activities throughout the year
- See the differences in persons and don't introduce cultures that aren't relevant or a stereotype

Identify (by circling as many as you think) the classes in ECE that you think helped to prepare you to achieve the following during the internship.

Table 5. PLO 3. Integrate an educational philosophy into the classroom

EAR Course	Total responses per class	% of overall responses 2014 n=15	% of responses 2012 n=20
EAR 19 Observation and Assessment Methods	5	33%	5%
EAR 20 Child development	13	86% and an increase	25%
EAR 24 Creative Curriculum	5	33%	15%
EAR 25 Diversity in ECE	2	13%	Not offered
EAR 28 Principles and Practices	3	20%	35%
EAR 26 Child Health	10	66%	5%
EAR 42Home, School, and Community	7	46%	70%

Table 6. Which classes helped the most?

EAR Course	Total responses per class	% of responses 2014 n=15
EAR 19 Observation and Assessment Methods	4	26%
EAR 20 Child development	9	60%
EAR 24 Creative Curriculum	0	0%
EAR 25 Diversity in ECE	1	6%
EAR 28 Principles and Practices	0	0%
EAR 26 Child Health	7	46%
EAR 42 Home, School, and Community	2	13%

Analysis

These data are quite fascinating. In EAR 28 we specifically ask students to create a teaching philosophy as one of their main assignments, and yet this course did not seem to demonstrate a clear indication that students found it the most influential in actually helping them to integrate an educational philosophy. In EAR 20 we do place a significant amount of emphasis on theory and the theoretical foundations to education and so it is extremely heartening to see this response. It is also very heartening to realize that most of the students in the internship are likely to have taken EAR 20 as one of their first courses and hence quite a while prior to the internship. The idea that the theoretical models they were taught in EAR 20 have persisted and played an integral role into their educational philosophy in EAR 30 is truly a wonderful result. In addition, to see EAR 19, 24, and 26 identified as strong foundations for educational philosophy is also tremendous as it indicates that students are integrating a wide based construct for an educational philosophy incorporating assessment, curriculum development, and the health and welfare of children. The only explanation for the dramatic shift in the data for EAR 42 aligns to the shift in content in this course in the last two years. Previously there was a strong emphasis on culture and diversity and this might have influenced students' understanding of how to include children with different backgrounds into their educational philosophy. This focus has now shifted more to EAR 25

What classes helped the most? How?

- 20, 28 & 42 helped me see what type of teacher I wanted to be
- 20 helped integrate the abilities that you can apply to your curriculum
- 28 – there are morals that should be followed in the classroom and showed me scientific viewpoints of how children develop and how we can help them succeed
- 20 helps you to understand children and why they act a certain way
- Class discussion have helped, hearing other's views
- Learning about the different leaders in the field of child development

What more do you think future students need to know to make them even more capable in this area?

- Have time in a real classroom and work with different ages
- Pick an educational philosophy that suits you and puts them on a path to becoming an engaging and caring teacher
- Learn about developmental milestones and what behavior is normal or what could be a warning sign in the future
- Seeing videos of children in a preschool actually doing things
- Find out what you like/don't like, make it your own
- Just a separate class on educational philosophy

2015

Identify (by circling as many as you think) the classes in ECE that you think helped to prepare you to achieve the following during the internship.

Table 7. PLO 4. Develop and implement a system of ongoing observational practices that contributes toward the creation of learning environments conducive to the emergence of curriculum that adapts to the evolving needs of children.

EAR Course	Total responses per class	% of overall responses 2014 n=15	% of responses 2012 n=20
EAR 19 Observation and Assessment Methods	10	66%	70%
EAR 20 Child development	4	26%	25%
EAR 24 Creative Curriculum	7	46%	20%
EAR 25 Diversity in ECE	1	6%	Not offered
EAR 28 Principles and Practices	2	13%	15%
EAR 26 Child Health	7	46%	10%
EAR 42Home, School, and Community	4	26%	10%

Table 8. Which classes helped the most?

EAR Course	Total responses per class	% of responses 2014 n=15
EAR 19 Observation and Assessment Methods	8	53%
EAR 20 Child development	1	6%
EAR 24 Creative Curriculum	4	26%
EAR 25 Diversity in ECE	1	6%
EAR 28 Principles and Practices	2	13%

EAR 26 Child Health	2	13%
EAR 42 Home, School, and Community	2	13%

Analysis

Clearly EAR 19, as the name suggests – Observation and Assessment Methods – is intended to give students an understanding of how to observe children, so this result comes as no surprise; it is the other data that are really quite outstanding. The ECE discipline (across the district and as part of CAP) has actively engaged in conversation regarding the need to increase the amount of opportunity students get to observe children, to consider management and manipulation of the ECE environment, and the implementation of an emerging curriculum. The 4 Core courses (EAR 20, 24, 28, 42), which form the basis for the Assistant and Associate Teacher Certificate, are clearly showing the consistency with which this concept is being addressed. The students, and the ECE advisory committee, have asked for more opportunities to practice these skills and the responses to the survey are providing an indication that their needs have been met.

What classes helped the most? How?

- EAR 19 helped me to use assessment to create developmentally appropriate curriculum
- 19 allowed for a chance to practice and not just learn about the technique
- I understand how to observe the children better and know what to look for
- EAR 19 because you can actually see where the child is at and what level they can move to
- Completing observations in a classroom not just listening to a lecture
- EAR 24 the scaffolding aspect helps break down how the environment should be set-up to help all children succeed

What more do you think future students need to know to make them even more capable in designing educational environments?

- What stimulates a child's learning and how to accomplish it
- State guidelines
- Counselors that actually know what they are doing or have mentors to guide us along the way
- ECERS and NAEYC review
- Real time in the classroom

Additional Questions

What benefit do you think you gained from the internship class?

- I had real-world experience with curriculum planning, behavior management, multi-tasking, and assessing children's developmental levels. At the end of this course I knew without a doubt I wanted to be a teacher.
- I feel more organized and I tend to look at life from a teacher's perspective
- I learned about myself and teaching methods and areas I need to work on with children and coworkers.
- Knowledge of how to run a classroom, what activities to have, examples from other classmates
- How to scaffold an activity and how to improvise when not everything goes as planned
- Confidence in me, I also realize I would like to work with children who's are ESL
- I had lots of hands on activities, help, and guidance. It helps you decide if you want to be a teacher – I gained more confidence
- It helped me get over my fear of doing something new and different. I have more confidence and also learned that I can turn to any coworker for support
- Hands on experience and being with a variety of children who are all at different levels of learning
- I learned to control behavior, adapt lessons, and form bonds with children – things that can't be taught from a book
- A real understanding of the work it takes to be a teacher, and real time with children

What else do you think we can do to prepare you to be an ECE teacher?

- More "final full days". Getting the chance to run the entire classroom is an excellent experience and gives me the opportunity to really envision how I want to run my own classroom.
- Push for the completion of more courses prior to 30, 19 and 25 would be beneficial
- How to help a child that is struggling, where to go for help
- Educate on the amount of work goes into planning as well as the hardships of how to deal with a difficult parent
- Every student should be required to take the internship
- Make the internship 3 days a week instead of 2 so we can get to know all of the kids
- Classes that separated the different centers, science, math, art etc
- Get more hands-on chances before the internship

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Would you recommend the ECE program at Norco, Riverside or Moreno Valley?

Norco			RCC			MoVal		
Yes	No	N/A	Yes	No	N/A	Yes	No	N/A
14	0	1	7	1	3	2	2	7

Summary

It would appear that the required courses are doing a great job, in conjunction with one another, in preparing ECE students to be successful in the internship. It would also appear, based on the qualitative statements that ECE students feel well prepared to work as preschool teachers. Of interest is that in 2014 EAR 19, 20, 24, 26, and 42 were the most frequently identified courses that intern students indicated provided the most support in meeting the four PLO outcomes. Whereas, in 2012 the most frequently identified courses were EAR 19, 20, 24, 28, and 42. Two thoughts come to mind with this data:

1. That EAR 19 is identified as a strong component factor in 3:4 of the PLOs and yet is not a prerequisite for EAR 30.
2. That EAR 28 appears to be not providing as strong a level of support as it maybe should, considering that it is a core course in ECE. Maybe the SLOs in this course need to be reexamined, the assignments possibly reworked, and the idea that maybe there needs to be an additional PLO in ECE should be considered. Maybe we are not actually capturing the benefit of EAR 28 in the existing PLOs, e.g., teaching strategies, classroom management and layout, or the role of the ECE environment. It could also mean that the discipline needs to make sure that there is a consistent approach in EAR 28 and that all students are getting the same content and emphasis.

These are interesting elements that will need to be explored by the discipline across the district.

The students' comments also provide some interesting suggestions for the discipline to consider, namely:

- The needs for more hands-on experience with children
- That EAR 19 should be a prerequisite for EAR 30 (especially if there is going to be a requirement to complete a child case study)
- That there should be more specialized courses in specific curriculum content areas, e.g., math, science, art, literacy
- That students should have more opportunity in the internship to "run" or manage the whole class more…additional "final full days", or more opportunities to hold more responsibility

Overall this assessment has shown that the ECE program is providing students with the necessary skills required to meet the needs of

the identified Program Level Outcomes, and more importantly that students feel extremely well prepared to function as well trained ECE teachers in the community. Each student completes a variety of assignments as part of the internship course, some of which can be analyzed for authentic measures of assessment for each of the PLOs; this is the next step for PLO assessment in ECE.

Appendix B – Ongoing PLO assessment ECE Certificate
(see attached excel spreadsheet)

2015

Norco College Assessment Results

Course: EAR 19 Observation and Assessment

Instructor: Dr. S. Burnett **Semester:** Fall 2013

SLO(s) being assessed: SLO 1 Identify the purpose, value, and use of formal and informal observation and assessment strategies

Aligned to PLO: PLO 4 Develop and implement a system of on-going observational practices.

Initial Assessment fall 2013 **Follow-up** fall 2013

Intent of Assessment Chosen

This is the first time that this SLO has been assessed since the course was revised as part of the California Alignment Project. The students were asked to answer two reflection questions as a part of this assessment. The questions were as follows:

Reflection Question #1

Please provide a response to the following questions. Please answer in paragraph format using complete sentences. Your grammar and spelling should be at a college level.

1. Why do we conduct assessment in ECE? Identify and explain the purpose, value, and use of both formal and informal observations within a preschool environment. (10 points)
2. Provide an overview of how you would approach or plan to conduct developmentally appropriate and authentic assessments in a preschool environment. (10 points)

An answer key was generated based on the information that was disseminated to them during the class session and through the assigned class readings. The answer key follows on p.2:

Reflection Question # 1
EAR 19
Answer key

Two Questions, each worth 10 points

Q1. Identify the purpose, value, and use of formal and informal observation, and assessment strategies

A complete answer should include some elements of the following:

- Purpose
  - To identify current levels of developmental ability
  - To identify individual learning styles, or individual interests
  - To determine effective use of the classroom space
  - To determine whether children are sick, need assistance, or are struggling with a specific skill
- Value
  - Formal assessments provide an opportunity to identify specific areas of development that might be delayed or a concern
  - Formal assessments support the teachers ability to plan curriculum that is enhancing and expanding children's existing levels of ability
  - Informal assessments can be conducted without a significant amount of planning, but can capture details that are more authentic/non-teacher derived
  - Provides legitimacy for the teaching strategies or curriculum that is designed as it is based on evidence that is gathered from the class
- Use
  - To plan developmentally appropriate curriculum or interventions to meet the actual developmental needs of each individual child
  - To inform pedagogy and teaching strategies
  - To engage teachers in active learning about their students
  - To provide a legitimate and evidenced base way to share developmental information with families about their children
  - To identify children that might be at risk for a developmental delay or potential disability
  - To facilitate referrals to specialists
  - To enhance self-reflection by the teacher on their teaching skills

Q2. Provide an overview of how you would approach or plan to conduct developmentally appropriate and authentic assessments in a preschool environment.

A complete answer should include some elements of the following:

- Language that functionally describes DAP. Age appropriate, materials that are child friendly, accessible, activities that are set at the child's developmental level.
- Play based learning opportunities from which to observe vs. highly structured activities as the only assessment opportunities
- Assess when children are feeling well, not hungry, not stressed etc.
- Assess in culturally and linguistically sensitive manner
- Ongoing assessment to capture changing skills vs. one-time assessment
- Spend time watching children as they engage with the materials provided in the classroom
- Provide plenty of time and variety of materials

Summary of Findings

The students scored an average of 70% in response to these questions. This score seemed very low considering the material that was covered in class, and the available resources to create a comprehensive answer. Analysis of the responses showed that the students did not fully attempt to answer each component part of Q1, i.e., they didn't clearly address the function, value, **and** use of formal **and** informal assessment. The answers to Q2 were of less concern as they incorporated more of the potential topics identified on the answer key than Q1.

Teaching Strategy to Close the Loop

All of the students were given a chance to rework the assignment after they were given the advice to purposefully structure their answers with logical side headers in order to break their responses into distinct categories. They were told to provide **an** answer for *function*, **an** answer for *value*, and **an** answer for *use*. Those students (n=5) that chose to resubmit the work improved their overall grade from an average of 13/20 (65%) to 16/20 (80%). The class grade subsequently changed from an average of 70% to 82% once these changes were considered. It

would appear that unfortunately our college students need significant assistance in analyzing and responding to multicomponent questions.

Suggestions for On-going Improvement

Going forward, the students will be provided with a graphic organizer on the first day of class in which they can gather information necessary for answering this question. It may look similar to the one that was created for the 2nd Reflection question that is due later in the semester (see attached). This document was generated as a direct response to the manner in which the students answered (or rather didn't answer) this first Reflection question. The students will also been given the advice to structure their paper using side headers that correspond to all of the specific elements that must be addressed in the assignment.

Recommendations for SLO or COR modification

There is no recommendation to modify the SLO at this time.

Tie in to PLO

PLO 4 requires that students develop and implement a system of on-going observational practices. Part of the practice of observation and assessment in ECE is obviously having a clear understanding of the function, value, and use of the results attained. ECE teachers need to understand that the collection of data is not merely an academic exercise; it is a function of being a systematic teacher. Teachers need to understand that being able to demonstrate a level of comprehension regarding the expected sequence of development is an expectation of their position. In order to plan appropriate curriculum, teachers need to have a clear sense of the level of abilities of each student in the classroom.

Norco College Assessment Results

Course: EAR 20 Child Development

Instructor: Dr. Sarah Burnett **Semester:** Sum 2013

SLO(s) being assessed: All SLO 1-5

1. Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.
2. Analyze how cultural, economic, political, historical contexts affect children's development. Identify cultural, economic, political and historical contexts that affect children's development.
3. Identify and compare major theoretical frameworks related to the study of human development.
4. Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.
5. Differentiate characteristics of typical and atypical development.

Aligned to PLO: All 4 PLO

1. Develop, implement, and evaluate developmentally appropriate thematic and emergent curriculum for children who are typical and atypical in the areas of physical, cognitive, language, creative and social/emotional growth.
2. Develop and apply appropriate practices and effective techniques that respect the cultural diversity of young children and their families.
3. Integrate an educational philosophy into classroom practices that reflects a personal belief supportive of theoretical principles regarding how and why young children should receive early educational experiences.
4. Develop and implement a system of ongoing observational practices that contributes toward the creation of learning environments conducive to the emergence of curriculum that adapts to the evolving needs of children.

SLO 1 aligns to PLO 4
SLO 2 aligns to PLO 2
SLO 3 aligns to PLO 3
SLO 4 aligns to PLO 4
SLO 5 aligns to PLO 1

Initial Assessment Follow-up

Intent of Assessment Chosen

EAR 20 is a comprehensive class regarding child development. It is expected to cover a wide range of information and is taken by a wide range of students. This assessment was conducted to determine whether the students were attaining the stated SLO for the course via the 12 class tests

that are a requirement of the class. The instructor of record analyzed each of the 12 tests and pre-identified which questions aligned with each of the 5 SLOs, and subsequently the 4 PLOs. Table 1 indicates the total number of questions included in the study for each SLO/PLO.

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Table 1 Total *number of questions included per SLO/PLO.*

	SLO1/PLO4	SLO2/PLO2	SLO3/PLO3	SLO4/PLO4	SLO5/PLO1
# of questions included	100	18	93	11	45

Total number of questions included (N) = 267

Throughout the semester the instructor of record collected data from each of the 12 tests. The Scantron system allows for the attainment of a cumulative score for all test participants on specific questions or on an entire test. The results of all 12 cumulative reports were analyzed to determine how well the students, as a whole, did on each of the previously identified SLO related questions. These data were uploaded into an excel spreadsheet (see attached) and questions that were answered incorrectly, by more than 40 % of the class, were highlighted. The instructor of record conducted research into the nature of these questions using the textbook and the instructor testbank.

Table 2 will provided a summary of the average score attained for each of the SLO and PLO, based on the total number of questions aligned with each SLO. These data can also be seen on the attached excel spreadsheet.

Table 2 *Summary of average scores for each SLO*

	SLO1/PLO4	SLO2/PLO2	SLO3/PLO3	SLO4/PLO4	SLO5/PLO1
# of questions included	100	18	93	11	45
Average score for all questions aligned to identified SLO/PLO	80%	75%	80%	75%	86%

Total number of questions included (N) = 267

Summary of Findings

Forty-two test questions out of a total of 267 were found to be answered incorrectly by 40% or more of the students. This equates to 16% of the total questions asked. When the questions were analyzed individually the following information was uncovered.

- Many of the answers were stated directly in the text and did not require application or interpretation in order to answer the question.
- Some of the answers were clearly stated in the text but required application of the concept.

- Some of the answers required clear application and interpretation in order to answer a scenario based question.

When considering why students might not identify answers *directly stated in the text* the following reasoning ensued.

- They didn't purchase or read the text; even though multiple copies are available in the library.
- They did read the text but were unable to understand or identify the information as it related to the question.
- They did not take the time necessary to isolate specific answers to specific questions.

As *to scenario questions*, this is a situation that will require further consideration. Students tend to panic with regard to these types of questions. All of the scenario questions were analyzed and some minor changing in wording was made, but for the most part they were found to be straightforward and clear. I believe that students panic when they see word questions and rush to find an answer without really analyzing or understanding the question.

In addition, it can be seen that overall the students demonstrated a strong understanding or attainment of the SLO based on the embedded questions given during the tests. Students attained an average of 82% on SLO 1, 3, and 5; with SLO 5 being achieved at the highest rate. These SLO tend to include fewer of the scenario questions and more direct responses or answers that can more easily be found in the text. SLO 2 and 4 definitely contain harder concepts to understand and contain the majority of the scenario based questions; any yet, the average was still a healthy 75%.

Suggestions for On-going Improvement

For those questions where it was determined that more support is needed to aid in understanding, e.g., Chp 1 test questions 12, 13, 15, and 18 additional material was inserted into the corresponding Powerpoint. Extra attention will be given in class regarding these concepts and open ended questions will be posed of the students during class to determine comprehension.

In future classes it will be shared that many of the answers are in the text and that student's should be sure to allocate time for finding them and for reading the chapters in general.

Students will be advised to spend more time analyzing the scenario questions. They will be encouraged to isolate the primary topic and revisit their understanding of the material…decoding the question so to speak. Students will be advised that the scenario question is intended to test their ability to apply the knowledge gained from the class to a real life situation. Students will be encouraged to write definitions for words they do not understand directly on the test document to facilitate their understanding of the question and answers.

In the fall 2013 a follow-up assessment will be conducted to see if the adaptations identified above does actually lead to a change in the overall scores.

Recommendations for SLO or COR modification

None at this time.

Tie to PLO

These data show that EAR 20 is a pivotal class in providing students with foundations in all of the PLO. This assessment has demonstrated that the 12 tests, that are a requirement in this class, do indeed support the student's potential to achieve the PLO. Obviously, as identified above, there is room for improvement in PLO 2 and 4, but again, 75% is still a strong level of achievement. I don't think that these results any significant change in the questions that are being asked, as there still needs to be a level of difficulty that must serve to identify more capable students, however the changes or adaptations that were identified above might assist in enhancing the students' ability to manage the scenario based questions more successfully in the future.

Norco College Assessment Results

Course: EAR 20 Child Development

Instructor: Dr. Sarah Burnett **Semester: fall 2013**

SLO(s) being assessed: SLO 4 Apply developmental theory to child observations

SLO 5 Differentiate characteristics of typical and atypical development

Aligned to PLO: PLO 4

Initial Assessment X Follow-up

Intent of Assessment Chosen

In EAR 20 the students complete two written papers, an observation and a research paper. The observation is of a single child in a child development center and the research paper is of a specific disability. In the observation the students are expected to provide an overview of the typically expected skills a three to five year old would demonstrate in the areas of physical, cognitive, and social-emotional development. This section of the paper is based on developmental theory (SLO4) and requires referencing and in-text citations from the class textbook. In the research paper the students are asked to research basic information (etiology/cause, outcomes, indications, identification etc.) on a single disability (autism, dyslexia, cerebral palsy, Downs's syndrome, etc.) (SLO 5). This paper also requires that the students complete a reference list and in-text citations.

Summary of Findings

Both of these SLO assessments were hijacked when I discovered that the majority of the students in the class did not a) provide a reference page, b) provide in-text citations, c) provide an appropriate reference page or in-text citations, or d) just plagiarized. This led to a

fundamental change in the grading process, i.e., they were given automatic very bad grades for cheating and not citing their sources. This made it impossible to truly evaluate the quality of the work completed, and put the kibosh on the SLO assessment.

Although the SLOs were not assessed, the lesson learned from this fall was that students don't know APA, don't know how to in-text cite, and are willing to cheat on multiple assignments as long as they don't get caught. I provided training for all of my EAR 20 students on APA formatting – well at least the ones that came. I gave students a chance to rework sections of their papers and the reference list for a limited number of points. I met with Dr. Tschetter to discuss the ability of the writing resources center providing assistance in APA training and we also talked about providing a professional development training next semester for faculty.

Suggestions for On-going Improvement

1. I have updated both of these assignments with a very clear statement regarding plagiarism.
2. I have indicated on the assignments that they will not be graded without an attempt at a reference page, or without in-text citations.
3. I will demonstrate for future students how to take notes from outside sources; many of them take verbatim notes and then just transfer them into their own words without even realizing that they are in fact plagiarizing.
4. My statement regarding this concept will be even more highlighted in all future syllabi.
5. A much stronger, campus wide approach to plagiarism should be implemented. Starting with counseling and emphasized in all aspects of campus life.

I will attempt to complete the same SLO assessment the next time I teach EAR 20.

Recommendations for SLO or COR modification

None

Tie in to PLO

N/A