

**NORCO COLLEGE
ANNUAL INSTRUCTIONAL PROGRAM REVIEW**

Discipline/Unit: Early Childhood Education

(If applicable) **Program or Certificate** ECE including ECEI

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: April 20, 2016

Please send an electronic copy in a word document to:

programreview@norcollege.edu



Form Last Revised: March 2016

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 by April 20** or the first working day following the 20th 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

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.

Strategic Plan: Goals and Objectives 2013-2018

Goal 1: Increase Student Achievement and Success

Objectives:

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

Goal 2: Improve the Quality of Student Life

Objectives:

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

Goal 3: Increase Student Access

Objectives:

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

Goal 4: Create Effective Community Partnerships

Objectives:

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

Goal 5: Strengthen Student Learning

Objectives:

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

Goal 6: Demonstrate Effective Planning Processes

Objectives:

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

Goal 7: Strengthen Our Commitment To Our Employees

Objectives:

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

I. Norco College Annual Instructional Program Review Update

Unit: ECE
Contact Person: Burnett
Date: 4/11/16

Trends and Relevant Data

1. How does your unit support the [mission of the College](#)?
2. 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.

Offering of our more specialized courses in Administration (ECE 38, 44 and 45) were impacted this year due to RCC also offering the same courses in the same semester. These are always lowly enrolled courses and so the number of students enrolled in the fall and winter was dramatically impacted. The spring fared much better due to efforts on the part of the instructor (part time faculty member Trudy Oliver) to market the class. A discussion was held with the faculty at RCC and an agreement was reached that coinciding offerings of these courses would not occur going forward. RCC will reduce the number of times they offer these sections to once every two years.

3. List and discuss your retention and success rates as well as your efficiency. Please be aware that the data have been disaggregated for your analysis. Please list online, hybrid and face-to-face-data separately.

What are the changes or significant trends in the data, including differences among gender, age and ethnicity? To what do you attribute these changes?

OVERALL COMPARISON – ECE to NORCO COLLEGE

Table 1. Overall Comparison between ECE and Norco College (highlights indicate areas for concern due to discrepancy)

NORCO COLLEGE in Comparison to ECE OVERALL	2014-15 NC	2014-15 NC	2014-15 ECE	2014-15 ECE
	Success	Retention	Success	Retention
Total	69.6%	86.0%	73.3%	89.9%
American Indian or Alaska Native	63.5%	83.3%	0.0%	100.0%
Asian	77.1%	88.4%	88.1%	95.2%
Black or African American	62.0%	83.8%	69.7%	78.8%
Hispanic/Latino	67.3%	85.2%	70.3%	90.4%
Native Hawaiian or Other Pacific Islander	68.8%	87.2%	100.0%	100.0%
Two or More Races	67.9%	85.4%	60.0%	80.0%
White	74.4%	87.7%	79.4%	89.5%
Non-Respondent	76.8%	85.9%	90.0%	100.0%
19 or less	68.5%	88.1%	63.7%	92.1%
20 to 24	68.8%	84.9%	74.9%	89.5%
25 to 29	70.2%	84.4%	81.4%	90.3%
30 to 34	74.7%	85.5%	81.1%	88.7%
35 to 39	75.8%	86.4%	95.0%	100.0%

40 to 49	75.6%	85.8%	71.7%	78.3%
50+	72.0%	82.4%	81.5%	88.9%
Female	70.8%	86.1%	74.8%	90.9%
Male	68.2%	85.8%	58.0%	80.2%
Non-Respondent	80.6%	90.5%	0.0%	0.0%

Summary Statement

ECE has higher success (73.3% vs. 69.6%) and retention rate (89.9% vs. 86%) than the college as a whole.

Race

Both the college and the ECE discipline demonstrate lower success with students that identify as two or more races or as African American, in comparison to all other races. ECE is more successful with African American students than the college (69.7% vs. 62%), but falls behind the college in retention (78.8% vs. 83.8%). African American students have averaged approximately 3-6% of the total class population in ECE over the last five years. This is an area where additional outreach and reflection is necessary and might require a specific conversation and study with African American students currently enrolled in the ECE program. I plan to connect with the instructors in the T3P program to discover if there are skills, approaches, or teaching pedagogy they have found have more success within the African American population at Norco.

Success in ECE across the races averages 79.64% in comparison to the college at 70.1%. Success by Asians, African Americans, and Hispanics is currently higher in ECE in 2014-15 than in 2010-11, whereas success for whites has dropped. In each race category there have been years where there was an increase in success and then the following year a decrease. This may have something to do with the rotation of courses in ECE. In the first year students may take the introductory courses and in the second year the more advanced courses and electives.

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

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

Age – Overall the ECE program has a higher success rate across the identified range of ages (78.47%), than the college as a whole (72.22%).

There is some interesting variation between the college and discipline in this variable. The college data indicate that students under the age of 24 (68.65% average) are not as successful as students over the age of 24 (73.66%). The ECE data indicates that it is primarily students that are 19 or younger that are being successful at a lower rate (63.7% average). They are the only category that falls below 74% in the ECE data. Within this age group there appears to be a pattern across the five years; one year the students average a D grade, then the next year a C grade, the third year a D grade, the fourth year a C grade, and so on. It is hard to know to what this could be attributed. However, of interest is that even though students under the age of 19 are not being as successful as other age groups they are being retained at an average of 90.94%.

Retention in the various age ranges in ECE is very strong with no significant age group indicating a systemic concern with retention.

Gender – The data is split between the college and the discipline. Females do better in ECE than in general in the college (74.8% vs. 70.8%), whereas males do worse in ECE (58% vs. 68.2%). In terms of overall retention, ECE retains males at 80.2% versus the college at 85.8%. Over the past five years the number of males taking course in ECE has increased, and females have remained stable.

FACE TO FACE CLASSES – ECE TO NC COMPARISON

Table 2. FACE TO FACE Comparison ECE to NC

Face-to-face		2014-15 NC	2014-15 NC	2014-15 ECE	2014-15 ECE
		Success	Retention	Success	Retention
Total		70.6%	86.6%	73.1%	90.0%
ETHNICITY	American Indian or Alaska Native	60.7%	83.6%	0.0%	100.0%
	Asian	77.8%	88.9%	87.5%	95.0%

	Black or African American	64.9%	85.1%	69.7%	78.8%
	Hispanic/Latino	68.3%	85.9%	70.3%	90.6%
	Native Hawaiian or Other Pacific Islander	71.1%	88.4%	100.0%	100.0%
	Two or More Races	69.6%	86.4%	60.0%	80.0%
	White	75.0%	88.2%	78.8%	89.4%
	Non-Respondent	77.8%	85.1%	90.0%	100.0%
AGE	19 or less	69.1%	88.4%	64.0%	92.8%
	20 to 24	69.9%	85.5%	75.1%	89.5%
	25 to 29	72.4%	85.5%	80.4%	89.7%
	30 to 34	77.2%	86.4%	80.0%	88.0%
	35 to 39	78.3%	87.7%	94.4%	100.0%
	40 to 49	77.2%	86.5%	71.7%	78.3%
	50+	71.8%	82.2%	80.8%	88.5%
GENDER	Female	72.0%	86.9%	74.5%	90.9%
	Male	68.9%	86.3%	59.0%	80.8%
	Non-Respondent	80.4%	89.2%	0.0%	0.0%

Face to face Summary

Race

Success. African American students and students that identify two or more races are the least successful students in both ECE and the college. In ECE students that identified two or more races succeed at a 60% rate in comparison to the college at a 69.6% rate. African American students in ECE have a 69.7% success rate, which is higher than the college rate of 64.9%. When all races are considered ECE has a higher success rate in face to face classes (78.47%) than the college (70.65%). Over the past five years Asian students have shown an increase in success from 74.5% in 2010-2011 to an average of 83.74% in the subsequent 5 years, African Americans an increase from 59.2% to 64.54%, Hispanics and increase from 71.8% to 71.15% and whites from 80% to 83.68%.

Retention. Retention in ECE of African American students is lower than the college (78.8% vs. 85.1%). ECE has a higher retention rate across all the races (91.72%) than the college (86.45%). In all other race categories (except two or more races) ECE is doing a better job of retaining students than the college. Retention over the past five years has remained very stable and consistent in each race. Anecdotally, there has been an increase in students of Middle Eastern decent in the ECE program which is not clearly identified in this data.

Age. Students in the 19 and under category are the least successful of any age group in the face to face classes in ECE. Over the past 5 years they have averaged 67.68% success rate. This could in part be to do with the limited number of types of courses the student in this age group take. Many of the High School students and recently graduated High School students only take EAR 20, the introduction to basic child development. It is a tough theory based course and can be very challenging for students that might not be as consistent in their approach to college yet, in comparison to older full time college students. Even though many of the under 19 year old students have good study skills, e.g., note taking, they lack initiative, persistence, and drive in comparison to student in the 25 year old age range and even more so in the over 30 year old range. However, retention of this age group is very high; 91%. They really enjoy the courses and I frequently am asked to add above the 5 JFK student CAP.

Success across all the ages has increased from an average of 68.9% in 2010-11 to 78.05% in 2014-15. This may be attributed to the impact of the California Alignment Project. In this project, all required courses in ECE were rewritten more clearly connected and aligned, and might have

provided a more cohesive learning opportunity for students. As students now take the required courses there is more coherence between the courses and more streamlining of information.

Gender. In face to face classes the college as a whole is more successful with male students (68.9%) than ECE (59%), and has a higher retention rate (86.3% vs. 80.8%).

ECE has always been a traditionally female oriented discipline. In fact, “men make up 5.2 percent of what the U.S. Bureau of Labor Statistics (2005) classifies as child care workers, 2.3 percent of preschool and kindergarten teachers, and 17.8 percent of elementary and middle school teachers (Young Children, 2006). Although males are not being as successful in ECE as their female counterparts, they are continuing to enroll and complete courses as indicated by an 87.04% retention rate. From anecdotal experience, I have to push my male students harder to turn in their work, to stay engaged in the educational process, and to “own” their education. This is only made harder by the negative opinion of men working in the teaching field that is perpetuated in our society. This is an area where I would like to place more focus. We recently changed our ECE certificate flyers from pink coloring to yellow to decrease the perpetuation of a long held stereotype. The following quote emphasizes this need from an equity perspective.

The European Union recognizes the trend in the shortage of men teachers as part of a broader issue of equality in the labor market. Drudy and colleagues report, Labor market equality has become a central plank of the European Union and national government policy relating to employment. International research has shown that women are underrepresented in courses and careers in the physical sciences, in technology and in engineering . . . the only courses which are as gender differentiated as engineering are primary/elementary teaching courses. If gender imbalance in the one is a matter of legitimate concern and policy intervention to foster equality, so too is it in the other.

(Drudy, Martin, Woods and O’Flynn, 2005, 16).

HYBRID CLASSES – ECE TO NORCO COLLEGE COMPARISON

Table 3. HYBRID Comparison ECE to NC

HYBRID	2014-15 NC	2014-15 NC	2014-15 ECE	2014-15 ECE
	Success	Retention	Success	Retention

Total	63.7%	83.7%	78.1%	87.5%
American Indian or Alaska Native	88.9%	100.0%	0.0%	0.0%
Asian	75.3%	89.2%	100.0%	100.0%
Black or African American	52.1%	80.4%	0.0%	0.0%
Hispanic/Latino	60.9%	83.6%	68.4%	84.2%
Native Hawaiian or Other Pacific Islander	0.0%	100.0%	0.0%	0.0%
Two or More Races	57.3%	76.0%	0.0%	0.0%
White	69.8%	83.1%	90.9%	90.9%
Non-Respondent	66.7%	94.4%	0.0%	0.0%
19 or less	60.8%	85.1%	33.3%	33.3%
20 to 24	61.7%	81.8%	70.6%	88.2%
25 to 29	68.4%	85.3%	100.0%	100.0%
30 to 34	63.2%	81.9%	100.0%	100.0%
35 to 39	77.4%	90.5%	100.0%	100.0%
40 to 49	76.1%	86.2%	0.0%	0.0%
50+	75.6%	78.0%	100.0%	100.0%
Female	66.9%	85.1%	82.8%	89.7%

Male	59.3%	81.7%	33.3%	66.7%
Non-Respondent	85.7%	100.0%	0.0%	0.0%

Hybrid Courses Summary

In hybrid courses the college is again more successful (59.3% vs. ECE 33.3%), and is retaining more males (81.7% vs. 66.7%) than ECE. ECE has only just started to offer hybrid courses in the past year, and is limited in the offerings (limited so far to two different sections EAR 28 and 26). All instructors that have taught in the hybrid format report that it is not working for ECE. We think this might be attributed to a disconnect between the face to face meeting and the work at home in the hybrid format – this is not supporting the essential element of community building that is a hallmark of the ECE program.

We are just now also starting to offer two different courses in a fully on-line format, EAR 20 and 26, and will be evaluating as a discipline at the end of the spring 2016 semester how ECE students are doing in the on-line format. There are some concerns that many of our bilingual students are not doing as well, our older age group students, and students that learn better in a relationship based setting. We will hold discussions about the best way to teach ECE students in this format, and where we should limit which course should be taught in this format.

ECE Efficiency

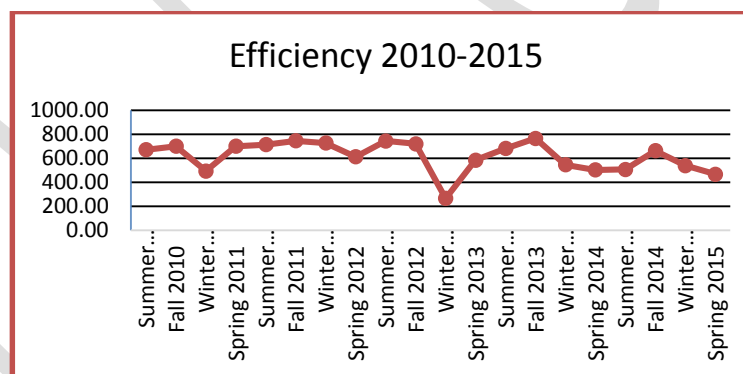
In the past five years ECE has demonstrated that it is an exceedingly efficient program. There is only 1 full time member of faculty, a rotating course of almost 30 different courses to meet the need of the 6 programs/certificates that are offered, and a consistent part time faculty pool.

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

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

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

There will always be a dip in the spring semester due to the heavy requirements (4 units and 216 hours) of the EAR 30 Practicum class.



References

- Drudy, S., M. Martin, M. Woods, & J. O'Flynn (2005). *Men and the classroom: Gender imbalances in teaching*. New York, NY: Routledge.
- Nelson, B., Carlson, F., & West, R. (2006). Men in Early Childhood: An Update. *Young Children*, September.

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

4. List the resources that you received in the last year as a result of program review. How did the resources impact student learning? If you requested resources and did not receive them, how did it impact your unit?

ECE received a replenishment of the materials we use to simulate a “preschool lab” in the adult classroom – this was actually on the 2014-15 review and was ultimately funded from the VP’s discretionary funds. The supplies include basics that would be found in any typical preschool setting; construction paper, scissors, glue, markers, pompoms, felt, glitter etc. The supplies are used in group based learning, e.g., in EAR 24 the class is required to design curriculum for children between the ages of 3-5, they do this in a group based learning opportunity and use the materials identified above. Other courses in the program require the creation of bulletin boards for children and parents, posters to explain concepts to fellow teachers or families, and frequently for the demonstration of specific theoretical concepts. These resources impact student learning by giving students a chance to embody the theories they learning in class, namely Guided Participation (Vygotsky), active learning (Piaget), and positive reinforcement (Skinner). They get a chance to practice an activity before they have to produce it by them self as a graded assignment – this is scaffolded learning.

ECE received the digital camera/video this spring as part of the CTE grant – this was also requested in 2014-15. It is currently being used in the EAR 30 course and is supporting students understanding of how to implement curriculum. We are still waiting for new chairs (requested 2014-15). Students are still sitting on plastic folding chairs which are very unstable and not conducive to active learning.

As of today I have not been able to attend the Reading Apprenticeship Faculty 101 training, as detailed below. Not having this ability continues to limit my professional skills to provide support to the myriad of students in my class that struggle with basic skills.

Documentation from 2014-15 Annual Program Review.

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.

All of this is very disheartening to me. We have an expectation that faculty will engage in activities that are intended to support the institution, e.g., assessment, program review, curriculum development, institutional service etc., but participation in these activities ultimately appears to have very little bearing on budget allocation, or hiring practices. This is the first time that I have written any indication of my discontent regarding a process that doesn’t seek to have a specific purpose other than to meet the requirements for ACCJC. If, as a college, we aren’t going to look at, use, and apply a

set of principles for who should and who should not receive funding, then why do we have a scoring rubric on the PR and the assessment section? What is the purpose of the rubric if it doesn't actually help programs to evolve and grow?

5. What annual goals does your unit have for 2016-2017 (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 [Strategic Plan/Educational Master Plan](#)?

List the goals of your unit for 2016-2017	Define activity(s) linked to the goal	Briefly explain the relationship of goal to mission and Strategic Plan/Educational Master Plan (see above)	Indicate if goal is limited to Distance Education
<p>To incorporate the ECE Competencies more fully into the program. The alignment is now completed, but a way to use the competencies needs to be identified. All identified steps from last year's APR Goal regarding the ECE Competencies have been achieved.</p>	<ol style="list-style-type: none"> 1. ECE retreat using CTE Enhancement funds. We will try to incorporate the competencies into new Program Level Outcomes 2. Identify key assignments in the program that correspond to the competencies 3. Explore the use of a portfolio system to track the completion of the competencies 	<p>Mission This goal directly supports the program serving our students and community. The Department of Education has identified these competencies as being vital to the ECE profession and at some point employers will need verification of attainment of these competencies. In working together we are promoting collaboration, and an eportfolio fosters the creative use of emerging technologies</p> <p>Strategic/Educational Plan This work will support Goal 1. 4, 5, 6, and 7 because it will enhance cohesion in the program, provide an end product that is personalized for the student in their job hunt. It will also support Goal 4.6 through strengthening our relationship with the Board of Education and providing employers with high quality employees. Goal 5 will be supported because the eportfolio will serve as a Program Level</p>	<p>n/a</p>

		assessment tool.	
To engage in a self-reflection/analysis on the efficacy of offering ECE courses in a web-enhanced/hybrid/on-line format. We need to determine if this is a reliable way for the majority of ECE students to learn and if it ultimately supports our discipline and profession	<ol style="list-style-type: none"> 1. Engage the faculty that have taught with an on-line component to discuss their experiences, concerns, and thoughts on what we do moving forward 2. Survey ECE students in web-supported classes to discover their perspective 	<p>Mission This goal supports the use of emerging technologies, and the discussion and survey is intended to ensure that we are providing equal education opportunities, that we ensure that diversity of learning style is supported.</p> <p>Strategic/Educational Plan This goal will enhance Goal 1. 6 by ensuring that students can be successful in the course and not get discouraged and hence continue taking courses in ECE. It will also ensure that underrepresented students are being successful and completing the courses (Goal 1.10).</p>	This goal is focused only on courses that use some form of on-line learning; Blackboard, textbook related content, web-enhanced, hybrid and on-line.

**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."*

Report on Goals from 2014-15 – highlight indicates completed activities – I think it’s important for my Program if I actually revisit my goals from previous years to see if I completed what I planned.

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	<ol style="list-style-type: none"> 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 	<p>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</p>	No

<p>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.</p>	<p>regarding perspective on the weight of topics/focus for each of the courses offered in ECE that are part of the CAP.</p> <ol style="list-style-type: none"> 3. Consider making the 12 Competencies the PLOs for ECE 	<p>ECE Competencies</p> <p>Mission Promoting collaboration across the district and in the state, and innovation in the way in which courses are aligned to a higher purpose</p>	
<p>To input all prior assessments (from spring 2013 to present) into TracDat</p>	<ol style="list-style-type: none"> 1. Identify all prior assessments completed after the CAP (new SLOs) and transfer data into TracDat 	<p>EMP Goal 5.3 to start the formation of a set of data that can be used to support PLO assessment</p>	No
<p>To meet with the Counselors to ensure they understand the ECE certificates and programs</p>	<ol style="list-style-type: none"> 1. Share a newly created tracking tool to help students more clearly identify their course of studies in ECE 	<p>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</p> <p>Mission Promoting collaboration and pathways to completion</p>	No
<p>Complete the Blackboard Academy training to teach on-line</p>	<ol style="list-style-type: none"> 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) 	<p>EMP Goal 5.4 Assess on-line learning</p> <p>Mission Innovation in teaching</p>	Yes
<p>To improve the way in which I, and the ECE faculty provide students with support around</p>	<p>Complete the Reading Apprenticeship program through West Ed</p>	<p>EMP Goal 1.6 Increase success and retention rates.</p>	No

<p>basic skills in reading and writing.</p>	<p>http://readingapprenticeship.org/professional-development/community-college/faculty-101-course/</p> <p><u>Online 30-hour, 6-week course; optional 3 credits available</u></p> <p>Course content:</p> <ul style="list-style-type: none"> • This has not been completed as there hasn't been funding available from the Program Review process – Equity funds have been offered but the full time instructor's schedule has not cooperated. 	<p>Goal 5.5 Increase the number of faculty development workshops focusing on pedagogy each academic year.</p> <p>Goal 7.1 Provide professional development activities for all employees.</p> <p>Mission Promotes innovation in learning approaches and collaboration</p>	
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Norco College Annual Instructional Program Review Update

Unit: ECE

Contact Person: Burnett

Date: 4/11/16

Current Human Resource Status

- 6. 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)
Early Childhood Education	1	Rotating pool of 6-7

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

7. Staff Needs

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

<p>List Staff Positions Needed for Academic Year <u>2016-17</u> 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. Please state if the request impacts Distance Education.</p>	<p>Indicate (N) = New or (R) = Replacement</p>	<p>Number of years requested</p>	<p>Annual TCP*</p>
<p>1.Full Time Faculty member in Early Childhood Education <u>Justification:</u> The ECE discipline offers 6 different certificates. There are three certificates that require Practicum classes (EAR 30, 35 and 42). The single full time faculty member cannot teach all of the practicum courses and the required courses for the program, and continue to run such a successful program. Hiring part time faculty to teach this course is problematic as the courses are not offered every year. It is also important that the same faculty teach the prerequisite courses for the practicum. Another full time faculty member is needed to spearhead the special education and infant and toddler certificates, to teach the associated courses, and to organize and run the practicum courses (each of which requires 108 hours on-site training of the students). Currently Norco students have to complete these practicum courses at RCC and the full time faculty has to coordinate with the faculty at RCC to conduct assessment in these courses. We need to be able to stand alone as a college and offer these courses through our own catalog. This position would require the faculty member to teach classes in the evening as this is when the majority of the prerequisite courses for these certificates are offered.</p>	<p>N</p>	<p>First year</p>	<p>123,881 salary</p>
<p>2. Instructional Department Specialist (IDS) <u>Justification:</u> Currently I am waiting for student surveys to be completed for IOIs; I don't see them coming any time before May. This means I will be late in delivering them to my Chair, and risk not getting them signed before the end of the semester. In addition, I need to make my roster for the fall and need this feedback so I can make decisions on who will or will not be teaching. This is not the fault of my current IDS, she is doing the work of</p>	<p>N</p>	<p>2</p>	<p>\$84,547</p>

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.

<p>2 people. She is currently subbing for an IDS and for a missing administrative assistant. This situation has been on-going in one form or another for almost a year – yes due to illness, but something has to change. We need more departmental help. We can't get help during scheduling, there is no means by which the current IDS' can flex their scheduling hours – we are literally blocked from talking to them. This is not supporting Goal 7 of the Educational Master Plan, and it certainly isn't supportive of part time faculty that only have a limited amount of time to wait to be helped.</p>			
<p>3. <u>Justification:</u></p>			
<p>4. <u>Justification:</u></p>			
<p>5. <u>Justification:</u></p>			
<p>6. <u>Justification:</u></p>			

* 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](#).

Unit Name: _____ ECE _____

8. Equipment (including technology) Not Covered by Current Budget²

List Equipment or Equipment Repair Needed for Academic Year <u>2016-17</u> 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. Please state if the request impacts Distance Education.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non- Instructional purposes	Annual TCO*				EMP GOALS
		Number of years requested	Cost per item	Number Requested	Total Cost of Request	
1. New faculty equipment – computer, desk, bookcase, phone <u>Justification:</u> Contractual obligation	N	1	\$4000	1	\$4000	Goal 7
2. New classroom chairs <u>Justification:</u> Classroom chairs from Global Upholstery Company, 1800-640-0301, sku# 6546 Reason: When ECE moved over to the IT building we had enough chairs (matching/identical) for each desk seat. In the last 3 years chairs have disappeared and so need to be replaced. Students are currently sitting on folding chairs which is not conducive to learning, or safe.	I	2	\$384 (cost from 2014- 15)	8	Approx. \$3100	Goal 1 and 2 – Maslow’s Hierarchy – you can’t learn when you don’t have a safe place to sit!
3. <u>Justification:</u>						

* Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use).

Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).

** These requests are sent to the [Business and Facilities Planning Council](#).

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.

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

<p>List Professional Development Needs for Academic Year _____ 2016-17 _____. Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance. Examples include local college workshops, state/national conferences. Please state if the request impacts Distance Education.</p>	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
<p>1. Membership in National Association for the Education of Young Children – local chapter Arrowhead Association for the Education of Young Children</p> <p><u>Justification:</u> To remain current in the field of ECE and to be able to integrate current research from the monthly journal into classes being taught...as stated on the NAEYC website www.naeyc.org. NAEYC Comprehensive Membership is a great way to enhance your professional development while adding to your collection of early childhood education resources. As a Comprehensive Member, you will receive four NAEYC publications each year, in addition to a \$20 coupon to purchase a book of your choosing in our online store. You'll also receive all the benefits included in a Regular or Student Membership: discounted registration fees for NAEYC conferences, a 20 percent discount on items in the NAEYC catalog, the NAEYC periodical of your choice, discounted professional liability insurance, and numerous other benefits.</p>	\$150	1	\$150	Goal 1, 4, 7 – provide professional development to ensure students receive most up to date information in the field of ECE
<p>2. Attendance at the National Conference in 2016 held in LA for 1 full time faculty and 5 part time faculty in ECE – https://issuu.com/naeyc/docs/2015_final_program_web_forreview</p> <p><u>Justification:</u> As a discipline we need to remain current in what is happening at a local and national level in ECE. We also need to remain a cohesive unit in how we embed this information into courses in the program.</p>	Dependent on if membership is approved and timeline for paying – see box to the left	6	\$2520 at the most	Goal 1, 4, 7

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.

Type	Early Bird (ends Sept. 25)	Regular (Sept. 26 – Oct. 23)	indicating range of costs			
Member	\$265	\$295				
Nonmember	\$390	\$420				
Student Member	\$145	\$145				
Student Nonmember	\$205	\$205				
One-Day Member	\$180	\$180				
One-Day Nonmember	\$280	\$280				
<p>3. Attend the NAEYC National Institute for Early Childhood Educators in 2017 (2016 information http://www.naeyc.org/institute/overview)</p> <p><u>Justification:</u> The full time faculty needs a chance to connect with other faculty and professionals in the ECE community to continue to enhance and hone skills in reaching ECE students. The following is taken directly from the NAEYC website.</p> <p>Who should attend? NAEYC's National Institute for Early Childhood Professional Development is designed for all early childhood professionals, including leaders who prepare, mentor, and support early childhood professionals, as well as program administrators, teacher educators, trainers, teachers, preschool teachers, and researchers.</p> <p>What will I learn? You will expand and deepen your early childhood knowledge base, develop skills that improve your professional preparation and practice, and sharpen your ability to use effective, active learning approaches.</p>			\$375-540	1	\$375-540	<p>Goals 4, 5, 7 This kind of opportunity will enhance the instructor awareness of expanding knowledge in ECE, current trends, and plans for the future in the discipline</p>

What happens at Institute?

- An Opening Session—provides a focus and challenge for the 4 days of sessions and other events that follow.
- Daily featured sessions—addresses the Institute theme and key issues in early childhood education—presented by national leaders in the field.
- 1-hour sessions—that addresses current issues, present recent research reports, provides an overview of upcoming proposed legislation, and more!
- Interactive 2-hour sessions—provides time to engage in discussions with colleagues, reflect, and think about what you'll take home for implementation.
- A Research Poster Session—offers opportunities to learn about cutting-edge research in the field of early childhood education by visiting the poster displays and speaking with researchers.
- Networking opportunities—exchange ideas with individuals and organizations showcasing effective approaches to professional development, high-quality programs, and new research.
- Exhibits and NAEYC Shop—featuring books, training materials, and other professional development resources

5 reasons to attend Institute

- 1) Gain new skills and knowledge
- 2) Build your network
- 3) Learn from experts
- 4) Get Inspired
- 5) Experience the Charm City

Registration fees and deadlines

Reg Type	Early Bird (Ends April 15)	Regular (April 16 - May 6)	After May 6
Member	\$375	\$410	\$440
Nonmember	\$475	\$510	\$540

Hotel				
<p>2. Hotel costs for ECE Institute</p> <p><u>Justification:</u> The full time faculty needs a chance to connect with other faculty and professionals in the ECE community to continue to enhance and hone skills in reaching ECE students.</p>	Usually around \$199 per night	1	\$199 X 3 = \$597 nights plus additional costs associated with a hotel stay	<p>Goals 4, 5, 7</p> <p>This kind of opportunity will enhance the instructor awareness of expanding knowledge in ECE, current trends, and plans for the future in the discipline</p>
<p>3. Flight costs for ECE Institute (in Baltimore most years in early June)</p> <p><u>Justification:</u> The full time faculty needs a chance to connect with other faculty and professionals in the ECE community to continue to enhance and hone skills in reaching ECE students.</p>	\$450	1	\$450	<p>Goals 4, 5, 7</p> <p>This kind of opportunity will enhance the instructor awareness of expanding knowledge in ECE, current trends, and plans for the future in the discipline</p>
<p>6.</p> <p><u>Justification:</u></p>				

*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.

2016

Unit Name: ECE

10. 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 college⁴

<p align="center">List Student Support Services Needs for Academic Year <u>2015-16</u></p> <p align="center">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. Please state if the request impacts Distance Education.</p>	<p align="center">EMP GOALS</p>
<p>1. <u>Justification:</u></p>	
<p>2. <u>Justification:</u></p>	
<p>3. <u>Justification:</u></p>	
<p>4. <u>Justification:</u></p>	
<p>5. <u>Justification:</u></p>	
<p>6. <u>Justification:</u></p>	

*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.

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.

** These requests are sent to the [Student Services Planning Council](#) and the [Library Advisory Committee](#).

Unit Name: _____ ECE _____

11. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budget⁵

**** For immediate hazards, contact your supervisor ****

<p>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.</p>	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
1. <u>Justification:</u>				
2. <u>Justification:</u>				
3. <u>Justification:</u>				
4. <u>Justification:</u>				
5. <u>Justification:</u>				
6. <u>Justification:</u>				

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. Previous recourse requests stated and impact discussed.	No resource requests discussed	Limited discussion of resource requests or limited attempt to link to student learning.	Resources discussed and clear attempt to identify student impact	Resources discussed and substantial attempt to identify student impact OR No resources were requested.
3. 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
4. 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)
5. 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
6. 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
7. 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
Column scores				

Additional comments:

II. Norco College - Annual Assessment Update

USE ASSESSMENT DATA FROM fall 2014-spr 15

Purpose –An annual review provides an opportunity for reflection on all that has been accomplished and learned from your efforts in assessment. 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 years. 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@norcollege.edu, or Greg Aycock at greg.aycock@norcollege.edu, or talk to your NAC representative.

1. Identify where you are in the cycle of SLO assessment for each course you assessed in fall 2014 - spring 2015. Each response will be individualized; this means each completed column might look a little different. 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 and you haven't yet completed any follow-up or improvement activities. (Add rows to the chart as needed.)

Course number	SLO Initial Assessments	Semester assessed	Entered into TracDat fields Yes or No	SLOs with Changes Made to course Identify which SLOs had Changes Made & simple reasoning	Plan for completing identified Changes Identify semester & basic plan of action	SLOs not needing Changes (assumed loop-closed) Provide clear reasoning as to why loop closed	SLOs involved in Loop-Closing assessment Indicate semester initial assessment was started and semester when loop was closed. Provide rationale for why you consider the assessment loop is closed
EAR 19	SLO 1	Spring 2015	yes	SLO 1 - The students averaged 89% on the selected area of the grading rubric, demonstrating a strong comprehension of the the purpose and value of informal and formal	Fall 2016 add extra activities to the class to discuss the use of formal and informal assessment. Require observations at specific locations that	n/a	n/a

				observation. The students did not perform as well on the use of formal and informal assessment, averaging only 70%.	are known to model the needed		
EAR 25	SLO 5	Spring 2015	yes	<p>SLO 5</p> <p>Adjustments were made to the layout and prompts given to the students regarding how to fill out the section related to personal reflection. The intent is to more clearly guide the hoped for responses and to more clearly delineate the expected material. The grade sheet was adjusted accordingly specifically more points were allocated regarding the solutions section of the assignment. The changes to the assignment and rubric were shared with the students and by a discussion it became clear that the changes would have provided more clarity. (07/21/2014)</p>	Spring 2015	<p>SLO 5 26 students participated in the activity. In the specific sections identified on the grading rubric, a total of 15 possible points were available. The participants averaged 11.32/15 points or 75% or a "C" average. (07/21/2014)</p>	<p>SLO 5 Written Assignment - Students created a personal inventory chart. Embedded within the chart are sections that require personal reflection on their own cultural patterns of behavior.</p> <p>Benchmark: New assignment with a new rubric which is setting a new baseline for this SLO. I anticipate students will struggle with column 3 on chart where they are asked to apply the knowledge gained from the class.</p> <p>LOOP CLOSING</p> <p>Reassessed original assignment using updated rubric and assignment overview. SUCCESS! 32 students participated in the activity with an average score of 13/15, or 86%, or a high "B" average.</p>
EAR 30	SLO 1	Spring 2015	yes	none	n/a	The students performed as expected, scoring an average of 91% on this	n/a

						assignment. They clearly demonstrated the ability to identify other professionals engaging in these behaviors and were able to self-reflect on their own level of competency (03/29/2015)	
EAR 30	SLO 1	Spring 2015	Yes	None	n/a	The class averaged 91% score on this assignment. The range on a 10 point scale was from 7-10 with the majority of the students scoring 10/10. This absolutely meets the expected benchmark for his class (06/11/2015)	n/a
EAR 30	SLO 2	Spring 2015	Yes	None	n/a	The students performed as anticipated with an average of 95% on the questions. (03/29/2015)	n/a
EAR 30	SLO 4	Spring 2015	Yes	None	n/a	The students averaged 90% as anticipated on this assignment. (03/29/2015)	n/a
EAR 33	SLO 4 Previous	Spring 2015	Yes	n/a	n/a	n/a	n/a
EAR 33	SLO 5 Previous	Fall 2014	Yes	SLO 5 Prior to Fall 2014, the Infant/Toddler Classroom Design assessment was geared toward developing a classroom model from scratch. This model, and the accompanying description, was to be based on the four	Fall 2016 Further improvement to this assessment will be to redefine it as a three-part assignment; one that is ongoing throughout the semester. Part One will be the two classroom environment	n/a	n/a

				domains outlined in the California Infant/Toddler Learning and Development Foundations. A change was made for the Fall 2014 section, in that students would choose one of the infant/toddler classrooms they had observed and then re-model that classroom environment to include the required ITLDF domain areas.	observations (one infant and one toddler). Part Two will consist of the students assessing those two environments under the magnifying glasses of the ITLDF domains and Relationship-Based curriculum model. Part Three will be to redesign one of those classroom environments and create a model that reflects the inclusion of assessments from Part Two.		
EAR 34	SLO 1	Spring 15	Yes	SLO 1 To continue improvement after student feedback	Spring 2017 Based on student input, and interest in the topics of child guidance and infant/toddler curriculum, more models can be added to the list of research topics. In addition, it is suggested that the models/topics that are considered "negative" or "in contrast" be removed from the list so that only those	Students performed at a higher-than-anticipated percentage. It was anticipated that most would perform at an adequate level (75-79%) when, in fact, most excelled in the presentation of material. It appears that the small group format helped students to succeed in the assignment, along with the built-in individual accountability. The self-selection of topic seemed to influence the outcome, as well	n/a

					considered of high quality are available to research and present on. Based on this input, the assignment will be modified so that those topics considered "in contrast" will be part of in-class lecture (for comparison purposes only.) Anticipated for Spring 2017. (10/29/2015)		
EAR 44	SLO1	Spring 2015	Yes	n/a	n/a	<p>SLO 1</p> <p>Students averaged 95% of embedded content that aligned with SLO1, and exceed second benchmark with 85% of technology implementation. As in notes, some students returning to college needed additional support and assistance with integration of technology for this project. The content to embed was rather straightforward based on their own program, and spell check on the computer assisted with professionalism. A couple who did not ask for</p>	n/a

						clarification or assistance were a bit less successful in completing both the content and technology portions.	
EAR 44	SLO 2	Spring 15	Yes	n/a	n/a	89% successfully completed and integrated 4 assignments into the final budget assignment. Will modify this assignment for future semesters by integrating budget software as optional for first semester, then as required pending assessment and fine tuning the process.	n/a

2. a) How many Program Level Outcome **initial** assessments were you involved in **fall 2014 - spring 2015**? Indicate a total number per column. Name the AOE, ADT, GE and/or Certificate program.

To provide you with supportive information for this section, the following GE and AOE assessments were conducted in 2014-15:

Initial assessment for GE PLO Information Competency and Technology Literacy

Closing Loop for GE PLO Self Development and Global Awareness

A Closing the Loop Assessment for AOE in Humanity, Philosophy and The Arts

A Closing the Loop Assessment for AOE in Social and Behavioral Sciences

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

b) How many Program Level Outcome **loop-closing** assessments were you involved in **fall 2014 - spring 2015**? Indicate a total number per column. Name the AOE, ADT, GE and/or Certificate program.

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

3. Please describe any **Changes** you made in a course or a program in response to an assessment. Reflect on the impact you determine the changes may have had on student learning, student engagement, and/or your teaching. (Add rows as needed)

Course	Changes Made Please click on "Choose an item & select from the drop down menu – content can be modified to suit your needs. Type in "other" approach taken	Impact of changes on student learning, engagement, and/or teaching
EAR 19	Increased in-class activities/exercises/worksheets to practice content	This will occur in fall 2016.
EAR 25	Other	Adjustments were made to the layout of the assignment and adjustments were made I point allocation on the grading rubric to emphasize importance of concept. Reassessed original assignment using updated rubric and assignment overview. SUCCESS! 32 students participated in the activity with an average score of 13/15, or 86%, or a high "B" average.
EAR 33	Other	Modified the existing assignment – students remodel a previously observed classroom rather than design one from scratch – will be reassessed in fall 2016

4. Identify any assessments that indicate a modification should be made to the Course Outlines of Record (COR), the Student Learning Outcomes (SLO), or Program Level Outcomes. State the modification.

Identify COR, SLO or PLO to modify	State Suggested Modification	Reasoning
None needed		

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? (For a more complete answer, please include any meeting dates, agenda, and/or minutes, emails between faculty members, conversations captured in college, department, or discipline meetings – include these data as an Appendix at the end of this document)

Assessments have been shared at SBS Department meetings. The full time faculty input many of the assessments completed by the part time faculty into TracDat and in so doing was able to learn about the assessment and discuss it with the instructor.

6. Did any of your assessments indicate that your discipline or program would benefit from specific resources in order to support student learning, and/or faculty development? If so, please explain.

Resources State the resources identified to support student learning and/or faculty development	Assessment Name the assessment(s) that indicated resources are needed Identify course, SLO & semester	Reasoning Briefly explain what you learned in the assessment that indicates the resource might be beneficial
Professional Development opportunities to learn more about how to engage African American students - maybe a training by the T3P coordinator and her students	The data analysis conducted in this APR.	Data in my discipline indicates that African American students are not as successful in ECE in comparison to any other race

7. What additional support, training, etc. do you need in the coming year regarding assessment?
None

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

Assessment Unit Name: _____ Average score _____

	0	1	2	3	Comments
Initial SLO assessments	No evidence provided 0	Limited evidence of on-going SLO assessment (1 incomplete assessment – Plan but no results) 1	Clear evidence of on-going SLO assessment (1 complete assessment) 2	Clear and robust evidence of on-going SLO assessment (2 or more complete assessments) 3	
Loop Closing Assessments	No evidence provided 0	Limited evidence of Loop-closing assessment (Course identified as “loop-closed”, but no Change Plan identified, or reasoning provided) 1	Clear evidence of loop-closing (At least 1 Change Made plan in place, or clear reasoning of “loop closed” for at least 1 initial assessment) 2	Clear and robust evidence of loop-closing (Multiple Change Made Plans in place, or very clear justification for “loop closed” for multiple initial assessments) 3	
Assessment input into TracDAT	No assessments in TracDat format or Repository 0	Assessment completed are in word/pdf in Document Repository 1	Assessments identified have Assessment Plan, but not all have Results 2	All identified assessments have a complete report (Plan and Results) in TracDat data field) 3	
Attempts to improve student learning	No indication of any changes made to any courses, and no clarification provided 0	No attempts to change any courses, teaching approaches, and no clarification or reasoning as to why not 1	Evidence of an attempt to implement a change in a course or teaching approach provided, or simple clarifying statement regarding why no specific improvement is needed 2	Multiple attempts made to implement changes to courses or teaching approaches, or clear and supported 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, department, college 1	Clear demonstration of dialogue and sharing of assessment within discipline, department, or college 2	Robust and systematic dialogue and communication demonstrated within discipline, department, or college 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 ‘14-spr ‘15 1			
Total for Each Column					