

# COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW

Early Childhood Education  
Moreno Valley College  
2012



**Kim Metcalfe**  
**Sarah Burnett**  
**Shari Yates**

Web Resources:

<http://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/ProgramReview.aspx>

Need Help? Contact Dr. Jim Thomas ([Jim.Thomas@norcocollege.edu](mailto:Jim.Thomas@norcocollege.edu)) or  
David Torres ([David.Torres@rccd.edu](mailto:David.Torres@rccd.edu)) )

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**Riverside Community College District  
Early Childhood Education  
Program Review: 2012**

**A. Mission and Relationship to the College(s)**

**The Mission for Early Childhood Education:**

Early Childhood Education (ECE) is a composite of an academic and an occupational program. The intent of its structure is to provide knowledge of child development that can be implemented into practical application as well as continued study in the discipline through articulation and transfer agreements with local four-year institutions. An important component of the ECE program is the application of academic theory. This is achieved through the interface of the course content from the adult program into the children's laboratory schools, thorough external internship opportunities, and comprehensive observations of children and child development centers throughout the academic content. Our strength as a discipline lies within the collaboration we have established between the academic program serving our adult students, the children's laboratory schools, and community based child development programs. Students in ECE gain important opportunities for direct observation and participation with young children which enables them to more clearly understand and apply the theoretical knowledge they gain in the academic classroom. This fundamentally prepares them to be competent practitioners in, but not limited to, the field of ECE

**The Riverside Community College District Mission Statement:**

“Riverside Community College District is dedicated to supporting the missions of our colleges, to the success of our students, and to the development and enhancement of the communities we serve. To advance this commitment, the district will provide leadership, advocacy, resource development, planning and services.”

The activities and goals of Early Childhood Education closely align with the ***RCCD Mission Statement:***

As a program, we are committed to fostering the “development and enhancement of the communities we serve”, as witnessed by our biannual community advisory board meetings, the location of internship possibilities in the local community, community based observation opportunities, articulation agreements with local universities, job fairs, and industry summits.

The RCCD ECE program is the foremost trainer in the Western Riverside region of early childhood practitioners in the local workforce. The child care infrastructure is dependent on the ECE program for training personnel. College credit is mandatory for private and public preschool and childcare personnel in order to be compliant with state laws and local licensing regulations. Collaborative efforts between ECE and childcare community leaders strive to improve the quality and quantity of the early childhood workforce. ECE continues to unite with community groups to

brainstorm strategies that support our local childcare infrastructure, advocate for children, and increase the overall quality of early childhood programs.

ECE also provides educational and student support to foster the success of our unique communities of learners. Our students reflect our diverse communities through a variety of ages, ethnicities, languages, abilities in intellectual frameworks, and span of professional responsibilities. In addition, our faculty provide students with exceptional educational opportunities as well as on-going counseling regarding the certificate and permit requirements in the district and state. (see D. Programs & Curriculum p. 17)

### **Moreno Valley College Mission Statement**

“Responsive to the educational needs of its region, Moreno Valley College offers academic programs and student support services which include baccalaureate transfer, professional, pre-professional, and pre-collegiate curricula for all who can benefit from them. Life-long learning opportunities are provided, especially, in health and public service preparation.”

ECE provides an academic program. The breadth of our offerings is supportive of the depth of interest within our learning community. In our classrooms are students that not only want to pursue a career in education, but also doctors, counselors, police officers, psychologists, social workers, politicians, parents, grandparents. We provide an educational opportunity that goes beyond certificates and degrees to offer students a curriculum that prepares them to better understand the needs of children and families.

A fundamental goal of Early Childhood Education today is to produce global thinkers—students who reach beyond the college classroom to apply their developing skill and ethical judgment to best practices in working with children. Current research, techniques, and strategies in education and behavioral science are taught to ECE students so that they are able to face concrete challenges in the world around them.

### **Norco College Mission Statement**

“Norco College provides educational programs, services, and learning environments for a diverse community. We equip our students with the knowledge and skills to attain their goals in higher, career/technical, and continuing education; workforce development; and personal enrichment. To meet the evolving community needs, Norco College emphasizes the development of technological programs. As a continuing process we listen to our community and respond to its needs while engaging in self-examination, learning outcomes assessment, ongoing dialogue, planning, and improvement.”

Throughout the District, ECE can be seen to “equip our students with the knowledge and skills to attain their goals in higher, career/technical, and continuing education, workforce development, and personal enrichment”. Students in ECE have available to them the opportunity to work towards the acquisition of two Associates of Science degrees, an ECE transfer degree, four different certificates in ECE and one in Early Intervention. In addition, students in ECE are provided with the classes, mentoring, and encouragement to attain any of the six levels of the

California Child Development Permit; authorized through the State of California Commission on Teacher Credentialing.

ECE provides a biannual opportunity for our community partners to engage in dialogue regarding the needs of our profession:

“We listen to our community and respond to its needs” and in so doing strengthen the quality of our program and the opportunities for our students. All the while, we engage “in self-examination, learning outcomes assessment, ongoing dialogue, planning, and improvement”, as witnessed by the collaboration over the last three years to complete the California Alignment Project and the ECE Transfer degree, and combined assessment planning.

### **Riverside City College Mission Statement**

“Riverside City College provides a high-quality affordable education to a diverse community of learners by offering career-technical, transferable, and pre-college courses leading to certificates, associate degrees, and transfer. Based on a learner-centered philosophy, the College fosters critical thinking, develops information and communication skills, expands the breadth and application of knowledge, and promotes community and global awareness. To help students achieve their goals, the College offers comprehensive learning and student support services, student activities, and community programs. RCC empowers and supports students as they work toward individual achievement, intellectual curiosity, and life-long learning.”

ECE provides opportunities to earn three local certificates, two state certificates, and two Associate degrees. These opportunities have arisen through intradisciplinary discussion, in collaboration with our community, and in response to the changing economic climate in California. In 2011-2012 we included General Education Student Learning Outcomes in our Course Outlines of Record to more accurately and clearly reflect our competency and ability to focus on:

“critical thinking, develops information and communication skills, expands the breadth and application of knowledge, and promotes community and global awareness”.

## **B. History**

### **Overview for the District**

In the last four years, Early Childhood Education (ECE) has continued to adapt to the changing needs of our students, our newly formed colleges, and our external constituents, while struggling to handle the deficits presented due to economic demands. The programs on each college are strong examples of Career Technical Education, and continue to play a vital and vibrant role in

the success of Moreno Valley College (MVC), Norco College (NC), and Riverside City College (RCC).

The ECE discipline at MVC continues to reside in the Health, Human, and Public Services Department, at NC it remains in Social and Behavioral Science, and at RCC it continues to operate under the ECE/Teacher Preparation Department. Belonging to three different Departments at three different colleges does not seem to present the same level of challenges as in the past. Much of this is due to the rigorous self-analysis the discipline has undergone in the past three years as part of the California Alignment Project and the creation of the ECE Transfer degree. Many of the challenges that remain are more College specific rather than district or discipline related and revolve around process, positioning, and politics. The ECE Discipline at the MVC, NC and RCC at this point is cohesive, aligned, and supportive of each other; regardless of the differences in location within a Department on any of the campuses. ECE is one of the only disciplines in the RCCD that works as a cohesive unit. This is not by accident. It requires time, dedication, forgiveness, and above all a willingness to serve students.

Over the last two years the ECE district wide discipline has been involved in a number of major projects. (see CAP p. 6, F. Collaboration p. 22, G. Outreach p. 24) These projects have generated an inordinate amount of change within ECE; they have fundamentally changed the 8 required courses in ECE, they have led to the creation of a Transfer degree, and have enabled us to align our program with many other ECE programs in the state of California. Because of these activities, direct assessment in ECE has been extremely limited, primarily because it is impossible to assess a moving target. In order to provide insight into where ECE currently stands with SLO and PLO assessment it is necessary to discuss our involvement in the California Alignment Project, SB1440, CurricUNET and Curriculum approval.

### **California Alignment Project (CAP)**

EC/CD Faculty from Community Colleges and California State Universities joined course work groups to develop the competency-based courses. "The EC/CD Lower Division 8" courses were established. The Curriculum Alignment Project facilitates the transfer of these eight courses as an integrated course of study to the California State Universities, promoting access to ongoing education and degree attainment. CAP continues to collaborate with California State Universities and work toward the integration of the Lower Division 8 into baccalaureate programs.

Over the last three years, ECE has focused on meeting the requirements to be a member of the CAP. The CAP is a statewide initiative to align all ECE departments in the required courses we offer, content of these courses, and SLOs. This initiative required us to analyze and compare each COR to fit into the CAP recommended CORs:

- EAR 19 Observation and Assessment
- \*EAR 20 Child Growth and Development**
- \*EAR 24 Introduction to Curriculum**
- EAR 25 Teaching in a Diverse Society
- EAR 26 Health, Safety and Nutrition
- \*EAR 28 Principles and Practices of Teaching Young Children**
- EAR 30 Practicum in Early Childhood Education

**\*EAR 42 Child, Family, and Community**  
**(\*Four Core Courses required by Title XXII licensing)**

As a discipline we considered and modified everything from the course titles, descriptions, SLOs, content, methods of instruction and evaluation, to textbooks. We rewrote seven courses, and designed a brand new course, EAR 25. We met at the RCC campus multiple times a month in 2010-2011, and weekly in 2011-2012 to accomplish this task. The task was huge, as it also required us to come to consensus within our discipline, which is not always an easy thing to do. We discussed, disagreed, quibbled, but ultimately worked together to redesign our program. We are now acutely aware of the interconnectedness of each course, we know where to emphasize certain aspects of ECE, and stand together on the purpose and mission of ECE at RCCD. Each course is interconnected because they share common principals and give students knowledge in all areas of ECE. All of the work we completed on the CAP was shared with the part time faculty and spreadsheets were created detailing the relationship between the SLOs, course content, in-class teaching/activities, assignments, and assessment (see attached **Spreadsheet**). The last step in this process is to ensure that the SLOs are now concretely aligned to the Program Level Outcomes (PLOs).

The remaining courses in ECE are currently being reviewed by the primary instructors of record (primarily part time faculty) for the individual courses, and adjustments will be made to the COR. Any major revisions will be sent through the existing curriculum process for the district and will likely be completed in spring 2013. The Early Childhood Intervention Assistant certificate is currently undergoing a thorough revision in order to align the courses included in the certificate with new requirements from the state of California regarding early intervention and special education.

**SB1440**

As we neared completion of this task, SB1440 passed, and with it came new guidelines. We had to reanalyze all of the required classes for the 31 unit certificate and align them with requirements from the state in the C-ID. We updated the CORs, the SLOs, GE SLOs, course content, and textbooks. We completed this in the fall of 2011.

**CurricUNET and Curriculum**

Once all CORs were completed we undertook the task of entering all 8 into CurricUNET as major modifications. We also submitted approval to the Curriculum Committee for the new ECE Transfer Degree, and the new course EAR 25 Diversity in ECE. All 3 colleges presented these new plans at their respective Curriculum Committees and Senates and finalized all of these changes/editions in fall 2011.

**Moreno Valley College History Update**

In 2006, the Early Childhood Education (ECE) Program on the Moreno Valley campus moved from a part-time to a full-time program. A full-time tenure track faculty member was employed to develop the Program. In January of 2010 Moreno Valley Campus became an accredited College. With the achievement of accreditation it was expected that the MVC, ECE Program would fully interface with the college's mission statement; to allow students attending the college to earn all degrees and certificates offered by the District. From 2010 until the present, budgetary

constraints resulting in class cuts and the demand for high class enrollment have made it difficult to offer all of the classes that allow students attending MVC to earn the A.S. Degree in ECE and the different certificates offered to ECE majors. Consequently, the MVC ECE Program has been unsuccessful at aligning with the college's mission statement. Despite budgetary constraints the MVC ECE laboratory school remains open and is fiscally independent of the MVC and the District budget.

The laboratory school is thriving, MVC ECE majors are able to gain the practical work experience required to earn different levels of Permit/Credential for teaching in the field of early childhood education as required by law in the state of California. In addition, ECE majors are able to observe high quality ECE settings using "Best Practices." Instructors are able to accompany students as they observe children's behaviors in the laboratory setting so that the instructor can help students validate the many different theoretical perspectives they are studying in class. The laboratory is one of the most powerful tools in allowing ECE majors to construct knowledge i.e., learn by interacting in their environment. While interacting in the laboratory is an exception way of learning, MVC ECE is in the process of merging technology with the laboratory to help take advantage of the different modalities of teaching.

Currently, the adult classroom is being fitted with the electrical wiring and internet service to hook up 37 computers that have been paid for, for the MVC ECE adult classroom. These computers will allow the entire class to observe the same behavior of a child in the laboratory. The instructor will be able to record the behavior. The recorded behavior can be studied and evaluated in ways that allow students to construct knowledge in a different way than observing the actual behavior which we cannot stop and rewind. This new equipment will add a new dimension for learning in the MVC ECE Program.

Historically, the laboratory and the ECE classes at MVC often include populations of students outside of ECE majors. Students in ECE classes identify themselves as elementary school majors; future school psychologists; child advocates/family law; new parents; and foster parents. MVC ECE has a long history of working with many of the other programs at our college and our laboratory is often filled with majors from the Assistant Speech Pathology Program; Dental Programs; Nursing Program; Physician Assistant Program; and students from Developmental Psychology classes. With careful attention to ethical concerns the MVC ECE Program would be interested in collaborating with other MVC Programs to explore the possible benefits of using recorded laboratory observations for other disciplines in the Health Human Public Services Department.

### **Norco College History Update**

Early Childhood Education at Norco College has undergone dramatic changes in the last four years; primarily due to the loss of the Early Childhood Education Center (ECEC) in June 2010. When Norco achieved accreditation as a College (January 2010), all supplemental funds from the District budget for the ECEC were cut (by roughly \$300,000). This placed the onus on the College to fund the difference; sadly this did not happen and the Early Childhood Education Center was closed due to budget constraints. The ECEC provided the ECE discipline with vital access to "theory into practice" opportunities. The center was used as an observation site for students during and outside of class sessions, provided employment opportunities for students,



and provided exemplary care for children in our community. The teachers at the center modeled best practice in ECE, demonstrated Developmentally Appropriate Practice, and also served as Mentors for the ECE internship course. As the doors to the center closed it can honestly be stated that the center was truly functioning as a lab school. The relationship between the adult program and the center was at fruition and the integration of the adult program with expectations in the center was achieved; and then unemployment rose and closure notifications were given. The loss of the center has been enormous, traumatic, and disappointing. To know that something so vital to our future success as a nation is not supported, protected, or revered by RCCD or the Board of Trustees has been one of the hardest blows for the ECE discipline across the district and throughout our community.

After the center closed a relationship was formed between Norco College ECE and the child development center, Step by Step, located at the Innovative Learning Center at Stokoe Elementary School. This site is currently designated as an RCC location, however permission was granted for Norco ECE to hold its Internship class (Ear 30) there; the first section took place in Spring 2012. While the situation is not ideal, as the instructor from Norco really has no true pedagogical or curriculum oversight for this program, it has proven to be a successful collaboration. The intent is for his relationship to continue, and there is discussion of an additional site closer to Norco that might also be used in the near future.

With the closing of our center, we have seen an increase in the number of observations being completed in our local community. Many of the service providers are happy and willing to have ECE students come into their venues to observe, but some are becoming overwhelmed, and are denying access by making the requirements untenable (fingerprinting).

An advisory committee named the Norco College Community Cooperative was initiated to try and form stronger relationships between the college and the surrounding cities, to ascertain the needs of the community, and to identify locations that were willing to provide observation opportunities. This initiative is still a work in progress.

The other major shift at Norco has been the creation of a concrete rotation schedule for the classes needed to complete the range of certificates offered in ECE. Day and night classes are scheduled with a rotating system that is predictable over a four year pattern. This schedule was created to assist students in planning, to identify more clearly when courses needed to be assessed, and to facilitate planning in the event of significant cuts to classes. Wherever possible, scheduling is facilitated with RCC and MVC to ensure that students have the greatest range of choices possible to complete the program in the shortest amount of time. This rotation schedule is always considered by the administration at Norco prior to decisions being made to cut courses. This rotation schedule is also the foundation upon which assessment of SLOs and PLOs is determined.

In October of this year the decision was made to relocate the ECE discipline member and the adult classroom onto the main body of the Norco Campus. ECE will now be housed in the Information Technology Building in room 209. The room has an inbuilt storage room to house all the materials used by the program. In addition, the chairs and tables on wheels from the ECE adult classroom will be relocated, as will the bulletin boards for posting examples of appropriate pedagogy. The decision to move was prompted by the planned redesign of the ECE building to

incorporate STEM and Honors. While the opportunity to be housed with such fine programs was offered to the ECE program the ultimate decision was made, by the full time faculty, in ECE to relocate. The last two years have taken an emotional toll; watching not only children and families, but colleagues leave, watching the building be slowly changed and renovated to service the needs of secondary effects, and more recently to see it treated as a storage area for furniture has been deleterious to the spiritual wellbeing of the faculty and students in ECE. It is time for ECE to forge a new history and the move into IT 209 will give this opportunity. It will also give the college a chance to see ECE students on campus, which will hopefully encourage them to pursue courses and activities beyond ECE.

### **Riverside City College History**

The Innovative Learning Center at Stokoe Elementary School opened for Riverside City students in the fall of 2008. The Elementary School is located off of Pierce Street in the Alvord Unified School District, 11 miles from the City Campus. At this time, only Early Childhood Education courses are offered at the site. The number and variety of Early Childhood courses have been reduced as a result of required course cuts.

The Step-by-Step infant, toddler and preschool program opened at Stokoe Elementary School in 2011. The program provides services to 125 children from infancy through 5 years of age. The Step-by-Step program provides opportunities for RCC students to make observations at the ILC. Students are also utilizing the facility to gain experience in presenting activities to children developed as assignments for college courses.

Starting in Fall 2012, the Associate Dean position for Early Childhood Education was eliminated, and the department placed under the Interim Dean of Career and Technical Education. This loss is a huge one for the ECE discipline. The impact will be felt in the academic program as well as the laboratory school, and across the discipline throughout the District; for example, the attainment of NAEYC accreditation for the academic program and representation at local and state conferences. The Associate Dean of Early Childhood was also responsible for signing countless permit applications for students and local teachers in the region. In addition, the department lost a full time IDS and the Site Supervisor for the ECEC was cut to a 60% position. This has led to an increase in workload for the full time faculty in managing the needs of the department.

Three practicum courses are currently being offered, the EAR 30 preschool practicum, EAR 35 infant/toddler practicum, and the EAR 41 practicum in early intervention/special education. Enrollment for all three courses is close to or at capacity. In order to provide appropriate placements for students, agreements have been developed between RCC and Riverside County Office of Education, Alvord Unified School District, Riverside Unified School District, Colton Joint Unified School District, University of California Riverside, and Temple Beth El Preschool in Riverside.

The two online parenting courses (EAR 53 and 54) continue to be very popular, filling up quickly every semester. Hybrid courses continue to be offered, and we are in the process of obtaining Curriculum Committee approval to offer more courses in an online format.

The Teacher Preparation and Education courses are now overseen by the Chair of Early Childhood Education. Many Early Childhood students are interested in obtaining a Multiple Subject Teaching Credential and desire to work in the public schools. A long term goal is to design a certificate pattern unifying ECE courses with Teacher Preparation courses. Both programs offer students high quality teacher education courses that can take them toward diverse career paths.

### **MV/NC/RCC Discipline Update**

As a district wide discipline, ECE has engaged in a significant amount of collaborative projects in the last four years; as previously mention, the CAP, the creation of the ECE Transfer Degree. In addition each college has worked to provide opportunities for Associate Faculty to continue to teach ECE courses. The majority of part-time faculty is amenable to teaching at one or more campuses and is more “discipline” focused than oriented toward any particular campus. This willingness to teach on all three campuses greatly benefits students because the course offerings can be rotated to the respective campuses.

The ECE full-time faculty continues to meet on a regular basis throughout the semester, more so now if there are specific projects or concerns, than as a matter of routine. Scheduling is accomplished in consultation, but each campus has identified their own rotation schedule of classes and assessment. The entire full-and part-time faculty meet together for discipline meetings once every semester. In the last year more course specific discipline meetings have been held for the purpose of aligning understanding on the new course content, SLOs and expected assignments. Significant attempts have also been made to identify specific assignments that will be used for consistent SLO assessment so that comparison, dialogue, and planning can occur between multiple instructors and campuses.

The Riverside campus ECE Child Development Program currently serves a capacity of 105 infant, toddler and preschool age children. The Child Development Center was implemented to enhance the ECE academic program for student observation, assessment, and practicum opportunities. Since Norco lost their child development center, Riverside and Moreno Valley are the only programs with CDCs on site. The existing CDCs no longer have the financial resources to employ **full-time** Master Teachers for any of the laboratory classrooms. (Master Teachers are individuals that hold the equivalent of an Associate of Science Degree in ECE and have received the California Child Development Permit from the California Commission on Teacher Credentialing.)

### **Goals and Recommendations 2012**

The goals and recommendations in the ECE prior program review with bulleted progress for 2012 updates:

- a. New Certificate Patterns.  
The Infant/Toddler Specialization Certificate will be presented to Curriculum Committee Fall 2008. Ongoing discussion is occurring regarding the Multiple Subject Teaching

Certificate with an emphasis in Child Development. The Mental Health Certificate has been postponed pending further review.

- Infant/Toddler certificate completed and students have already been awarded
- Elementary Education Teaching Certificate and Transfer degree is in the works
- Mental Health Certificate is not moving forward at this time due to limited FTEs available for new courses

b. Expand the Internships to the Moreno Valley and Norco Campus.

The EAR 30 internship course will rotate to the Norco campus in Winter 2009 and to the Moreno Valley campus in Spring 2009. Discipline negotiations are ongoing with district budget personnel in order to secure adequate funding to hire Master Teachers to work in the Early Childhood Education Centers.

- Internship course was offered winter 2009 and 2010 at Norco ECEC and 2012 at Step by Step at the ILC when the ECEC closed at Norco, June 2010
- Internship course was offered spring 2009 at Moreno Valley ECEC, and is scheduled for spring 2013

c. Continue to advocate to the RCC district the necessity of the Child Development Centers as laboratory schools for the ECE academic program.

Ongoing advocacy is needed to educate administrators and community regarding the use of labs for observation, assessment, and practicum experience. We need to place students in the labs to ensure that the student's education is skill-based and that they leave our program with marketable proficiency in working with children. We need to encourage a paradigm shift at the District and Campus level that accepts that the ECEC should be viewed as an early childhood education center that supports the academic program, rather than a child care business. As such, our funding should be given the same level of consideration as any other academic and/or career and technical program that relies on a funded laboratory.

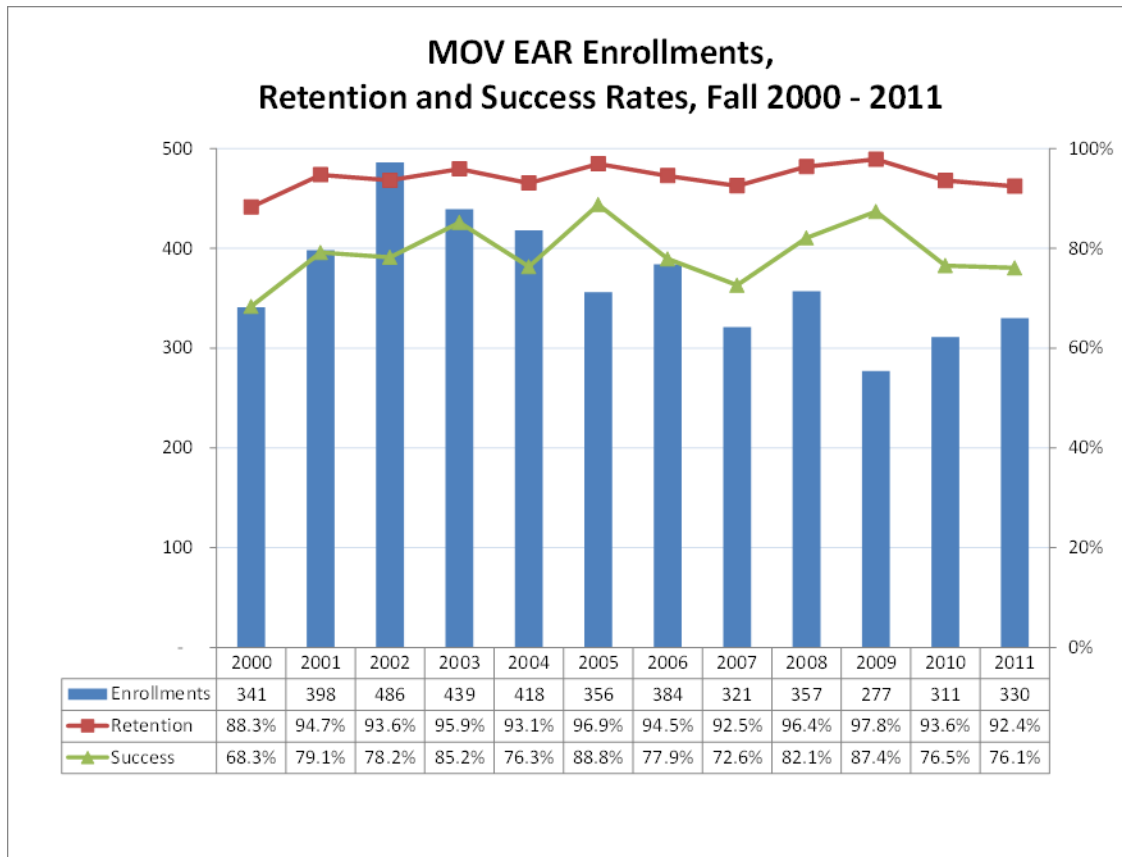
Advocacy is continuous as we attend meetings, workshops, seminars, and consortiums educating the community on the importance of quality Early Childhood Education. The children in our community deserve well-qualified, educated, creative practitioners that will be responsive to the children's needs. Early Childhood educators deserve salaries commensurate with their responsibilities and education.

- The ECEC at Norco College was closed in June 2010
- The ECEC at Riverside is faced with closure if it has a negative balance
- The ECEC at Moreno Valley is holding strong. New equipment is due to be installed as part of a grant:
  - recording equipment in one lab room, 37 computers in the academic classroom

- d. Articulate more ECE courses with four-year universities.  
Twelve new articulation agreements were made with Cal State University at San Bernardino, Cal State University at Fullerton, Cal State University at San Marcos, Cal State University at Poly Pomona, University of California at Riverside, Cal Baptist University, La Sierra University, University of La Verne, Chapman University, and National University.
- The completion of the ECE Transfer degree will provide increased accessibility to transfer opportunities for RCCD ECE students.
- e. Infuse California State Standards and Pre-K Foundations in the CORs to prepare early childhood educators for the demands of the public schools. Faculty has attended workshops regarding the new Foundations for Early Childhood. Discussions continue in Faculty meetings.
- Faculty have blended the State Standards and the Pre-K Foundations into the COR as part of the CAP and the Transfer degree updates.
- e. Develop consistency among the faculty in course standards and assessment.  
Team meetings have been held to unify the faculty's standards within courses and across the discipline. In addition, supportive materials have been provided to all full and associative faculty in order to maintain consistency. More meetings are needed and wanted by part time and full time faculty. However, we are challenged to find time to meet in addition to the regular faculty meetings.
- Full time faculty have met with part time faculty to discuss the revised CORs, to explain the need for Course Content that connects directly to SLOs, that SLOs that can be imbedded and assessed in an authentic manner, and that SLOs will ultimately support PLOs. Meetings have been held to discuss specific assignments, upon which all instructors can agree, grading rubrics have been generated in order for collaborative assessments to be conducted over multiple colleges and multiple semesters.
- g. Develop a document that identifies critical skill sets expected from each course in the program in order to support student learning outcomes assessment.
- The CAP fundamentally addressed this goal. Each COR involved in the CAP underwent strict scrutiny and analysis regarding SLOs, course content, typical assignments, textbook adoption, and how the course ties to the PLOs.
- h. Dialogue between campuses regarding the possibility of adding lab units to existing or new courses.  
Explore the possibility of a First Five grant written to videotape children to incorporate into online lab.

- In light of the current economic situation in the state of California this goal has been postponed.
- i. Respond to the students and community's needs by developing new classes that are necessary for quality caregiving and education.  
Ongoing discussion is underway to add one-unit content area courses emphasizing techniques in teaching language arts, science, math, music, circle times, and gross motor skills, as well as a course on current topics in Early Childhood Education. A course on pedagogy / classroom management is also being discussed.
- This goal is also not met, simply because of the decreasing FTEs available to ECE. In order to offer these specific stand alone classes we would need to have more FTEs so as not to inhibit our ability to offer the required courses and electives students need to graduate.
- j. Continue building reciprocal relationships between the faculty and the Child Development Center leaders.
- Great progress has been made uniting Faculty with the Site Supervisors of our child development centers. It is imperative that we are united in the theoretical principles taught in the college classroom and how that is demonstrated in the children's classrooms.
- k. Support student success by building authentic meaningful relationships with the students we teach.
- We continue to mentor, tutor, motivate, counsel and, at times, cajole our early childhood students. They provide our focus, purpose, and passion in the decisions we make at RCCD. We believe we are very privileged to be in their lives and work to be equal to the responsibility we have been given.

### C. Data Analysis and Environmental Scan



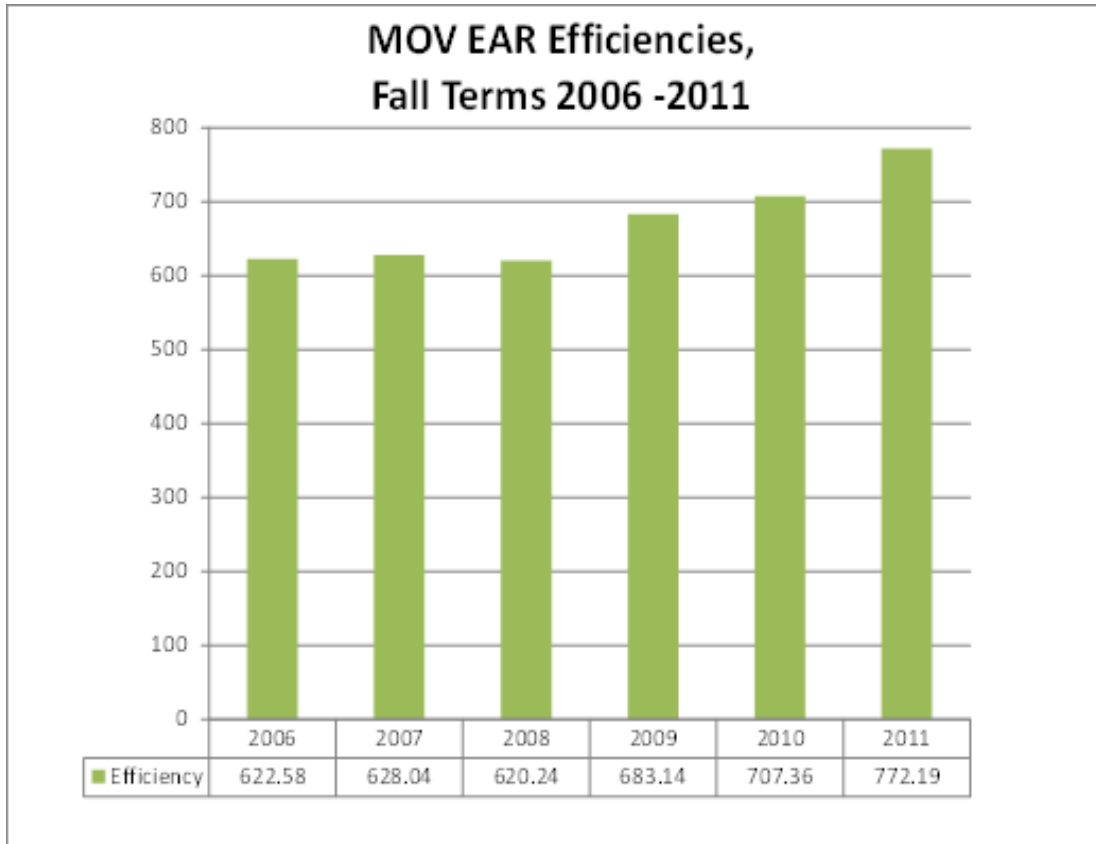
Between 2000 and 2011 enrollments in the Early Childhood Education (ECE) program at Moreno Valley College has ranged from a low of 277 in 2009 to a high of 486 in 2002 for an average of 368 students over the 12-year period.

Despite the range of 209 students between the lowest and the highest years, retention of enrolled students appears to be stable and high when compared with the general student population. It must be noted that the retention rates vary with the rise and fall of enrollment numbers, except in 2009 when the retention rate was the highest at 97.8% and the enrollment was the lowest at 277, 91 students below the average of 368. Variations in enrollment and success rates are likely linked to several factors. The economy has changed over the last 11 years, and the economy effects student enrollment.

In 2006 the Moreno Valley Campus transitioned from a part-time ECE program to a full-time program, which may explain the increase of 28 students between 2005 and 2006. This transition, however, came with challenges. One full-time faculty member had the sole responsibility to teach all the courses and to develop and administer a new full-time program. The ECE program had no support staff assistance on campus and no budget to support the program. These three factors— one teaching faculty, no support staff, and no budget-- may explain the drop in enrollment in 2007 to 321. Enrollment increased the next year because the faculty member was better able to manage

a full-time program, while also teaching the courses. That year the program received and installed the much- needed laboratory observation equipment.

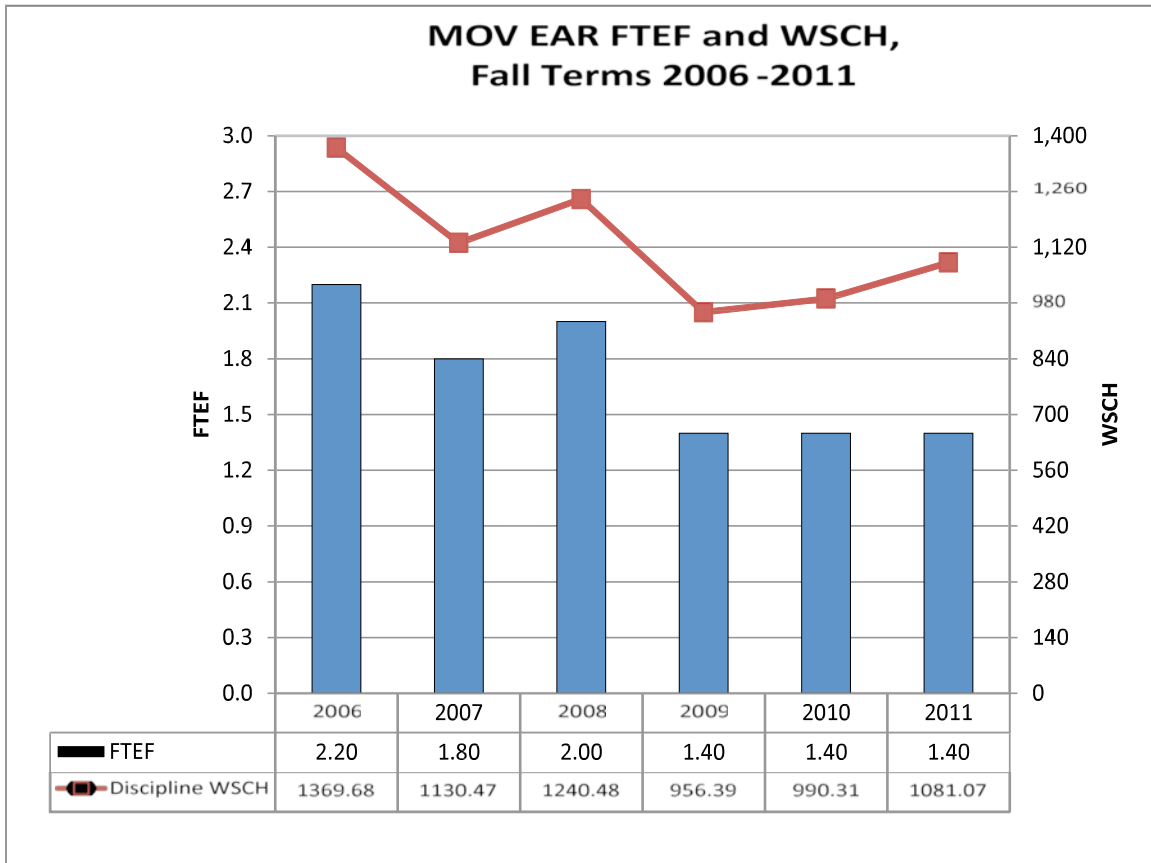
RCCD and College budget reductions also made class cuts inevitable, leading to the lowest enrollment in 2009. The last three years show a steady increase in enrollments that indicate stability and sustainability in the program, although success rates for students have fallen.



The Moreno Valley College efficiency numbers indicate that current class sections are over-filled. The efficiency numbers indicate steady growth in efficiency over the last three years from 683.24 to 772.19 in 2011. This level of efficiency is likely due to the hands on training, project driven assignments, and the cohesiveness of the classes that are taught in a way to bridge the gap between theory and practice. Students are involved in the learning process and have ample opportunities to cross check information from one class to another in a unique system used at MVC. This system is based on a formula that can be used in the laboratory preschool connected to the adult classroom, and used when the student is interviewing for that first job as well as when they prepare for their first class as a teacher. The ECE model prepares teachers to use Best Practices with young students. ECE faculty also “model” these practices, using these practices naturally, to create a high-quality learning environment. Thus, explaining high retention percentages and efficiencies in this program. Assessment is authentic because ECE is a project-



driven discipline. Research overwhelmingly supports the concept that students prefer learning by engaging in building projects and group learning.



Full-time efficiency of faculty has decreased during the years that the one, full-time faculty member of the Early Childhood Education program has taken on the necessary administrative responsibilities needed to support an effective educational program. The ECE faculty member also serves as Assistant Chair for the Health and Human Service Department. Her reassigned time for those duties has decreased her service hours to the ECE students. The student demand for the ECE courses and program suggest that additional faculty is needed to serve the high number of students enrolled in each class. Sustainability at this level may prove difficult over long time periods.

Prior year’s data was reviewed by the Early Childhood full-time faculty measuring the statistics from fall 2006 to fall 2011:

- a. **Fill Rate.** ECE district-wide enrollment fill rate is extremely strong and consistent; our classrooms are full. The fill rate average was 81% in fall 2006, increasing to 99% fall 2011 (an increase of 18%).

<b>Fill Rate</b>	<b>Fall 2006</b>	<b>Fall 2011</b>
RCC	73%	98%
MVC	90%	106%
NC	90%	99%
<b>Total</b>	<b>81%</b>	<b>99%</b>

ECE instructors have been asked to not add too many students over the course cap so that we can teach effectively and with the pedagogical approaches that we know have the greatest impact on student learning, namely active learning. We also want to assist the college with unfunded FTE students. ECE sections are not being cut due to low enrollment.

- b. **Enrollment.** The ECE course cuts have decreased the number of sections offered, however the total students enrolled have increased from 1443 in fall 2006 to 1573 in fall 2011. The student enrollment in ECE has increased by 9%. The faculty believes this is due to adding students over the allocated course caps before census as well as rotating course offerings wisely throughout the three colleges.

<b>Students at Census</b>	<b>Fall 2006</b>	<b>Fall 2011</b>
RCC	690	846
MVC	394	332
NC	359	395
<b>Total</b>	<b>1443</b>	<b>1573</b>

- c. **Course Sections.** The ECE course section offerings have been cut dramatically, with a reduction of 16 courses district-wide; a drop of 44%! ECE course offerings peaked in fall 2006 with 53 sections offered district-wide. In contrast ECE offered 37 sections in fall 2011. Of note, RCC has offered one unit courses more regularly since 2006 so the number of course sections offered is not reflective of total FTEs.

<b>Enrollment</b>	<b>Fall 2006</b>	<b>Fall 2011</b>
RCC	32 sections	21 sections

MVC	11 sections	7 sections
NC	10 sections	9 sections
<b>Total</b>	<b>53</b>	<b>37</b>

We have reached a breaking point in which we cannot cut back anymore courses; we are now at the point where we will not be able to offer the courses students need for their permits, certificates and associate degrees. We have fewer part time faculty teaching now than ever in the past. We cannot sustain any more class cuts and still fill the need in the community by training child caregivers and future teachers.

- d. FTES (Full Time Equivalent Student). The district-wide ECE FTES has increased from 151.80 in fall 2006 to 160.25 fall 2011 (5.5% increase).

<b>FTES</b>	<b>Fall 2006</b>	<b>Fall 2011</b>
RCC	72.35	85.38
MVC	42.44	33.18
NC	37.01	41.69
<b>Total</b>	<b>151.80</b>	<b>160.25</b>

- e. Retention Rate (students retained to the end of the term). The EAR courses district-wide retention rate in fall 2006 was an average of 89.05% increasing slightly to 89.19% in fall 2011. Retention remains consistent due to the fact that ECE designs the program to offer courses in a consistent rotation, with a consistent part time teaching faculty, stable full time faculty, across the district discipline discussions, and a functioning cohort system. Students receive a stable learning environment in which they feel safe to try new things. We teach using a varied pedagogical approach (lecture, group based activities, presentations, field trips, observations etc), which we believe keeps students interested, challenges them to keep trying, and supports all of their varied learning styles. All of these aspects keep students coming back to take more classes, thereby reducing attrition in our discipline.

<b>Retention Rate</b>	<b>Fall 2006</b>	<b>Fall 2011</b>
RCC	84.38%	87.23%
MVC	92.13%	91.87%
NC	94.43%	91.14%
<b>Total</b>	<b>89.05%</b>	<b>89.19%</b>

- f. Success Rate (students succeed in class with C or better). The ECE courses district-wide success rate was an average of 71.72% in fall 2006 improving to 73.43%.in fall 2011.

<b>Success Rate</b>	<b>Fall 2006</b>	<b>Fall 2011</b>
RCC	65.48%	70.8%
MVC	75.89%	75.6%
NC	78.38%	77.22%
<b>Total</b>	<b>71.72%</b>	<b>73.43%</b>

- g. Efficiency (ratio of WSCH to FTEF). The District-wide ECE efficiency rates have improved 8.8% from 2006 to 2011.

<b>Fall 2008</b>	<b>Fall 2006</b>	<b>Fall 2011</b>
	459.58	652.84
	622.58	752.47
NC	620.34	746.11
<b>Total</b>	<b>531.82</b>	<b>694.38</b>

This increase in efficiency is in part due to the increase in percentage of classes being taught by full time faculty.

What is not reflected in this ratio of efficiency, or in any of the available data, is the increased personal workload that each member of the ECE discipline has assumed over the last four years. This has taken the form of institutional service above and beyond the expected contractual hours per week. There are no statistics to demonstrate the overall commitment and contribution the faculty in any given department contribute to the welfare, stewardship, and fundamental “health” of an institution, but if there were, the Early Childhood Education discipline should be recognized for their service to sustaining, enhancing, and expanding Riverside Community College District.

The time and energy required to sustain these levels of efficiency, retention, and success can be best supported in the future with on-going recognition in the form of budgetary allocation to the FTEs available in ECE and the sustenance of viable college laboratory facilities.

## **D. Programs and Curriculum**

The Early Childhood Education Program provides an educational and practical foundation for students interested in a variety of careers that involve working with young children and their families. In addition to theoretical principles, the curriculum offers practical skills, on and off-site training that will prepare students specifically for employment in the field of Early Childhood Education and Early Intervention. The ECE program leads to certificates in Early Childhood Studies and/or Early Childhood Intervention. An Associate of Science Degree may be earned in either Early Childhood Intervention or Early Childhood Studies. A Transfer degree in ECE is also now available to support those students wishing to transfer to a California State University. The ECE program also fulfills the requirements by the State of California, Commission on Teacher Credentialing for five levels of the California Child Development Permit. This permit allows one to work in state and federally funded programs serving children from birth through eight years of

age. The 12 units in ECE core courses are required by Community Care Licensing (Title XXII) to work in private early childhood programs.

### **Early Childhood Studies Certificate (31units):**

<b><u>Required Courses</u></b>	<b><u>Units</u></b>
EAR 19 Observation and Assessment	3
<b>*EAR 20 Child Growth and Development</b>	<b>3</b>
<b>*EAR 24 Introduction to Curriculum</b>	<b>3</b>
EAR 25 Teaching in a Diverse Society	3
EAR 26 Health, Safety and Nutrition	3
<b>*EAR 28 Principles and Practices of Teaching Young Children</b>	<b>3</b>
EAR 30 Practicum in Early Childhood Education	4
<b>*EAR 42 Child, Family, and Community</b>	<b>3</b>
(*Core courses required for Title XXII Licensing)	

<b><u>Electives</u></b> —Complete two courses from below (minimum of 6 units)	<b><u>Units</u></b>
EAR 23 Family Home Child Care Program	3
EAR 31 Home Visiting	3
EAR 33 Caring for Infants and Toddlers in Group Settings	3
EAR 34 Curriculum for Infants and Toddlers	3
EAR 35 Internship in Infant and Toddler Care	3
EAR 37 School Age Child Care	3
EAR 38 Adult Supervision in ECE/CD Classrooms	3
EAR 40 Intro to Infants & Children with Disabilities & Other Special Needs	3
EAR 41 Internship in Early Intervention/Special Education	4
EAR 43 Children with Challenging Behaviors	3
EAR 44 Administration of Early Childhood Education I	3
EAR 45 Administration of Early Childhood Education II	3
EAR 47 Childhood Stress and Trauma	3
EAR 52 Parenting: Parents as Teachers	1
EAR 53 Parenting: Guiding Young Children—Approaches to Discipline	2
EAR 54 Parenting: Contemporary Parenting Issues	1
EAR 55 Parenting: Common Problems in Infancy and Childhood	1
EDU 1 Teaching in the Multicultural Classroom	3
EDU 3 Intro to Literacy Instruction	3
EDU 4 Literacy/Service Learning	1
ART 3 Art for Teachers	3
ENG 30 Children's Literature	3
MUSIC 1 Music Skills for Teachers	3
PHP 6 Intro to Physical Educ. for Preschool and Elem School Children	3
PHP 30 First Aid and CPR	3
SOC 45 Childhood and Culture	3

### **Early Childhood Intervention Certificate (31 units):**

<b><u>Required Courses</u></b>	<b><u>Units</u></b>
<b>*EAR 20 Child Growth and Development</b>	<b>3</b>
<b>*EAR 24 Introduction to Curriculum</b>	<b>3</b>
<b>*EAR 28 Principles and Practices of Teaching Young Children</b>	<b>3</b>
EAR 33 Caring for Infants and Toddlers in Group Settings	3
EAR 40 Intro. To Infants & Children with Disabilities & Other Special Needs	3
EAR 41 Internship in Early Intervention/Special Education	4
<b>*EAR 42 Child, Family and Community</b>	<b>3</b>

EAR 43	Children with Challenging Behaviors	3
<b><u>Electives</u></b> — Complete at least two courses from below (minimum of 6 units)		
EAR 19	Observation and Assessment	3
EAR 26	Health, Safety and Nutrition	3
EAR 31	Home Visiting	3
EAR 34	Curriculum for Infants and Toddlers	3
EAR 38	Adult Supervision in ECE/CD Classrooms	3
EAR 44	Administration of Early Childhood Education I	3
EAR 47	Childhood Stress and Trauma	3

**ECE Transfer Degree****Required Courses**

	<b><u>Units</u></b>
EAR 19	3
*EAR 20	3
*EAR 24	3
EAR 25	3
EAR 26	3
*EAR 28	3
EAR 30	4
*EAR 42	3

(\*Core courses required for Title XXII Licensing)

**Occupational Local Certificates:**

- Early Childhood Education/Assistant Teacher Certificate (6 units)
- Early Childhood Education/12 Core Units Certificate

All ECE required courses underwent major revisions to the COR as part of the CAP and the new Transfer degree. All remaining electives will undergo review this fall.

Courses continue to be offered in a variety of different formats including online, hybrid, 8 week, day and night classes. Discussion is currently taking place regarding which classes might be pedagogically appropriate to teach strictly in an on-line format.

On the MVC and RCC campus there is a child development center offering a culturally rich, child-oriented environment where the cognitive, social, emotional, creative and physical development, as well as the health and safety of all children are nurtured and protected. The centers provide opportunities for adult students to observe concepts discussed in academic courses, as well as a high quality environment in which to complete required hours for the Internship in Early Childhood Education course. College students learn to develop a trusting and supportive relationship with children, parents, professional staff and associates.

**E. Student Learning Outcomes Assessment**

Team meetings regarding early childhood core courses have been held to discuss the new SLOs and course content. Assignments with comprehensive grading rubrics have been created and

agreement has been reached between the instructors that typically teach certain classes to use the same assignment and rubric so that SLO assessment can be shared, combined, and spread across the district from one semester to the next. Each member of ECE faculty is now aware that SLO assessment is expected of them, necessary for the colleges' to maintain accreditation, should be authentic in nature, has a somewhat flexible timeline for closing the assessment loop, that each course must be assessed once in a four year period, and the PLO assessment is extremely important.

PLO assessment has been started this year using the capstone course, EAR 30 Practicum, to determine whether students have attained the skills needed to be a successful teacher from the additional seven required ECE courses. Going forward PLO assessment will be conducted as the required courses in ECE complete SLO assessment, as each SLO is being tracked to the individual PLOs.

ECE Program Student Learning Outcomes

Comprehensive competencies that would be expected in the completion of each Early Childhood Education course would be:

1. Define key terms relevant to child growth and development
2. Compare and contrast theoretical constructs applying to the education and development of children
3. Critically assess children and design and implement a curriculum plan
4. Communicate clearly about issues of early childhood education
5. Identify and differentiate ecological influences on child development
6. Develop collaborative relationships that strengthen the bonds between home, school, and community.

**SLO Assessment plans for each College**

**Moreno Valley College**

**Moreno Valley Early Childhood Education Assessment 2 year Rotation Schedule**

<b>Fall 2012</b>	<b>Winter 2013</b>	<b>Spring 2013</b>
EAR 20	EAR 19	EAR 30
EAR 24		
EAR 26		
EAR 28		
EAR 33		
EAR 42		
<b>Fall 2013</b>	<b>Winter 2014</b>	<b>Spring 2014</b>
EAR 24		EAR 25

## **Norco College**

The plan for assessment at Norco is to fully utilize the four years allowed to complete assessments.

### **The 4 Core classes (Ear 20, 24, 28, 42) assessment schedule**

ECE has a defined rotation schedule for the 4 Core classes. Ear 20 is taught in day and night class in both the fall and spring, while the other three are taught in a rotation system where one of the three is always offered as a night class. This means that students can complete all 4 Core in a single semester as a day + night student, or in a 3 semester turn around as a night student.

To assess EAR 20, the day and night faculty will collaborate on an assessment plan in the fall of Year 1 and compare results across both sections. Interventions will be conducted the following semester between the same two faculty members, results will be compared, and the assessment loop will be closed. This is predicated on the notion that the Part Time Faculty teaching EAR 20 will remain consistent from semester to semester.

In order to assess EAR 24, 28, and 42 it is planned that a rotation schedule will be created in which assessment in each class will be completed over a 3 semester period. In the fall of Year 1 the instructor will assess the class and analyze the data obtained. The assessment method will be shared with the instructor of record for the following semester and they will do the same assessment. Once completed, the two instructors will collaborate to identify an intervention, and the next semester the course is taught, day or night, the instructor will implement the intervention and reassess. The results will be shared and discussed with the initial instructor and subsequently the District wide ECE discipline. The hope is to establish some relatedness between the day and night assessments for each of the Core Classes to make sure that there is consistency across the sections.

### **The Remaining Courses in ECE – Assessment Plan**

The remaining courses in ECE are taught either on a once a year or once every two year plan. Each of these courses will be assessed within the semester they are taught and where possible assessment will be based on assignments or activities that take place during the semester. However, the long term plan is to see whether the courses that are taught by the part time faculty can be assessed at one College, interventions be implemented at the next college in the rotation for the same course, and then results written up and shared with both College's involved in the assessment. This is the only way I can think to capture data from one semester to the next, rather than from one year to the next. ECE shares our part time faculty and we rotate the elective courses, (basically those assessed once every two years) and so if a part time faculty member assesses EAR 43 at Norco spring 2012 they may not return to teach it at Norco again until spring 2014, whereas they may teach it fall 2012 at Riverside. We are one District and we all use the



same part time faculty, so assessment should be tied to the courses/faculty teaching, and not geography. Obviously there will need to be collaboration between the colleges to create a master schedule regarding these course, and willingness of the part time faculty to participate. If we can coordinate this it will also protect part time faculty from having to assess every semester they teach the same subject. I anticipate that this scheduling plan will occur primarily between Norco and Riverside as we collaborate more closely on scheduling as we have more students in common than Moreno Valley.

**Courses offered once a year – these are required courses for the 31 unit certificate in ECE**

- Ear 19
- Ear 25
- Ear 26
- Ear 30 Internship – this course has historically been offered once every two years but going forward it will be offered every year. This is being done to assure our slot at the ILC and to provide the students with more opportunities to complete their certificate. The prerequisites for this class have changed and so it will be possible for more students to be ready for this course after one year rather than 18 months.

**Once every two years**

- Ear 33 Intro to infants and toddlers
- Ear 34 curriculum for infants and toddlers
- Ear 38 adult supervision
- Ear 40 intro to special needs
- Ear 43 challenging behaviors
- Ear 44 admin II
- Ear 45 admin II
- Ear 47 childhood stress and trauma

**PLO assessment** will be conducted on an annual basis over a four year cycle. One PLO will be assessed each year by asking specific faculty to provide data indicating achievement levels on SLOs that are directly tied to the PLO. The department is currently in the process of aligning the new SLOs created by the Transfer Degree to the existing PLOs. Once this is completed it will provide a clear map for determining which courses and faculty will be asked to participate in PLO assessment on a semester to semester basis.

**Riverside City College**

All courses (electives as well as required courses) will be assessed in a four year cycle. SLOs for courses are being aligned to the PLOs for the two state level certificates. Once a year, faculty will be asked to provide data indicating achievement levels on SLOs that are tied to PLOs.

## **F. Collaboration with Other Units Including Instructional, Student Services or Administrative Units**

- a) A central mission of ECE is to provide courses in early childhood that apply to the California Child Development Permit Matrix. ECE works closely with the Child Development Training Consortium to facilitate students in earning their permits to work in the industry.
- b) The capstone course (EAR 41) of the Early Childhood Intervention Assistant Program places students throughout the community in child development centers, in-home early intervention program, or school district classrooms that have children with special needs documented by an Individual Education Plan (IEP) and/or Individual Family Service Plan (IFSP). This requires ECE to join forces with agencies in the region to place our advanced students.
- c) ECE at Norco College is working collaboratively with the Step by Step Program at the Innovative Learning Center to provide the EAR 30 Practicum course.
- d) For the last four years the ECE discipline at RCC has hosted a Job Fair for ECE students. A number of local employers have attended and various workshops were provided for students in attendance.
- e) Leadership provided by the ECE Advisory committee continues to provide guidance with regard to the ECE curriculum. This advisory committee is comprised of community leaders who have collaborated with faculty in efforts to develop students that will infuse high quality standards of early childhood education into child development programs on campus and throughout the region.
- f) Many of the ECE faculty relies on guest speakers from the community to apprise students of current trends and issues. Some examples of guest speakers that have recently given lectures include: special education teachers, Inland Regional Center Service Coordinators, parents of children with special needs, librarians, pediatricians, pediatric medical specialists from Loma Linda, La Leche League representative, Alternatives to Domestic Violence advocate, SIDS expert, a play therapist, a lead poisoning specialist, and ECE preschool site supervisors.
- g) Collaboration efforts are on-going with the Counseling Department on all three campuses to help counselors understand the Child Development Permit Matrix, ECE Degree, Certificate programs, and the new Transfer degree.
- h) The ECE faculty collaborates across the disciplines to promote uses of the laboratory to enhance student learning. Nursing, dental, psychology, and assistant speech pathology students have benefitted from these collaborations. The SLP discipline will be observing and assessing children in the center for potential speech concerns, and will receive live streamed video from the center to enhance their lectures.
- i) Moreno Valley ECE faculty work with the RCC Workforce Preparation Program in preparing interested Temporary Assistance for Needy Families (TANF) recipients to become early childhood practitioners. Workforce Preparation sponsors the four (fast track) core courses to enable the TANF students to obtain the core units in one semester.
- j) Outreach efforts have been made to other disciplines on the campuses to encourage use of the Child Development Centers for observation of young children. The nursing and dental students implement health education lessons to the children. Psychology and

Anthropology students have used the laboratories to complete assignments. California Baptist University, La Verne University, and La Sierra University students also send students to the child development centers for observation work.

- k) ECE faculty strives to ensure that good relationships exist between the leadership of the Child Development Centers and the academic program. The academic program could not unite theory with reality if it were not for the laboratory that the students use to observe, assess and evaluate children in a practicum setting.
- l) ECE faculty has sought out substantial counsel with lead administrators on each campus to secure major projects, strengthen student outcomes and advocate for the Early Childhood Education centers and programs.
- m) ECE has collaborated with Open Campus for technical support for hybrid and online classes. The Student Health Center has also assisted our discipline with Tb tests and health screenings.

## **G. Outreach Activities**

Educational institutions: Outreach efforts have been made to educational institutions. An Articulation Symposium was held in 2011 funded by the Riverside Child County Consortium to establish articulation agreements between local community colleges and four-year universities. A wide range of community colleges and four year universities were in attendance. The symposium was successful with agreements solidified between RCCD ECE and four year universities.

ECE participates in Career days to promote the Early Childhood program and discussion sessions with the local High Schools. ECE also has articulation agreements with Riverside Unified School District for high school child development courses. Dialogue is underway with Riverside County Office of Education and Corona Unified School District to outline articulation agreements.

Community: ECE works in partnership with many organizations, including: First 5 Riverside, California Community College Early Childhood Educators, Child Development Training Consortium, California Early Childhood Mentor Program, West Ed, Riverside County Child Development Consortium, Arrowhead Association for the Education of Young Children.

Students: The foremost outreach effort undertaken between ECE and its students is the responsibility to schedule creatively. ECE rotates the courses throughout the district to best benefit student enrollment. ECE implements traditional 16 week courses, as well as accelerated courses in 8 weeks. Fast track classes (15 days) are offered in the summer on the MVC campus. Hybrid and online courses are available and the discipline is currently considering which classes should be offered in a purely on-line format. ECE is redesigning a user friendly website that promotes the many aspects of the Early Childhood program. Advertising in brochures, newsletters, and flyers are offered to community members to advertise state certificates, local certificates and the many courses of ECE.

Middle College students at Moreno Valley College and Norco College are enrolled in ECE classes and are successfully completing the courses.

## **H. Long Term Major Resource Planning**

### **Moreno Valley College**

The ECE program at MVC has experienced significant cuts in FTE which has negated the ability of the discipline to offer all of the classes to earn the A.S. degree in Early Intervention or the Infant Toddler certificate. Long term planning must include more allocation of FTEs to the ECE discipline to facilitate this certificate.

The ECEC needs to have a security system for access to the center in order to protect the children. A security gate and speed bumps in the parking lot would slow drivers down and protect the children attending the center, and students taking classes in the adult classroom.

### **Norco College.**

ECE at Norco is relocating out of the current ECEC building into the Information Technology building and so resource planning is not as big a concern as it has been in the past. The program continues to need a classroom that offers the opportunity to teach in an active, hands on, group based learning environment; which this move will provide. The program also needs access to a storage unit for supplies and boards on the walls to affix examples of appropriate pedagogy; this move is also providing these resources.

It is important for the Norco academic program to have “Live Feed” from the children’s classrooms into the adult classroom from one of the sister College’s lab school. Live feed technology would allow students to observe in the children in the adult classroom and enable the professor to guide the students through the classroom scenes that they are monitoring.

Norco College ECE would also like to explore the possibility of creating a “virtual lab” for students utilizing cutting edge simulated technology. This conversation recently occurred at the CTE Retreat this fall and will be explored further in the spring.

### **Riverside City College**

The Riverside Early Childhood facility is antiquated and needs renovating. The building houses children, classroom staff, children’s program administration, and faculty. The adult classroom is an eyesore and needs to be remodeled. The doors to the ECER9 classroom need to be replaced due to warping. A new roof is needed. It would be helpful if signage were made to indicate where the adult classroom and faculty offices are located.

Regarding long-term resource allocation, the Riverside Child Development Center is asked to be financially self-supportive. Due to mandated licensing regulations, CTA negotiated salaries, and the tuition rates allowed by the Board of Trustees; the lab center struggles financially. Early Childhood faculty steadfastly argue that our lab is just as important for our academic program as a laboratory is for cosmetology, life sciences, chemistry or math. However, there is a fundamental difference in how the college supports the Early Childhood program compared to how support is given to the other laboratories on campus. For example, at Riverside the Child Development Center is forced to pay 100% of the custodian, 100% cleaning supplies, grounds-keeping supplies,

and 100% of utilities. No other program on campus has to fundraise in order to pay the electric bill. We simply cannot accomplish our program goals without the child development centers, but need the college to use a more egalitarian approach in the requirements that are imposed on the ECE lab versus the other labs on campus.

## **I. Summary**

### **1. Specific goals and objectives to achieve our vision include:**

- a. To ensure that all courses and programs have been assessed. Conduct outcomes assessments on SLOs identified in CORs, and PLOs.
- b. Continue to advocate and defend to the RCC district the necessity of the laboratory schools on each of the RCCD colleges and funding to support their quality. We use the labs for the observation of current best practice in the field of ECE, assessment of student skills, and for practicum experience. We need to place students in the labs to ensure that the student's education is skill-based and that they leave our program with marketable proficiency in working with children.
- c. Increase the current level of FTEs in ECE across the district. This is imperative if we hope to be able to offer enough classes for students to complete the wide range of certificates and degrees we offer in a timely manner.
- d. Continue to dialogue with the RCC counselors regarding the multiple career paths in early childhood including the changes to the individual courses, prerequisite changes, the Transfer degree, and the requirements for the California Child Development Permit Matrix.
- e. Align the Early Childhood Intervention Certificate with the new Early Start Personnel Model Competencies.
- f. Participate in the new California Alignment Project for Special Education courses.

## **J. Recommendations to the Program Review Committee**

(none at this time)