# College of Marin - Program Review

## Signature Page

### ECE-2011

## I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact Phone</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peggy Dodge</td>
<td>Primary Team Member</td>
<td><a href="mailto:peggy.dodge@marin.edu">peggy.dodge@marin.edu</a></td>
<td>415-485-9369</td>
<td>majority, coordination of others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shaquam Edwards</td>
<td>Team Member</td>
<td><a href="mailto:shaquam.edwards@marin.edu">shaquam.edwards@marin.edu</a></td>
<td></td>
<td>selected sections - GE SLO</td>
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## II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
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<tbody>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
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<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V-Anne Chernock and Erik Dunmire</td>
<td>Facilities Committee Co-Chairs</td>
<td></td>
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<tr>
<td>Yolanda Bellisimo</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nick Chang</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
<td></td>
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<tr>
<td>Sara McKinnon and Becky Brown</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chris Schulz</td>
<td>Student Access and Success Committee Chair</td>
<td></td>
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<tr>
<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
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</table>

## III. Vice President of Academic Affairs

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Nick Chang</td>
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## IV. Board of Trustees President

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Eva Long</td>
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Program Overview—Introduction

ECE-2011

Instructions: Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

I. Program Definition
Outline the unique qualities that define the importance of your program.

The Early Childhood Education Program provides education and training to prepare students to become teachers or directors in children’s centers, preschools, prekindergartens, infant/toddler programs, employer-supported children’s centers, extended daycare or family day-care programs.

II. Program Purpose
Pathway:
Career Tech. Ed.

Briefly describe how your program fits into the pathways you have chosen.

Program purpose: Career pathway

Primary goal is to prepare individuals for careers as teachers in the field of early childhood education. That includes careers teaching and caring for children between birth and the start of kindergarten in either child care centers or family child care homes as well as careers teaching and caring for children up to age 8 in before/after school programs. Students can complete requirements for outside licensing and credentialing requirements through the ECE program at COM. The secondary goal of the program is to prepare students for transfer to BA degree awarding institutions.

Transfer pathway:

Current educational requirements for teachers in early childhood settings are low and can be fully completed at the community college level, without achievement of a degree. Several initiatives at the state and federal levels (Head Start reauthorization act; California Early Learning Quality Improvement System) are developing recommendations for raising the educational standards for teachers in early childhood settings. Recommendations include achievement of Associate degrees for a portion of the workforce and Bachelors degrees for fully qualified teachers. COM ECE program is working through its Supportive Learning Communities and in partnership with COM counseling and relevant community agencies to assist students in course selection, basic skills improvement when needed and general education preparation so that students can complete the COM AS degree in ECE and be ready for transfer to the CSU system upon graduation.
III. Students Served
Briefly outline what students are served in your program.

The launch of the COM data dashboard has allowed us to document our perceptions of who are students are. Students in the ECE program are a widely diverse group. Many students in the ECE program already have a BA degree, usually in another discipline.

~ 26% OF Fall 2011 students had a Bachelor degree
~ 5% OF Fall 2011 students had an Associate degree
~ 2% OF Fall 2011 students had completed the CHSPE
~ 8% OF Fall 2011 students had a foreign school diploma
~ 3% OF Fall 2011 students had a GED/HS certificate of equivalency
~ 35% OF Fall 2011 students had a high school diploma
~ 3% OF Fall 2011 students had not graduated and were not enrolled in High School
~ 3% OF Fall 2011 students are listed in the Data Dashboard as ‘unknown’ or ‘unreported’
~ 15% OF Fall 2011 students are special admit enrolled K-12 students, most of whom are participants in an articulated class through the Regional Occupational Program

Students range from those who just finished high school to mid- and late-adulthood.

~ 18% of our Fall 2011 students (mostly those in the articulate ROP class) were under 18
~ 11% of our Fall 2011 students were between 18-21
~ 7% of our Fall 2011 students were between 22-24

~ 14% of our Fall 2011 students were between 25-29

~ 20% of our Fall 2011 students were between 30-39

~ 17% of our Fall 2011 students were between 40-49

~ 15% of our Fall 2011 students were over 50 (including 2% who were over 65)

Students also have a variety of hoped for outcomes when the begin the COM ECE program. Some initially come to the ECE program to complete minimum requirements from community care licensing for work as a teacher in an early education and care setting (12 ECE units). Others initially come in pursuit of a credential in ECE (24 ECE + 16 GE units). Some enter the program with the intent of completing a COM certificate or degree in ECE and/or transferring to a BA awarding institution.

~ 21% of Fall 2011 students identified either preparing for new career/job skills or advancing in career/updating job skills as their goal

~ 3% of Fall 2011 students identified maintaining certificate/license as their goal

~ 13% of Fall 2011 students identified educational development as their goal

~ 6% of Fall 2011 students identified a two year goal (associate or vocational) as their goal

~ 18% of Fall 2011 students identified earning an associate degree and transferring as their goal

~ 4% of Fall 2011 students identified transfer without an associate degree as their goal

~ 16% of Fall 2011 students were undecided on their goal

The ECE program includes a large number of students for whom English is a second
language. We have offered two sections per semester in Spanish of courses required by Community Care Licensing for preschool teachers since 2009. Those courses also meet requirement for a COM skills certificate in ECE. Students in the Spanish language sections are primarily mono-lingual Spanish speakers who must also take ESL courses.

IV. Program History

Briefly outline the recent history of your program.

Collaborative relationships with local entities (child care resource and referral, county office of education, etc) have grown and the ECE program is engaged in several projects in partnership with one or more of those local entities.

- Articulation agreement between COM ECE and Marin County Office of Education (MCOE), Regional Occupation Program (ROP) Child Development program completed in Spring 2008, effective Fall 2008
  - ROP students concurrently enroll in ECE114 in Fall semesters, ECE115 in Spring semester. Upon completion of ROP class with grade of B or better and evaluation of portfolio submitted to COM ECE Coordinator, ROP students are awarded "P" grades for ECE114 and ECE115
  - 34 ROP students enrolled in ECE114 in Fall 2010 and ECE115 in Spring 2011. 28 students (82%) successfully completed and earned credit for ECE114 and ECE115.
  - 43 ROP students enrolled in ECE114 for Fall 2011. They have been given IP grades and will be registering for ECE115. At the conclusion of Spring semester, successful students will be awarded P grades for both ECE114 and ECE115.

- COM, Marin County Office of Education, California Preschool Instructional Network and Marin Community Foundation Preschool-third grade initiative have partnered since Fall 2009 to offer a one day conference course with the intent of bringing preschool and early elementary teachers together to participate together learning about topics of mutual interest and benefit. Participants in the conference course enroll in ECE261 (a .5 unit class that can be taken up to 4 times) to earn academic credit for the conference. MCOE hosts the conference, providing facility, technology, staff support and custodial services. MCF and CPIN fund presenters and resources to support COM faculty in developing and implementing specific topic conference courses.

- COM ECE program successfully completed course development and revision to align
our core 8 class, 24 unit course of study with the Lower Division 8 - a lower-division program of study supporting early care and education teacher preparation being adopted by community college programs throughout the state and forming the basis for a transfer package to CSU under consideration with leadership from CSU partners in the Baccalaureate Pathways in Early Childhood Education project.

- The ECE program launched Supportive Learning Communities in Fall 2008 with support from MarinCARES, the SFSU CAD program and an EEIF grant. ECE SLC continues today as a partnership between COM and Marin County Office of Education, with facilitation support provided through a District directed initiative. ECE SLC students receive specialized program advising, textbook support and access to specialized topic presentations and individual support each semester.

- ECE program faculty and COM Children's Center faculty and administration work closely together to provide continuity between the content taught in the ECE program and instructional practices of the COM Children's Centers.
  - ECE faculty participate in workshops with Children's Center faculty during flex week and attend staff meetings and work sessions with them to continue working to assure that principles and practices taught to developing teachers in the ECE program will be demonstrated in the Children's Centers.
  - Student teachers in the ECE program have been primarily placed in the COM Children's Centers since Fall 2008 and the ECE faculty member teaching the student teaching/practicum course is in the centers approximately 6 hours per week observing student teachers and assisting Children's Center faculty in demonstrating practices and providing feedback to student teachers.

- ECE program faculty and COM Children's Center faculty and administration have participated together with Swinerton, COM Modernization office and the architect team hired to design the Child Study Center that will replace the current Children's Center on the Kentfield Campus when that center is demolished to make way for the New Academic Center. The Child Study Center will include a lecture classroom for ECE classes (also available for other discipline use), offices for both ECE and Child Development Program faculty, staff and administrator, state of the art observation room for child study and two preschool classrooms. Collaborative work continues as the Child Study Center moves through the planning, approval, permitting and construction processes.

**Attachments:**

List and briefly describe any attachments

Excel sheets with Data Dashboard data to support Students Served.
# Faculty Members

## ECE-2011

### I. Program Faculty

**List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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<tbody>
<tr>
<td>Dodge</td>
<td>Peggy</td>
<td>B</td>
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**Status:**

Shared W/other program(s):

Full-time, tenured No

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<th>Spring TU</th>
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**Years of Service:** 15  
**Specialty:** ECE

**Leadership:** List involvement in committees or other service

Co-chair, Education Planning committee, Fall 2008 - present; Chair, Education Planning Committee Spring 2007 - Spring 2008 Curriculum Committee member - Fall 2006-Fall 2008; Coordinator, ECE program - Spring 2003-present COM Coordinator - Child Development Training Consortium - Spring 2003 - present COM Coordinator - California Early Childhood Mentor Program - Fall 2005-Spring 2011 Marin Child Care Commissioner - November 2006-present Marin Child Care Commission, Executive Committee member - November 2009 - present, Chairperson, Marin Child Care Commission; September 2010-present California Community College Early Childhood Educators member Fall 2006 - present California Community College Curriculum Alignment Project Workgroup member - 2006-07 National Association for the Education of Young Children Member - January 1994-present MarinCARES Advisory Committee - July 2006-present Marin County Early Childhood Quality Initiative member - Fall 2006-present Education Planning Committee member - 2005-07 WASC self study committee chair - 2005 Bay Area Professional Development Collaborative participant; California Community College Curriculum Alignment Project college "Captain"; Fall 2009 - present, California Dept. of Education, Child Development Division, Faculty Initiative Project Advisory Committee

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**List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer**

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<tr>
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<tr>
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<td>Shaquam</td>
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**Status:**

Shared W/other program(s):

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**Years of Service:**  
**Specialty:**
Leadership: List involvement in committees or other service

COM Children's Center Director - 11/27/2001-7/1/2005 Bay Area Network of Diversity Trainers in Early Childhood member Bay Area Professional Development Collaborative participant; Coordinator California Early Childhood Mentor Program (CECMP) Fall 2011- present

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

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<th>Last Name</th>
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<tr>
<td>Johnson</td>
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Status: Adjunct, ETCUM
Shared W/other program(s): No

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Years of Service: 16 Specialty: ECE

Leadership: List involvement in committees or other service

- Orinda Union School District, Curriculum Committee;
- Mission statement workgroup under Jim Middleton;
- Various ECE interview committees;
- National Association for the Education of Young Children member;
- International Reading Association member;
- Orinda elementary school Coordinating Council member;
- Lawrence Hall of Science First grade algebra pilot teacher;
- Columbia Teachers College Reading and Writing program kindergarten demonstration teacher
### Kreuzer Susanne

**Status:** Shared W/other program(s):

Emergency Hire No

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**Years of Service:**

5

**Specialty:**

ability to offer certification training in pediatric first aid and CPR (requires specific certification from outside agencies not currently represented in FT or ETCUM pool); specialty in special needs children (subspecialty in ECE not represented in current FT or ETCUM pool)

**Leadership:** List involvement in committees or other service

- Marin County Child Care Commission 2002-2010
- Certified Therapeutic Recreation Specialist: Current
- Certified BLS Instructor; American Heart Association: Current
- Reliable CLASS Assessor and Trainer
- Early Childhood Specialist/Consultant 30 years
- Member of the COM's ECE Advisory Committee
- Member of the National Easter Seals Inclusion Team 1989-2010
- Member of the National Easter Seals Leadership Association 1989-2010
- Member of the Early Childhood Mental Health Advisory Committee
- Coordinator of the Special Needs Mental Health Initiative 2001-2010
- Member of the CCCECE Curriculum Development Committee 2009

### Rappaport Betty

**Status:** Adjunct, ETCUM

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**Years of Service:** 6.5

**Specialty:** ECE

**Leadership:** List involvement in committees or other service
• Marin CARES Community Advisor

• Past Member Marin County Child Care Commission Quality Committee
## Non-Instructional Support Staff

### I. Current Support Staff

#### List of Support Staff

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<th>Type</th>
<th>Purpose:</th>
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<td>Lab Assistant</td>
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**Leadership: List involvement in committees or other service**

All teachers in the Children's Center serve as models to demonstrate the practices taught in the ECE classes. Students observe their work as part of ECE class assignments. When student teachers are placed in the Centers, the teachers there act as lab assistants by providing direct support and supervision to student teachers during the hours they are on site.

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#### List of Support Staff

<table>
<thead>
<tr>
<th>Name:</th>
<th>Type</th>
<th>Purpose:</th>
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<th>To support:</th>
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<tr>
<td>Joan Rinaldi</td>
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<td>500 Students</td>
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**Leadership: List involvement in committees or other service**

Classified Senate, Health and Safety Committee and Hiring Screening Committees as needed
Facilities Questionnaire

ECE-2011

What are the existing facilities issues that impact student access and success, or health and safety? (address any of the following: Size, location, conditions, maintenance, features, a/c, lighting, adjacencies, other.)

Building 12, Room 100 on the IVC campus is the first classroom that was designated for ECE. It is an existing space that has served several functions over the years. It is an excellent space for ECE in terms of adjacency to the IVC Childre's Center, room size and flexibility of tables and chairs. It does, however, have a health and safety issue in that the lighting is extremely poor. Spring 2011 students reported headaches and eye strain resulting from a three hour evening class in that room. Maintenance and operations have indicated that a solution is prohibitively expensive. As a result, ECE has not scheduled classes in that room, although it is perfectly situated for our needs in all other ways. Other disciplines, who have not yet reported concerns regarding the lighting, are now being scheduled in that space.

Building 12, Room 100 also lacks built-in projector and computer. When the classroom is in use, Media Services must bring needed equipment to the room at IVC for class nights and/or the instructor must bring personal equipment.

With the exception of Building 12, Room 100, ECE does not have any specifically designated classrooms. We teach in whatever classrooms are available on the campus where a specific class is being held. The increase in Smart Rooms (including the equipment needed - computer, projector) in recent years has improved the environment for our teaching. We still struggle with getting rooms assigned to us that have tables and chairs to accommodate the small group, interactive style of the pedagogy in most of our classes.
Student Access and Success
ECE-2011

I. Access
Demographic, enrollment and student success information is available in the Data Dashboard which can be accessed through ARGOS. Please use this information and your faculty’s own anecdotal experience to answer the following questions.

A significant barrier to both access and success for ECE students is the work, family and life commitments that they have outside of school. Between 57-63% of ECE students are enrolled in less than 6 units any one semester, with a large proportion of that group taking only 1 class per semester.

Most forms of financial aid are limited to students enrolled in 6 or more units per semester, so these students are usually not eligible for financial assistance, adding another barrier in their busy lives.

II. Student Success
Based on course completion rates and grades in your courses (available on the Data Dashboard), and more importantly, based on you and your colleagues experiences in class, what do faculty in your discipline feel are significant factors or barriers influencing student success in your courses or programs? Please begin with: Students who don’t succeed often struggle with________, and then analyze what you think are the reasons behind their difficulties which could range from socio-economic factors to issues more directly related to course work or presentation.

Students who don't succeed often struggle with poor reading and writing skills, particularly our Hispanic students. Many of the Hispanic students taking English language ECE classes are fluent speakers and listeners in English but lack sufficient reading and writing skills needed for academic success. The largest ethnic groups in the ECE discipline Fall 2010- Spring 2011-Fall 2011 are white and hispanic. While white students consistently pass at or better than the average pass rate for all ECE students, Hispanic students pass at a rate slightly lower than the pass rate for all ECE students (3-8 percentage points depending on the semester). The ECE class sections taught in Spanish contribute to the overall success statistic for our Hispanic students. However, their success rate in classes taught in English is significantly less than the average. Efforts continue to counsel these students to pursue more ESL before returning to ECE classes and specific bridge classes for ECE have been developed in non-credit ESL. Because employers encourage, and wage increases can accompany successful ECE course completion, many of these students continue to enroll in ECE rather than developing the recommended ESL competencies. Economic necessity and the possibility of economic gain from successful completion ends up being a barrier to success for some.

Students who don't succeed also often struggle with time management, organization and commitment. Although representing only about 8-15% of ECE students, the 18-21 year olds consistently pass at a significantly lower rate than the average for ECE students. Faculty observation is that students in this age group attend class irregularly and often seem unprepared for the topic of the class (may not even be purchasing textbooks). Lack of commitment in terms of attendance and preparation is a barrier to success for any student and seems disproportionally to characterize this age group.

III. Improving Student Success and Retention
Please check off which of the following student support services your students used:

- [ ] Bookstore
- [ ] Computer Labs for student use
- [ ] Counseling
- [ ] DSPS
What is their level of satisfaction? Are your students having any problems with any of these services? If so, please explain.

Counseling has improved recently with the identification of one specific counselor, Karen Robinson, who has special expertise in ECE. The multiple goals of our students and variety of pathway options to achieving them is complicated and, unfortunately, there still seems to be limited knowledge and understanding of those pathways on the part of most counselors.

The students who take our Spanish language classes consistently run into difficulty in all areas of college operations due to the limited number of front line staff who are able to communicate in Spanish.

IV. How do you make sure your students are able to get through your program in a timely fashion? (e.g. “Schedule all required classes every semester.”)

ECE developed a blueprint for 2010-12 that concluded with the Spring 2012 semester. A draft one year blueprint for 2012-13 has been developed to continue course offering patterns that students have come to expect and to facilitate planning. Both blueprints will be attached.

Course offerings have been prioritized so that students can achieve professional benchmarks as well as certificates, degrees and transfer in a timely fashion. Core courses needed for the professional benchmark of Fully Qualified teacher for Community Care licensing are available every semester. The sequence of courses that both meet the above mentioned professional benchmark and earn students a COM Core skills certificate is available over the course of the Fall and Spring semester each year. All courses required for the Certificate of Achievement and Associate degree are offered every year, in either the Fall or Spring semester. Sufficient elective offerings are also available across Fall, Spring and Summer so students can access courses meeting the elective requirements for their degree.
Curriculum

ECE-2011

1. What is the focus of your program? (e.g. transfer, basic skills, career technical education, lifelong learning, etc.)

ECE is primarily a career technical education discipline. Some students enter the program intending to go beyond the career certification requirements and pursue Associate degrees and/or transfer. ECE faculty consistently encourage students to go beyond the minimal education requirements currently in place for ECE professionals, in preparation for a future with higher standards.

2. Have there been changes in the field that might impact your course offerings or degrees? Please explain.

The national Head Start Program has a mandate that 1/2 of the teachers have a BA degree by 2013 and that 1/2 of the Associate Teachers have an Associate degree by 2013. Historically, as Head Start goes, so eventually go quality standards in the field. This can result in more students pursuing Associate degrees and transfer eligibility.

New requirements for documentation of career and technical program outcomes due to reporting requirements related to Gainful Employment legislation have necessitated our converting skills certificates to certificates of achievement so that they can be tracked and counted as achievements that meet Gainful Employment requirements.

3. Are you planning on changing, updating or revising degree or certificate requirements? Please explain.

AS degree and Certificate of Achievement requirements were revised effective 2009. Our 12 unit certificate, previously known as a Core Skills Certificate, is being revised and submitted to the Chancellor's office as a Certificate of Achievement in Core Skills:Teacher. We are proposing a new Certificate of Achievement in Core Skills: Director that will be a 15 unit certificate.

4. If available, have you created a “degree for transfer” in your discipline according to SB 1440? If so, what is it?

A transfer model curriculum for ECE has been approved by the state. Because COM courses align with other courses in the state that participate in the Curriculum Alignment Project, our courses need only minor revision in order to be submitted as a degree for transfer.
5. Have you prioritized your courses according to department goals? (Please attach blueprint)

ECE developed a blueprint for 2010-12 that concluded with the Spring 2012 semester. A draft one year blueprint for 2012-13 has been developed to continue course offering patterns that students have come to expect and to facilitate planning. Both blueprints will be attached.

Course offerings have been prioritized so that students can achieve professional benchmarks as well as certificates, degrees and transfer in a timely fashion. Core courses needed for the professional benchmark of Fully Qualified teacher for Community Care licensing are available every semester. The sequence of courses that both meet the above mentioned professional benchmark and earn students a COM Core skills certificate is available over the course of the Fall and Spring semester each year. All courses required for the Certificate of Achievement and Associate degree are offered every year, in either the Fall or Spring semester. Sufficient elective offerings are also available across Fall, Spring and Summer so students can access courses meeting the elective requirements for their degree.

With a primary focus in career education, ECE schedules the classes required to meet the ECE teacher qualifications as outline by Community Care Licensing in a sequence and frequency that an individual could complete those requirements within a single academic year.

Given that our students have a wide range of goals (please see attachment with Program Overview that includes data on student goals), ECE carefully constructs schedules that ensure that courses needed to attain the AS degree are offered in a sequence and with frequency to enable a full time student to complete degree requirements within 2 years. We are also attentive to the offering of electives in a sequence and frequency to allow students with an AS goal to achieve it and to allow our many other students with goals to advance in the field, upgrade skills, educational development or to maintain certificates to attain their goals.

6. Have all your courses been updated in the last 5 years? If not, please list all outdated courses and your plans for revising or deleting them.

ECE does have a significant number of elective courses that have not been updated in the last 5 years. Individual faculty members have taken responsibility to revise specific courses. Some have been submitted to Curriculum Committee and returned for revision; some have successfully been revised and some are still in the hands of faculty for revision.

Frankly, it is difficult to find a clear delineation of all the ECE courses in the catalog and where each of them is in terms of updates.

7. Do you plan to develop any new courses or degrees? If so, please describe briefly and explain.

A new Certificate of Achievement, Core Skills: Director is being developed. The requirements for Core Skills: Director represent a significant milestone in terms of
Gainful Employment. Anyone earning this certificate has met the educational requirements to be a Director in a Preschool Program as per the requirements of Community Care Licensing.

8. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum or make other programmatic changes? If so, please describe briefly and explain.

Extensive conversations have taken place between ECE faculty and ESL/Basic skills faculty. ESL and Basic skills faculty have helped us to think about what joint curriculum might be appropriate for the various levels of our students. ESL Bridge classes have been developed for ECE and Marin Community Foundation funding has supported implementation of those classes. The bridge classes represent the combined expertise of ECE and ESL faculty. Enrollment numbers have been disappointing and outreach strategies continue to need further development.

It may be possible to develop linked classes for students at some of the higher ESL levels or some developmental English classes. At this point we do not have sufficient numbers (based on the data that we have) to support a linked class section but we continue to collaborate and gather data in support of that direction.

With support from an EEIF Grant, significant strides were taken to identify the math achievement of ECE students and strategies for contextualized Math classes (95A and 95B level) that the data indicates could improve Math success for ECE students. Divisions within the Math department regarding allocation of units to support offering classes as indicated has prevented implementation of the specialized Math classes indicated from the research supported by the initial EEIF grant.

9. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain.

A purely Distance Education (online) version of ECE100 was offered in Fall 2010. The significant number of students who did not successfully complete the course and review of the course evaluations of the student who did complete the class, indicates obstacles both in terms of faculty proficiency and student access and expectations.

Faculty are pursuing professional development opportunities regarding on line teaching and the use of the newly adopted Moodle platform. Most ECE faculty maintain websites to enhance face to face classes, but developing and offering fully Distance Education based ECE classes is not a priority at this time.

10. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.
Not at this time.

11. Have you reviewed your pre-requisites and co-requisites in the last 5 years?

Yes. Several courses that were updated through Curriculum Committee had pre-requisites added. As we continue with updating our older courses, consideration of pre- and co-requisites that might be needed is an integral part of the update.
Student Learning Outcomes

EC-E-2011

Five College Learning Outcomes:
1. Written, Oral and Visual Communication: Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and sup technologies.
2. Scientific and Quantitative Reasoning: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills as scientific method.
3. Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supported conclusions.
4. Problem Solving: Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.
5. Information Literacy: Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

I. Degrees and Certificates
1. List your degree and certificate student learning outcomes.

<table>
<thead>
<tr>
<th>Degree or Certificate</th>
<th>Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE-2011</td>
<td>All students must earn 110 credits.</td>
</tr>
<tr>
<td></td>
<td>All courses must be completed with a grade of C or better.</td>
</tr>
<tr>
<td></td>
<td>All courses must be completed within 6 years of enrollment.</td>
</tr>
</tbody>
</table>

2. What are your assessment strategies? (e.g. essays, research papers, presentations, multiple choice tests, etc.)

- ECE students in almost all classes do some type of observation or directed interaction with young children for assessment purposes. Depending on the specific courses, essays, research papers, presentations and multiple choice/short answer tests may also be used for assessment. Most ECE classes also have a comprehensive project integrating various aspects of the course content that is due at the end of the semester and is a significant assessment piece. Some instructors also routinely have students self-assess achievement of the Student Learning Outcomes for the class at the end of each semester. See attached sample.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

Yes

2. Have you assessed any of the GE SLOs in the last year in any of these courses? If so, please describe the assessment and who it was given to and then summarize the results.

As one would intend for GE SLO, each one is embedded to some extent in our GE classes. Not all are equally stressed or assessed however.

EC-E110: particularly emphasizes:
- 2. Scientific and Quantitative Reasoning: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.
- 1. Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supported conclusions.

All students observe a child for a specific amount of time, recording their observations using a method that requires objective description of behaviors. Then, using the factual observational data, the students interpret the meaning of the behavior and its reflection of developmental levels using course information on Child Development. Students must be able to demonstrate some level of mastery of the emphasized GE SLO in order to pass the assignment. Most students are successful in demonstrating mastery of this SLO. Faculty pay particular attention to the papers of students who were not successful in order to determine if there are commonalities or trends and to identify specific areas of weakness in order to modify instruction for the next time the course is offered.

EC-E112 emphasizes and assess all of the GE SLO. There are specific assignments that reflect the competencies represented by the GE SLO. Grading rubrics for the assignments provide students with feedback on how they have applied skills to the specific requirements of that assignment. The rubrics and student results inform faculty on each student’s progress relative to the GE SLO. Success rates for students in EC-E112 are good, indicating general achievement of the GE SLO. As with any other class and/or assignment, faculty analyze the errors in unsuccessful assignments in order to modify/clarify instruction or assign characteristics to address any areas of weaknesses identified. See sample EC-E112 syllabus for specific assignments and rubrics.

III. Course Level Outcomes

1. Have you assessed any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please describe the assessment and who what courses and sections it was given and summarize the results.

All ECE faculty are committed to assessing the SLO defined for any course they teach. ECE faculty discussed measurement of SLO and looked at samples from CSU faculty and Merritt College for measurement and reporting of course level SLO. Individual faculty have implemented SLO measurement and modified instruction as a result of analysis of that data. Because SLO measurement is protected for use by individual faculty, I am unable to report on the actions of faculty who did not make those results available to me.
I can, however, discuss and provide information regarding my own assessment and reflection of SLO achievement in courses that I teach.

In every course that I teach, I ask for an evaluation at the end of the class. Evaluation forms ask students to self-report achievement of course SLO. Samples are attached. Those evaluations are reviewed and analyzed, particularly in regard to which SLO students indicated achievement was not met, partially met or they were not really sure. I also create a document for each class that I teach that lists the course SLO and how I will measure each of them. Samples are attached.

The class I have most frequently taught and assessed SLO is ECE101. I taught one section of ECE101 in Fall 2010 and two sections in Spring 2011. Based on the in-class video analysis results in Fall 2010 as well as student assessment of achievement of the course SLO “Evaluate appropriate and inappropriate practice in adult/child interactions,” I changed my choice of videos and used only 3 video clips (one infant/toddler, one preschool, and one school-age) for the in-class video analysis exercise. Although student success with the in-class exercise was improved in both Spring 2011 sections, student evaluation of achievement of the SLO still was ranked “not really sure?” or “partially met?” by about 1/3 of the students.

Close examination of the course outline and content and topics for ECE101 reveals that this SLO is not a top priority achievement in relation to the content of the course. Students should report some degree of achievement of this SLO, but it is likely to be at more of a knowledge or comprehension level than the more sophisticated application, analysis, synthesis or evaluation levels.

2. What improvements have you made or do you plan to make in the future based on the results of your SLO assessment?

Based on the in-class video analysis results for ECE101 in Fall 2010 as well as student assessment of achievement of the course SLO “Evaluate appropriate and inappropriate practice in adult/child interactions,” I changed my choice of videos and used only 3 video clips (one infant/toddler, one preschool, and one school-age) for the in-class video analysis exercise. Although student success with the in-class exercise was improved in both Spring 2011 sections, student evaluation of achievement of the SLO still was ranked “not really sure?” or “partially met?” by about 1/3 of the students.

I will teach the course again in Spring 2012. I plan to use the same video selections as used in Spring 2011 but frame the presentation differently. I will introduce the class meeting and task clearly as related to the SLO “Evaluate appropriate and inappropriate practice in adult/child interactions.” By focusing student attention on the purpose of the activity and its relationship to a specific SLO, I hope that students will be able to recognize and report greater achievement of that SLO.
The ECE program as an academic discipline works in close partnership with the Child Development Program (CDP) faculty and administration. The Child Development Centers at both IVC and Kentfield are demonstration classrooms where the concepts taught in the ECE discipline can be seen in practice. The collaboration and partnership between ECE and CDP contributes to the excellence of both. Dialog between faculty teaching ECE students training to be teachers and CDP teachers who are ?in the trenches? every day, enriches, enlivens and grounds the teaching in the ECE program. ECE classes are kept ?real? by the input and observations of teachers from CDP. At the same time, CDP teachers have the benefit of learning the latest research, recommended practices and resources in the ever evolving field of early childhood education through their collaboration with ECE program faculty. Active collaboration between ECE and CDP faculty takes place throughout the semester as ECE faculty spend time in the centers and CDP teachers provide daily supervision in support of ECE program student teachers.

ECE program faculty, full and part time, are highly respected in the community and profession. Each one monitors and participates in local, regional, state wide and national educational organizations to stay current on the issues and practices in the field. Each actively pursues collaboration with other early educators and ECE stakeholders and brings the fruits of those collaborations into the COM classroom to enrich the learning experience of our students.

The ECE program recognizes the diversity of the California population and the need for children to see teachers who reflect them in the classrooms they attend. Our students reflect the diversity of cultures, ethnicities and languages found in modern California. ECE faculty are committed not only to the success of all of these students in the ECE program, but also to the development of a more diverse higher education faculty in the future. To that end, we work with students individually and through the Early Childhood Education Supportive Learning Communities (ECE SLC) to provide resources to support students to pursue Associate degrees and transfer. As Program Coordinator, I also provide assistance to students in applying for Child Development Permits and in obtaining foreign transcript evaluations that can provide recognition of their educational achievements in their home countries and provide a shorter path to advanced degrees. We also work closely with the COM ESL program to get appropriate and timely placement of our students so that they can improve their English skills, allowing them greater employment opportunities and improving their success in further higher education classes. The ECE program also offers sections of the core courses that are required to become a teacher in a Community Care Licensed child care facility taught in Spanish. That brings current knowledge and information about child development and best ECE practices to individuals who work with children but may not have sufficient English proficiency to succeed in English language college classes. Through participation in our classes taught in Spanish, these teachers can have a strong and appropriate impact on the many Spanish speaking children and families served in ECE programs.
<table>
<thead>
<tr>
<th>Strengths and Constraints</th>
<th>Future Goals &amp; Recommended Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do you do to help student achieve particular outcomes?</td>
<td></td>
</tr>
<tr>
<td>1. Program SLO are defined and specific courses which emphasize those SLO have been identified.</td>
<td></td>
</tr>
<tr>
<td>2. Program and course SLO for the core 8 courses align generally with other community college ECE/CD programs in California as defined by the California Curriculum Alignment Project (CAP).</td>
<td></td>
</tr>
<tr>
<td>3. Biggest constraint regarding Program SLO assessment is lack of time for faculty to attend to the actions needed as outlined above. Accreditation standards and demands regarding articulation, alignment and measurement of SLO at the course and program level place demands that exceed reasonable and customary expectations for professional educators, at least as those elements are developed.</td>
<td></td>
</tr>
<tr>
<td>To help students achieve program outcomes, all program SLO have at least one class in which knowledge and experiences supporting achievement of that program SLO are also supported by clear course SLO. By being attentive to student achievement of</td>
<td>1. Need to match and document specific course level SLO in relation to the</td>
</tr>
</tbody>
</table>
course SLO we support their achievement of program SLO.

The courses that that have the broadest and most explicit SLO and instructional practices relative to the program SLO are also the basic ? core? classes of the ECE discipline. Our students, whether pursuing the minimal requirements for preschool teachers as defined by Community Care Licensing or on track for higher level Child Development Permits, certificates, degrees and/or transfer, all have courses that focus and support the achievement of the program SLO. The level of master of the program SLO (considering Blooms levels of mastery) will vary depending on the full program of study that the student completes. However, all will achieve mastery at the knowledge and comprehension levels.

2. How can you improve student performance on this outcome? Give specific strategies.

Specific strategies to support this improvement are:
~ complete course SLO articulation and mapping to program SLO for all elective courses in the discipline
~ convene faculty at the start of each semester to share the results of individual course SLO achievement and identify any trends.
Student performance can be improved by complete mapping of course SLO to program SLO, thorough assessment of course SLO and sharing and analysis of those assessments. Indicating strength or weakness in particular program SLO based on course level assessments ~ jointly plan strategies to strengthen instruction related to all courses with SLO that relate to any program SLO identified as weak.

3. Pick one or two things that you will do to improve your program over the next 2-3 years. Outline your strategies for improvement. Detail any resources you will need to achieve this improvement.  

*Note: You will be asked to comment on this plan for improvement in your next review in two to three years. Please save your responses so that you will have comparative evidence and data to submit at that time.*

| 1A: | Requires assistance from OIM and Administrative Assistant Support. These supports are in place for Spring 2012. |
| 1B: | Requires time of ECE faculty to complete. Assignments have been made for all courses. Coordinator needs to continue urging completion of outlines from all faculty. |
| 1C: | Requires substantial investment of ECE Coordinator time. Requires support from OIM. Additional administrative assistant support could ease the burden on Coordinator and OIM. |

| 2A: | Requires substantial investment of ECE faculty and CDP faculty, staff and administrator time. Requires Board and Modernization Office support. |
| 2B: | Requires support and vision from highest level administrators at COM (President, VP for Instruction and appropriate Deans). Requires support of Board to endorse. |
1. Course outline, degree and certificate improvement strategies:
   A: Submit Core Skills: Teacher and Core Skills: Director Certificates of achievement to Chancellor’s office for approval.
   B. Complete course outline update for all ECE elective courses
   C. Complete core course alignment with ECE California Curriculum Alignment Project and TMC for ECE

2. Child Development Program/Early Childhood Education Program partnership improvement strategies:
   A. Work closely within user group in collaboration with architects, builders and contractors to complete construction of the Kentfield Child Study Center
   B. Bring ECE and CDP programs together under one administrative home within the instructional program

3. SLO definition and measurement improvements:
   A. Completion of course outline updates for all ECE elective courses which define specific SLO for each
   B. Definition of specific course SLO measures for each course offered in ECE
   C: Annual (minimal) or bi-annual (optimal) faculty meetings convened

   administrative restructure proposals
   3A: Requires time of ECE faculty to complete.
   Assignments have been made for all courses.
   Coordinator needs to continue urging completion of outlines from all faculty.
   3B: Requires time of ECE faculty to complete.
   Coordinator needs to facilitate faculty process for defining and sharing SLO measures.
   3C: Requires cooperation and time of faculty in sharing their course SLO achievement measures and outcomes
   - Requires completion of mapping of course SLO for all courses to Program SLO.
   Faculty updating ECE courses will be asked to map the SLO for their courses to the program SLO they support in the development of the course outlines.
   Coordinator will be required to monitor progress and review alignments. Again, faculty time will be required to succeed with this objective.

   COM requirements to comply with WASC accreditation standards regarding Program Review and Student Learning Outcomes place additional demands on key faculty.
   Faculty are indeed those with the expertise and closest knowledge...
III. Moving Forward Objectives (Planning)

What (qualitative and/or quantitative) data-driven coordinated planning has your department done to improve enrollment, student learning, access and success over the last two years?

Early program review for ECE presented data indicating the need for more and more frequent offerings of ECE Core courses accessible to students who were fluent in Spanish but not yet able to successfully complete college level courses taught in English. Additional units were allocated to ECE to expand class offerings each semester to increase access for those students. Monitoring of enrollment in class sections offered exclusively in Spanish indicated a declining trend in enrollment for those classes, particularly when the classes are offered on the IVC campus (see attached spreadsheet). Analysis of that data has led to the conclusion that we have substantially saturated the early identified need for classes offered in Spanish only and that Spanish only classes sustain greater enrollment numbers when offered on the Kentfield Campus. Both English and Spanish sections enroll better on the KTD than IVC campus, though English sections meet minimum enrollment on either campus. As a result, the Fall 2012 schedule has been constructed to offer only one fully Spanish language section, on the Kentfield Campus. A bilingual section of another class is being offered on the IVC Campus. The bilingual section is a pilot and data will be gathered and analyzed about the enrollment and success of students in that class.

We are currently planning a proposal to present to Curriculum Committee and UDWC regarding our advanced practicum class, ECE281 (only offered in Spring semesters). Enrollment numbers in ECE281 have been consistently low, yet we have been able to offer it because there are always students who need it in order to graduate that semester. However, we also have to turn away students who want to enroll in a practicum in the Spring semester but have not completed the prerequisite of the beginning practicum, ECE280 (only offered in Fall semesters). The proposal we are developing would offer a combination class consisting of ECE280 and ECE281 for the Spring semesters. The combination would add 2 teaching units to compensate for the additional seminars required for the ECE280 students but would incorporate the teaching units required to support the TBA fieldwork hours for the ECE280 students into the allocation for the ECE281 class. Since a full 26% of ECE students already have a BA/BS degree and only need one semester of practicum to qualify for high level Child Development Permits, we think offering ECE280 in both Fall and Spring semesters will address student access needs. Given the qualitative data regarding students who want a field experience class in the Spring but are not eligible for ECE281, we believe that a Spring combination of ECE280 and ECE281 would be a good allocation of resources. It would not require the full unit allocation for both, only requiring the lecture unit allocation for ECE280. Navigating the Curriculum Committee and UDWC will take time, however.

IV. Assessment of Previous Program Reviews:

1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

1. What resources have you been granted from your previous program reviews?

A. Early program review for ECE presented data indicating the need for more and more frequent offerings of
VI. Other concluding remarks.

Program Review is a valuable way to reflect on all aspects of a discipline or program. The Data Dashboard is an important contribution to Program Review and to transparency at COM overall.

Doing a credible job designing data inquiries, analyzing the results of those inquiries and reporting both analysis resulting strategies for improvement is a time consuming affair. Years when full program review is required, financial resources should be allocated to purchase reassigned time or additional compensation to assure credible and timely submission of Program Reviews. My personal preference would be reassigned time, time taken from normal faculty responsibilities related to quality teaching and learning. The District Directed Initiative is a vehicle that could be used to accomplish this resource allocation.

ECE Core courses accessible to students who were fluent in Spanish but not yet able to successfully complete college level courses taught in English. Additional units were allocated to ECE to expand class offerings each semester to increase access for those students.

B. ECE Program Coordinator was issued a new computer in 2010 to replace outdated computer that was no longer under warranty. A computer was also provided for ECE faculty in office space at IVC.

C. The remainder of the ECE budget has been a rollover budget, not specifically responsive to Program Review.

2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?

A. Additional units allocated were used to offer one Spanish language section of a core ECE class each semester. Two sections were offered per semester, one in Kentfield and one at IVC. Students then had the opportunity to complete all coursework required for fully qualified teachers according to Community Care Licensing standards in one year, if they took classes on both campuses. The schedule rotation was developed so that a student could complete those same requirements over the course of two years by attending classes exclusively in Kentfield or IVC.

B. Computer is essential to program coordinator functions, including program advising for students. Upgraded computer better accesses Banner functions including budget and grading and was capable of supporting Remote Desktop function, improving efficiency for Coordinator. The computer is used to maintain websites for students to access instructor notes and other resources for classes, enhancing student success.

C. Items requested through Program Review but not funded as well as increases to funding categories that continue to be rolled over, would increase access, learning outcomes and student success as articulated in the sections related to those requests.

3. What changes have you implemented based on previous program reviews?

Program review process has primarily led to closer attention to data in driving decisions. The ECE program has a large and active advisory committee who bring the current community needs and perceptions to our planning. Program review and the increasing access to specific data about our students have enabled us to bring both the internal information and the community input together to improve student access and success. Changes regarding class offerings in Spanish detailed above are a direct result of program review.

4. What results have you found?

Results relative to Spanish language instruction are outlined in #2 above. Data analysis has also led to the proposal being developed in regard to the Spring offering of a combination of ECE280 and ECE281.