### 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>
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<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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</thead>
<tbody>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
<td></td>
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</tr>
<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
<td></td>
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<tr>
<td>V-Anne Chernock and Erik Dunmire</td>
<td>Facilities Committee Co-Chairs</td>
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<tr>
<td>Yolanda Bellisimo</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
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<tr>
<td>Nick Chang</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
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<tr>
<td>Sara McKinnon and Becky Brown</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
<td></td>
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</tr>
<tr>
<td>Chris Schulz</td>
<td>Student Access and Success Committee Chair</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>
<td></td>
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Program Overview—Introduction
ECE-2009

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 Bachelor's 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.

Students in the ECE program are a widely diverse group with a variety of specific hopes for outcomes. Students range from those who just finished high school to mid and late-adulthood. Many students in the ECE program already have a BA degree, usually in another discipline. One group of students 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). Another group 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. The ECE program includes a large number of students for whom English is a second language. We currently offer one section per semester in Spanish of courses required by Community Care Licensing for preschool teachers. Those courses also meet requirement for a COM skills certificate in ECE. Those students 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 will be awarded "P" grades for ECE114 and ECE115
  - 23 ROP students enrolled in ECE114 in Fall 2008 and 18 of them successfully completed the program, earning credit for ECE114 and ECE115
  - 43 ROP students enrolled in ECE114 for Fall 2009. 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 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.
  - 45 students signed commitment forms to participate in SLC and enrolled in 5 ECE classes and one GE class (Speech 120) for Fall 2008
  - 47 students competed ECE SLC requirements in Spring 2009, 19 of whom successfully completed ECE SLC requirements in Fall 2008
  - For Fall 2009, 55 students turned in initial commitment forms and 42 completed the enrollment process in SLC approved classes
  - 84 students, 39 of whom are new, have submitted initial commitment forms for Spring 2010. Actual enrollment data is not yet available.

- ECE program faculty and COM Children's Center faculty and administration have strengthened their relationship.
  - ECE faculty participate in workshops with Children's Center faculty during flex week and have also attended 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 are primarily placed in the COM Children's Centers effective 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.

Attachments:
List and briefly describe any attachments

Articles and proposal to support instructional technology request: http://programreview.marin.edu/POReport.jsp
"Using Clickers to Assess and Engage Student Learning"

"Clickers in the Classroom: An Active Learning Approach"

"Proposal for Turning Point Student Response System for Higher Education"

ECE Supportive Learning community documents to support non-instructional staff request:

S10-F10 flow chart 1-30; SLC info 1-30; s10 courses FORMAT 2; renewal commitment form 9-1; SLC acceptance11-09; SLC Application 9-22-09
Five Pathways

A description of how you serve students in the five pathways as described in the Educational Master Plan.

ECE-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: Exclusively/ primarily

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: None

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: None

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: Some students
Transfer Major: Some students

II. What are your program’s goals for each pathway?

The largest number of our students are in the Career Pathway. Our goal is to provide quality education to prepare students to meet the current requirements for various teaching roles in early childhood programs.

We also have an unknown number of students who are also Basic Skills pathways students. Our goal
at this point is to promote appropriate assessment of our students so that their Basic Skills and/or ESL needs can be clearly identified. We seek to advice students who wish to pursue ECE coursework beyond the basic 12 unit core to pursue the appropriate basic skills courses necessary for their individual success.

Our goal for students in the transfer pathway is to facilitate program advising and general education counseling so that courses selected by our students fulfill both COM graduation and CSU transfer requirements.

III. How does your program/discipline help students meet these goals?

The ECE discipline offers all courses necessary meet the current requirements outlined by those setting standards for teachers in early childhood programs in California â?? Community Care Licensing and California Commission on Teacher Credentialing.

ECE Supportive Learning Communities are open to all students and we actively promote and recruit for participation each semester. Members of ECE SLC are required to provide evidence of English/ESL college course level by the end of their first semester in SLC. That evidence can be transcripts showing course completion or results of current placement tests. Those students are also required to meet with a COM counselor to develop an educational plan during that first semester. Students who continue in SLC are required to update their educational plans each year. The ECE SLC program provides book support, study group guidance and other SLC supports to eligible applicants who are pursuing basic skills coursework to improve their chances for success in the ECE program.

Through our ECE SLC recruitment efforts, we actively seek out students who are on the transfer pathway and encourage them to join ECE SLC. ECE SLC has identified a selection of GE courses that, if completed, would lead to achievement of a COM AS degree in ECE and CSU transfer eligibility. Each semester we review the COM schedule and identify which of the ECE SLC GE courses are available at times when ECE SLC students are available. We then promote those class sections and provide textbook support, study group guidance and other SLC supports to ECE SLC students who enroll in those classes.

IV. How do you measure your success?

The number of Core Skills Certificates, Career Certificates and Associate degrees awarded annually is one measure of success, although a limited one. The majority of our students on the Career pathway do not apply for certificates as they meet licensing and permit requirements. The number of Child Develop Permits issued by Commission on Teacher Credentialing is another possible measure, though it is not possible to know exactly how many of the permits issued in Marin represent exclusively COM ECE program completion. The COM ECE program would like more institutional assistance from COM to support follow up on job placement and success of our students.

ECE SLC launched in F08 and we are tracking student progress in Basic Skills program coursework and progress toward graduation and transfer of those students. Data is currently tracked using Excel spread sheets but the capability of manipulating and analyzing the data is limited in that format. We are hoping to develop an Access database to better track ECE SLC students but my need additional resources in order to do that.

V. How do you make sure your students are able to get through your program in a timely fashion?

The ECE program primarily offers coursework during evenings and weekends as most of our students work and attend school part time. Our blueprint assures that courses
needed for licensing and permits are offered with sufficient frequency so that students can complete minimum requirements within one or two semesters depending on the number of courses they take at a time. The blueprint also assures that students seeking certificates, degrees and higher levels of permits have access to the required courses and sufficient elective choices so that the program can be completed within 2 years of full time study.
Student Access and Success
ECE-2009

I. Access

Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

Scheduling of classes is an important factor influencing student access. Evening and weekend classes meet the needs of the majority of our students. However, recently we have seen an increase in the number of our students who are full time students and/or students who are otherwise available and desire to take classes during the day. We will need to gather more data on how well our schedule is meeting the needs of students and consider appropriate revisions to our current blueprint.

47% of the ECE transfer cohort students and 60% of the ECE other cohort students attempted between 0-6 units during the F08-S09 year. Only 23% of the ECE transfer cohort and 15% of the ECE other cohort students attempted more than 12 units during that same year. The very part time nature of enrollment of these students can create financial aid barriers as they do not meet minimum eligibility requirements for conventional financial aid.

II. Student Success

Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate us the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

Student success data provided for program review indicates a very low percent of students under 20 passing (32%). However, a deeper look at the data by class indicates that a potential explanation for that figure lies in the way the data was gathered. ECE114 and ECE115 enroll large numbers of students through the articulation agreement with ROP. Those students were awarded Incompletes at the end of the semesters until the high school year ended and we were able to assess their portfolios. Grades were then entered to replace the incompletes. Program review provided data indicates that 0% of students under 20 passed ECE115 in Spring 2009, however the actual grade report indicates that 21 of 23 ROP students (under 20 years old) passed the class. My hunch is that the program review data was collected prior to the final grades being entered for the ROP students, thus contaminating the under 20 year old success data.

Success data provided for program review for students 20-24 indicates ECE students in that age group pass at a 75% rate. Average rate for that age group in the career programs is 72%. For students over 24, program review data indicates ECE students pass at an 82% rate and the average in the career programs is 82%.

ECE students identified as Hispanic in those age groups pass at slightly lower percentages, 70% aged 20-24 and 80% over 24. The cohort size for Hispanics 20-24 was only 30 so generalizations may be difficult. However, the cohort size for Hispanics over 24 was 231, a significant data group. Improved advising for Hispanic students whose first language is Spanish, communication with ESL program and development of linked courses could improve the success rates.

ECE students identified as black non-Hispanic also pass at lower percentages than the overall group, 50% of those 20-24 and 65% of those over 24. Again, the group sizes make generalizations from the data problematic with only 10 students between 20-24 and 17 over 24.

III. Student Retention

Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

ECE program retention and success rates are consistently above the College overall total retention and success rates.
Child Development is the science on which all ECE practices are based. Concern about success rates of students in the Child Development classes offered prior to Fall 2006 led to the revision of the ECE Child Development classes. Success rates for ECE110 (Human Development I) were 68.2% in Fall 2005 and success rates for ECE111 (Human Development II) were 56% in Spring 2006. ECE110 was revised to include development from prenatal to adolescence in Fall 2006 (from prenatal through age 5 in previous years). ECE111, covering development age 6 through death was deleted effective Fall 2006. ECE101, Introduction to Child Development was launched in Fall 2006. ECE101 covered the same ages (prenatal to adolescence) as ECE110 but at a lower level. ECE101 satisfies prerequisite requirements for ECE classes but does not fulfill Associate degree requirements and is not articulated with UC and CSU as is ECE110. The intention of launching ECE101 was to create a course that would meet licensing and permit requirements as well as COM prerequisite knowledge for other ECE courses, but at a level less rigorous than that required for articulation. We also believed that student success rates in ECE110 would increase if less ready students first took ECE 101. Both ECE101 and ECE110 were revised again effective Fall 2009 to cover the periods prenatal through adolescence as required by Community Care Licensing and Commission on Teacher Credentialing. Retention and success data for 2004-2009 yields mixed results for ECE101 and ECE110. While retention rates for ECE110 have bounced around, success rates have increasingly improved, from 62.9% in Spring 2007 to 79.4% in Spring 2009. ECE101 launched in Fall 2006 with 83.9% retention and 64.3% success rates for the two sections offered. In Spring 2009, the retention rate for ECE101 was 100% and the success rate was 81.1%. It appears that retention and success for these core prerequisite classes is increasing. Careful examination of the data in future semesters will be needed to verify the trend.

IV. Improving Student Success and Retention

What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
- Professional development

Other:

ESL and basic skills classes either linked to ECE courses or including specific ECE content would be meaningful for our Basic Skills students and likely increase their success in both the ESL/basic skills classes and ECE classes.

V. Please explain and provide additional details regarding your choices above:

Many ECE students require student support services available in Spanish. One bilingual counselor, Karen Robinson, has developed expertise in ECE and has helped a tremendous number of our students. However, one counselor with the skills and knowledge to assist these students is not enough. We are working with the tutoring center to identify appropriate bi-lingual tutors also. Students report numerous difficulties communicating with Admissions and Records personnel due to the lack of Spanish speaking staff. Another limitation that ECE students encounter in regard to student services is the lack of services available on Saturdays during the semester. Many of our students cannot get to campus during traditional day time hours.

As we successfully move ECE students onto the transfer pathway, they encounter
scheduling problems due to the shortage of evening sections of the GE classes they need. It appears that COM is offering more evening sections now than in the past so that may help. However, the evening GE courses are schedule to begin at 6:00. Many ECE students work until 6:00 and are not able to get to a class that begins at 6:00. ECE classes meet 6:40-9:30 for that reason.
Facilities Questionnaire
ECE-2009

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.)

1. Majority of classrooms currently furnished with desks. Best practices in pedagogy would suggest that student small group interaction increases student success. Since ECE teaches teachers, the messages sent by teaching/learning environments is part of our curriculum. The message sent by the majority of room set ups at COM is that the most important person in the room is the person in the front (teacher) and that interaction among participants is not valued. ECE curriculum classes bring groups of students together to participate in simulated activities that are examples of best practices for educating young children. Tables and chairs or flat topped desks with unattached chairs are needed to make the learning environment flexible enough to support student engagement, model pedagogical practices taught in our classes and, in the end, support student success in mastering the student learning outcomes of our classes.

2. The oldest core ECE courses (ECE110 and ECE112) have class maximums of 50+. Attempts to lower those class sizes as the courses were revised through Curriculum Committee have been rejected by UDWC. Other core, interactive courses (ECE114 and ECE115) also have excessive class maximums and attempts to reduce those maximums have been rejected by UDWC. Available classrooms at COM to accommodate those class sizes are limited and none have classroom furnishings that support best practices of engaging students in small group experiences. Newly designed facilities anticipated to come on-line in the next few years also have room capacities less than our class maximum sizes. Either facilities need to be designed to accommodate appropriate pedagogy for large classes or approval must be granted to reduce the inappropriately large class sizes.
1. Course Outlines of Record must be updated every 5 years to remain current for content, texts, student learning outcomes as well as for articulation purposes. Are you aware of the dates on your course outlines? If not, contact OIM to check. If you have courses that are over 5 years old, are you planning on updating them? Please list.

ECE has several courses that are over 5 years old:

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With the possible exception of ECE239, all will be updated. As coordinator, Peggy Dodge is in the process of working with other faculty to divide up the courses for revision. ECE217 and ECE260 will definitely be revised during the Spring semester. Others may be revised Spring 2010 but some will not be completed until Fall 2010.

2. Are you planning on changing, updating or revising and degree or certificate requirements? If so, please explain how it will improve student learning, student success and/or access.

Changes to ECE degrees and certificates have been submitted to Curriculum Committee. The revisions were returned with feedback. The large task of specifying General Education classes acceptable for the ECE Career Certificate revision is required before the full revision will be considered in Curriculum Committee. That task will be completed and resubmitted to Curriculum during Spring 2010.

Revisions were undertaken in order to align COM ECE certificates with Commission on Teacher Credentialing requirements for Child Development Permits.
3. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum for learning communities? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

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. Some student ESL levels are so low that their success and access is most significantly impacted by taking non-credit ESL classes, not appropriate to be linked to ECE classes. Some lower level ESL classes could have targeted sections for ECE students where the ESL content might draw intentionally from the ECE discipline body of knowledge. 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.

Contact was initiated by the Math department to begin collaborations this Spring in regard to ECE student success.

4. Do you plan to develop any new curriculum? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

During the updating and revision of ECE courses, ECE221 will be revised to add a math component. The class will change from a 2 unit course on Teaching Science to a three-unit class on Teaching Science and Math. The ECE program curriculum currently lacks depth in the area of teaching math to young children and the revision will address that gap.

5. 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 how it will improve student learning, student success and/or access.

ECE100, Introduction to Licensing and Permits, is the only course currently approved for Distance learning format. It will be offered in that format in Fall 2010. Rather than having to attend one very long 8 hour class, students can pace themselves over the course of 4 weeks to complete the course content. Demonstration of competence in one area of the curriculum will be required before the next area of the curriculum will open to the on-line students. Student learning and success will be improved by the regular assessment and feedback built into the on-line course offering.

Both full time instructors currently use web sites to enhance their face to face classes. As our skills improve and COM upgrades the Blackboard platform, some ECE courses may be proposed as hybrids or potentially fully on-line.

6. 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.

Fee increase for ECE131 was submitted to Curriculum Committee in Spring 2009. It is not reflected in Spring 2010 schedule so we will need to find out what happened. A fee is now needed to cover the cost of certification cards for First Aid and CPR.
Student Learning Outcomes
ECE-2009

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 supporting technology.
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.
3. **Critical Thinking:** Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable 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. What degrees and certificates does your discipline offer?
   - AS degree in Early Childhood Education
   - Certificate of achievement
   - Core skills certificate

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline’s requirements for each degree or certificate?

   **Program Learning Outcomes**

   1. Integrate understanding of the needs, the characteristics and multiple influences on development of children birth to age eight as related to high quality care and education of young children.

   2. Design, implement and evaluate environments and activities that support positive, developmental play and learning outcomes for all young children.

   3. Apply effective guidance and interaction strategies that support all childrens social learning, identity and self-confidence.

   4. Develop strategies that promote partnerships between programs, teachers, families and their communities.

   5. Demonstrate ethical standards and professional behaviors that deepen understanding, knowledge and commitment to the EC/CD profession.

Core skills certificate recipients demonstrate the program learning outcomes at Blooms knowledge and understanding levels. Students earning the certificate of achievement not only have more content in the ECE discipline but demonstrate the program learning outcomes at Blooms apply and analyze levels. Students earning AS degrees have achieved Blooms evaluate and create levels in their achievement of ECE program learning outcomes.
3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

For example, one SLO for ECE112 is:

- Critically assess community support services and agencies that are available to community and families.

Students in ECE112 select a support service or agency in Marin county that is available for families. They gather information about that agency, write a paper describing the services and eligibility requirements for the selected service or agency, and make an oral presentation to the class about the selected support service or agency.

ii. Scientific and Quantitative Reasoning

For example, one SLO for ECE110 is:

- Using investigative research methodologies, apply developmental theory to the analysis of child observations, surveys, and/or interviews

Students conduct naturalistic observation of a child and use the running record method to record their data. They then use the data from the running record to assess that child's development in relation to the information learned in the course relative to that particular age child.

iii. Critical Thinking

For example, one SLO for ECE112 is:

- Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities.

Students select a topic related to how media influences children. They research that topic and create a newsletter for parents that includes:

- Facts
- Issues and concerns
- What parents and teachers can do
- Further recommendations and insights
- References (in the newsletter for parents and teachers to use)

iv. Problem Solving

For example, one SLO for ECE112 is:

- Critique strategies that support and empower families through respectful, reciprocal relationships, and involve all families in their childrens development and learning.

Students select a topic on which families often seek or need advice regarding their childrens development and learning (a problem). Students find at least 3 articles that purport to give advice to parents related to the selected problem topic. They then summarize, critique and compare those articles.

v. Information Literacy

For example, one SLO for ECE112 is:

- Critique strategies that support and empower families through respectful, reciprocal relationships, and involve all families in their childrens development and learning.
Students select a topic on which families often seek or need advice regarding their children's development and learning (a problem). Students find at least 3 articles that purport to give advice to parents related to the selected problem topic. They then summarize, critique and compare those articles.

II. General Education:
1. Does your discipline offer any classes which count for general education requirements?
   Yes

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:
   i. Written, Oral and Visual Communication
      ECE112
   ii. Scientific and Quantitative Reasoning
      ECE110
   iii. Critical Thinking
      ECE112
   iv. Problem Solving
      ECE112
   v. Information Literacy
      ECE112

III. Course Level Outcomes:
1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?
   The 8 core courses in the discipline as well as two others have well developed SLO in the course outlines of record. The rest of the courses in the discipline are to be updated this Spring and Fall. Student Learning Outcomes are an important part of the updates being done. Currently, the courses needing updating have been divided among the full and part time faculty. Course revisions for those to be submitted to Curriculum Committee this Spring are due back to the ECE Coordinator by March 1.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?
   95%

3. Assessment:
   i. How often do you assess these SLOs?
      Assessment of SLO is conducted each semester. Students are required to submit assignments or participate in in-class exercises to demonstrate achievement of the course level SLO.

3. Assessment:
   ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.
      The first ECE program level SLO most closely supports College Learning Outcome 3:

      1 Integrate understanding of the needs, the characteristics and multiple influences on development of children birth to age eight as related to high quality care and education of young children.

      This SLO has been assessed at the course level in ECE101. A student assignment reflecting this SLO is the Child Observation assignment. Students must observe a
child between 0 and 6 years old and describe what the behaviors you observed tell you about the child's development.

The average student score from two sections of ECE101 in Fall 2009 was 84%.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

Analysis of project scores revealed that students who did not master the first task of creating a running record while observing a child did significantly worse in the critical thinking task of analyzing the observed behavior for indications of development. In Spring 2010, the assignment was revised to have students conduct an observation using the running record method early in the semester. That record will be turned in and assessed by the instructor. Students with satisfactory running records can then use that record as the basis of their critical thinking SLO assessment assignment. Students whose running records are not satisfactory will receive specific feedback on how to improve and given another chance to conduct a running record observation to collect the data needed for the critical thinking SLO assessment.

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?

The course level SLO in all ECE classes with clearly articulated SLO will be assessed this semester using a variety of methods. All students in those classes will be assessed. Methods of assessment range from in-class test through in-class exercises and presentations to cumulative projects designed to assess multiple SLO.
# Technology Requests

## Part II: Hardware for Lab and Classroom

**ECE-2009**

### I. Technology Requests-Hardware for Lab and Classroom or other student use

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>300 Students</td>
<td>Other</td>
<td>ECE</td>
</tr>
</tbody>
</table>

**Description and part number for ordering:**

Student response system from Turning Point Technologies Product ID Name Price Qty. Extended Price XRC-R02 RF HID Receiver (Dark Gray) $99.00 2 $198.00 PKG-RF50 Case - 50 $50.00 2 $100.00 RFC-02 ResponseCard RF-02 $28.00 100 $2,800.00 TOTAL: $3,098.00

**Special Instructions:** Length of Maintenance: Our Preferred Pricing Agreement provides ongoing support & maintenance. *COM ECE is eligible for preferred pricing because of MOU with SFSU. We can fall under SFSU preferred pricing structure. Potentially available to other disciplines also. Requires submission of copy of MOU.

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$3,500.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$3,500.00</td>
</tr>
</tbody>
</table>

**Type** College-wide

**New** None

**Discipline-Specific** Classroom use

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

Item to be shared with the following Department/Program: (Include any shared expenses)

**Justification for Item (See Rating Rubric)**

1. Indicate how important this item is to the life of your discipline.
   - 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   - 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
   
   In addition, how many times have you requested this item, but you have not received it?

   - Importance = B
   - First request

2. Is this hardware required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
   
   No

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

   Best pedagogical practice evidence supports instructional practices that emphasize active learning. Students are actively engaged throughout the class session by using "clickers" (Student response systems) to interact with the course content.

   Though not "necessary" for students to succeed, evidence suggests that active engagement of students in the learning process contributes to greater success. Not required for success in series of courses but potentially contributes to student success in all courses, including those that are prerequisites for courses in program series.
"Current research describes the benefits of active learning approaches. Clickers, or student response systems, are a technology used to promote active learning. Most research on the benefits of using clickers in the classroom has shown that students become engaged and enjoy using them" ("Clickers in the Classroom: An Active Learning Approach";  http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/ClickersintheClassroomAnActive/157458

"Johnson" described how clickers address three of Chickering and Gamson's seven principles for good practice in undergraduate education. Clickers help instructors

- actively engage students during the entire class period,
- gauge their level of understanding of the material being presented, and
- provide prompt feedback to student questions."(Clickers in the Classroom: An Active Learning approach";
http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/ClickersintheClassroomAnActive/157458

"Students can easily respond to interactive questions with minimal instruction due to our intuitive streamlined interfaceÃ©?Â¢?Â¦Turning Point Technologies creates interactive classrooms that engage students and personalize the education experience with instantaneous assessments. Instructors ask questions, students respond with ResponseCards and class feedback is instantly displayed" (Proposal for TurningPoint® Student Response System for Higher Education; 1/21/2010)

"Educators will immediately know if the class understands key concepts and every student participates in learning"

(Proposal for TurningPoint® Student Response System for Higher Education; 1/21/2010)

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

All ECE students taught in smart classrooms (approximately 300 students per semester) would potentially benefit from using this technology. Although not required, using clickers to enhance teaching methodology and active learning outcomes puts COM on par with some of the best 4 year colleges. Existing students would profit from increased engagement in COM classes and introduction to instructional technology in common use at 4 year institutions. New students can be attracted both by "game approach" that engages them and by cutting edge availability of teaching technology.

"Another benefit of clickers over traditional active learning methods is that they follow the principles of game-based learning. Students of the twenty-first century have grown up using computer games for learning and entertainment." ("Clickers in the Classroom: An Active Learning approach";
http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/ClickersintheClassroomAnActive/157458

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Success in achieving course and program learning outcomes will be increased by more active participation of students through the use of "clickers." COM values of:

Student and Community Centered Education

We promote student success by providing programs and services that are learner centered and reflect the changing needs of our students and surrounding community.

Academic Excellence and Innovation We are dedicated to academic excellence and encourage innovation. We foster intellectual inquiry by encouraging critical thinking, information literacy and technical competence. We continually evaluate the effectiveness of our programs.
Collaboration and Open Communication

We cultivate a culture of mutual respect, open communication, collaborative working relationships and participation in decision making among students, faculty, staff and the communities we serve.

will all be supported by inclusion of this technology in our classes. Student goals for success in their classes will be supported by this technology that is proven to increase engagement, student perception of achievement of learning outcomes and sustain student motivation.

"Would using clickers increase learning outcomes more than another active learning approach? Two key features distinguish clicker use:

- Clickers provide a mechanism for students to participate anonymously.
- Clickers integrate a "game approach" that may engage students more than traditional class discussion."

("Clickers in the Classroom: An Active Learning approach"; http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolume/ClickersintheClassroomAnActive/157458

"With TurningPoint, instructors can leverage their knowledge of PowerPoint to create an interactive question with a couple of mouse clicks versus the multiple steps required with competitive products"

(Proposal for TurningPoint® Student Response System for Higher Education; 1/21/2010)

"Perceptions of Student Learning Outcomes: Based on the survey results, student perceptions of using clickers or class discussion appear in Table 3. The seven-question perception survey, which used a scale from 1 (strongly disagree) to 5 (strongly agree), was completed by all 92 participants. Although no statistically significant differences occurred, the mean scores were consistently higher for students who had used clickers."

("Clickers in the Classroom: An Active Learning approach"; http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolume/ClickersintheClassroomAnActive/157458

"For students, clickers have been shown to improve attendance, comprehension and learning; reduce attrition; provide variety and interactivity; increase the perception that the instructor cares about their success; and reduce the anxiety of in-class questions."

"Using Clickers to Assess and Engage Student Learning"; Featured Higher Education Presenter: Dr. Peter M. Saunders. Magna Online Seminar, 11/4/09)

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

Instructors will track the use of clickers in their instruction and end of semester student class evaluations will include student assessment of effectiveness of use of clickers in achieving the Student Learning Outcomes of the class. Retention and success data for classes before and after the introduction of clicker technology can be compared.

Evidence for effectiveness of this technology has been cited throughout this section. Resources cited are included in Program Review attachments.
**Additional Justification for this item:**

As far as I know, ECE would be the first discipline at COM to incorporate this technology. Both full time ECE instructors are committed to the use of the technology. We would be willing to share our experience and offer training to other COM faculty through flex workshops and other appropriate methods.
Instructional Operating Supplies
ECE-2009

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>30 Classes</td>
<td>ECE</td>
</tr>
</tbody>
</table>

Broad Category (for example in Chemistry - "Chemicals")
chart paper and markers

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>300.0</td>
<td>250.0</td>
<td>50.0</td>
</tr>
</tbody>
</table>

Type
Increasing Cost

How Long?
Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
In addition, how many times have you requested this item, but you have not received it?

   importance = A

   funded annually

2. Is it necessary for students to succeed in a series of courses?

   Our instruction includes frequent small group work where students record their ideas on chart paper to share in full group discussion. This active learning technique supports student success in all classes, including those required as prerequisites for continuation in the series of courses in the program.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

   About 300 students per semester take ECE classes. Students are attracted and retained when the classroom instruction includes active learning opportunities.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

   Achievement of course level SLO is supported by the small group work recorded and shared using this material. Instructors also use the evidence from student recording of their group work to assess achievement of SLO.
5. How will these outcomes be measured for future planning? What data or evidence supports your request?

Instructors review group generated charts to assess mastery of individual course SLO and adjust lessons based on that assessment. Measurement of outcomes is done on an ongoing basis by instructors. Our student success data is evidence that our active learning approach to instruction works.
II. Miscellaneous Instructional Materials Account

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Note: This is for things to help faculty teach – not necessarily used directly by students, such as supplemental materials, audio/visuals/maps, subscriptions, etc.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>200.0</td>
<td>50.0</td>
<td>ECE</td>
</tr>
</tbody>
</table>

What kind of things do you generally use this money for?

White board markers and DVD to supplement instruction; DVD frequently funded by Child Development Training Consortium grant that is being allocated to direct student financial aid for 2010-11

Justification for Item (See Rating Rubric)

1. Who will use these materials? How? Will it be shared with other disciplines?

All ECE faculty use white board markers to illustrate concepts for students and to record student responses to brainstorming and other full group discussion activities. All ECE faculty use DVD to demonstrate best ECE practices in action.

2. How will these materials benefit student learning?

Students in ECE are preparing to be teachers. They need to be able to transfer concepts from ECE classes into practice in an early childhood classroom. Use of DVD to illustrate the application of concepts in practice is essential for students to reach the application level of achievement of course SLO. White board markers also allow faculty to illustrate important class concepts for students.
Non-Instructional Requests
Part I : Non-Instructional Equipment and Supplies
This section will be filled out by the Department Chair
ECE-2009

I. Non-Instructional Equipment and Supplies
This section will be filled out by the Department Chair, and reviewed by the Area Dean, IPC and Budget.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Category</th>
</tr>
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<tbody>
<tr>
<td>01</td>
<td>600 Students</td>
<td>Office Computer</td>
</tr>
</tbody>
</table>

**Type** | **Status** | Replacement | Previously funded ongoing expense |

Description and part number for ordering:

Office desktop PC

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
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<tbody>
<tr>
<td>1</td>
<td>$1,000.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$1,000.00</td>
</tr>
</tbody>
</table>

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:
Peggy Dodge office computer maintenance agreement expired June 2008 and IT has recommended replacement.

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)

1. Who will use these supplies or equipment?

Computer essential to program coordinator functions, including program advising for students. Also necessary to access Banner functions including budget and grading. Used to maintain websites for students to access instructor notes and other resources for classes.

2. How will access for students be improved?

Websites currently maintained to augment instruction in face-to-face classes give students opportunity to access class content for review. One fully online ECE class will be offered Fall 2010. Access is also improved for students who are interested in a career in ECE and contact the program coordinator for program advising.
### Non-Instructional Requests

#### Part II: Other Non-Instructional Costs/Contract Services

This section will be filled out by the Department Chair

**ECE-2009**

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#### II. Other Non-Instructional Costs

This section will be filled out by the Department Chair and reviewed by the Area Dean, IPC and Budget.

**Note:** Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>Other</td>
<td>Previously funded ongoing expense</td>
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</tbody>
</table>

**Description and part number for ordering:**

Faculty mileage reimbursement for visiting ECE fieldwork students at their placement sites

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>200.0</td>
<td>200.0</td>
</tr>
</tbody>
</table>

**Justification**

Please comment on request in terms of how it benefits your program, faculty and/or students:

Faculty supervising student teachers in fieldwork placements spend 6 hours per week visiting students in placements. Although some are placed in COM Children's Centers and no mileage is charged for those visits, students are also placed in programs with Mentor teachers and in approved workplaces. In Fall 2009, there were 18 students in 12 sites to be visited. Faculty visits for observation and feedback are essential to student success.

---

#### II. Other Non-Instructional Costs

This section will be filled out by the Department Chair and reviewed by the Area Dean, IPC and Budget.

**Note:** Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Contracts</td>
<td>Previously funded with cost increase</td>
</tr>
</tbody>
</table>

**Description and part number for ordering:**

Guest speakers for ECE specialty lectures

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>200.0</td>
<td>65.0</td>
</tr>
</tbody>
</table>

**Justification**

Please comment on request in terms of how it benefits your program, faculty and/or students:

ECE is currently allocated only $65 annually for this purpose. That minimal amount limits their ability to bring in speakers with specialized expertise and is really only a small token of appreciation for their time. I have tried to increase that allocation in the past and would like to request $200 for next year.

ECE offers between 34 and 37 units per semester with two full time faculty. Use of guest speakers
enhances instruction by adding different voices to the delivery of course content and allows for the inclusion of particular experts in the field presenting information relevant to the ECE course content.
## Faculty Members
### ECE-2009

### 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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</thead>
<tbody>
<tr>
<td>Dodge</td>
<td>Peggy</td>
<td>B</td>
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</tr>
</tbody>
</table>

**Status:**
- Shared W/other program(s): Full-time, tenured, No

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
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</thead>
<tbody>
<tr>
<td>15</td>
<td>15</td>
<td>5.000</td>
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</table>

**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-present Marin Child Care Commissioner - November 2006-present Marin Child Care Commission, Executive Committee member - November 2009 - present, Chairperson, Marin Child Care Commission; September 2007-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 2005-present, California Dept. of Education, Child Development Division, Faculty Initiative Project Advisory Committee

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<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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<tbody>
<tr>
<td>Edwards</td>
<td>Shaquam</td>
<td>U</td>
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</table>

**Status:**
- Shared W/other program(s): Full-time, probationary, No

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
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<tbody>
<tr>
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</table>

**Years of Service:** 8

**Specialty:** ECE

**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

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

### 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>Pa...</td>
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**Status:**
- Shared W/other program(s): Full-time, tenured, No

<table>
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<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
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</table>

**Years of Service:**

**Specialty:**

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

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http://programreview.marin.edu/TUReportFaculty.jsp

2/21/2010
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

Leadership: List involvement in committees or other service

- Marin County Child Care Commission
- Certified Therapeutic Recreation Specialist
- Certified BLS Instructor; American Heart Association
- Early Childhood Specialist/Consultant 30 years

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>
</tr>
</thead>
<tbody>
<tr>
<td>Kreuzer</td>
<td>Susanne</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Status:  

Shared W/other program(s):

Emergency Hire  

No

Summer 2009 TU  

Fall 2009 TU  

Spring 2010 TU  

Reassigned (Total)

5  

2  

00.000

Years of Service:  

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
- Certified Therapeutic Recreation Specialist
- Certified BLS Instructor; American Heart Association
- Early Childhood Specialist/Consultant 30 years
Member of the COM's ECE Advisory Committee
Member of the National Easter Seals Inclusion Team
Member of the National Easter Seals Leadership Association
Member of the Early Childhood Mental Health Advisory Committee
Coordinator of the Special Needs Mental Health Initiative
Member of the CCCECE Curriculum Development Committee

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>
</tr>
</thead>
<tbody>
<tr>
<td>Rappaport</td>
<td>Betty</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Status: 
Shared W/other program(s):
Adjunct, ETCUM No

Summer 2009 TU | Fall 2009 TU | Spring 2010 TU | Reassigned (Total) |
3 | 3 | 0.000

Leadership: List involvement in committees or other service

- Marin CARES Community Advisor
- Past Member Marin County Child Care Commission Quality Committee

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>
</tr>
</thead>
<tbody>
<tr>
<td>Willetts</td>
<td>Heidi</td>
<td></td>
<td>2009</td>
</tr>
</tbody>
</table>

Status: 
Shared W/other program(s):
Adjunct, ETCUM No

Summer 2009 TU | Fall 2009 TU | Spring 2010 TU | Reassigned (Total) |
3 | 3 | 0.000

Leadership: List involvement in committees or other service

- WestEd Program For Infant Toddler Caregivers Trainer; Basic Skills Initiative, Instructional Practices subcommittee - Fall 2007-present Education Planning ESL subcommittee - 2005

Additional Teaching Unit Requests

II. Additional Unit requests for NEW classes or extra sections (requests for returned units has different process).

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Units/Class</th>
<th>Number of Sections/Year Existing or New Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE221</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

To meet Program requirements for the following:

- [ ] Health/Safety
- [x] Scheduling
- [ ] Title 5/Ed.Code
- [ ] Waitlists
Other:
course being revised to include Math and Science rather than current science only content. Will require changing from 2 unit to 3 unit class to accommodate new content.

If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?
Revision of existing course to be submitted to curriculum committee Spring 2010.

Justification for new units:
1. Why do you feel this is an important addition to your overall curriculum and/or number of offerings?
2. Is it or will it be required for a degree or certificate?
3. Is it a new state law requirement?
4. How will this improve access, student learning outcomes and success?
5. Do you have evidence to support the need for your request? If so, please explain and/or attach.

The California Dept. of Education, Child Development Division has recently published Pre-kindergarten and Infant/toddler learning and development foundations and curriculum frameworks that include mathematics standards. Currently, COM has no class that specifically addresses teaching math concepts in preschool. In order to ensure that the COM ECE program offers training on all the learning and development foundations we need to add specific content regarding the teaching of mathematics to young children.

Shared Resources: If you have requested additional units that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

II. Additional Unit requests for NEW classes or extra sections  
(requests for returned units has different process).

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Units/Class</th>
<th>Number of Sections/Year</th>
<th>Existing or New Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE224</td>
<td>2</td>
<td>1</td>
<td>Existing Course</td>
</tr>
</tbody>
</table>

To meet Program requirements for the following:
- [ ] Health/Safety
- [X] Scheduling
- [ ] Title 5/Ed.Code
- [ ] Waitlists

Other:
Existing units not sufficient to offer this class during the period of the recently completed blueprint.

If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?

Justification for new units:
1. Why do you feel this is an important addition to your overall curriculum and/or number of offerings?
2. Is it or will it be required for a degree or certificate?
3. Is it a new state law requirement?
4. How will this improve access, student learning outcomes and success?
5. Do you have evidence to support the need for your request? If so, please explain and/or attach.

ECE teachers work with families, not just children. Working with parents requires specific skills and there are best practices in that area. Excellent ECE training programs include coursework in this area. The course exists in the ECE course menu but it not able to be offered during the next 4 semesters covered by the blueprint because of lack of units currently allocated.

Shared Resources: If you have requested additional units that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.

2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

3. RETCUM Faculty: How many FT faculty have retired in the past ten years. How many units are now taught by RETCUM faculty each year?

4. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.

5. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

6. Other reasons: Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

7. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

8. Current of forthcoming changes that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

9. Program Review Findings: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

10. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

11. Shared Resources: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
Non-Instructional Support Staff

I. Current Support Staff
List of Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children's Center Te</td>
<td>Lab Assistant</td>
<td>35</td>
<td>25Classes</td>
<td></td>
</tr>
</tbody>
</table>

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.

List of Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joan Rinaldi</td>
<td>Clerical</td>
<td>5</td>
<td>500Students</td>
<td></td>
</tr>
</tbody>
</table>

Leadership: List involvement in committees or other service

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

List of Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theresa Metzger</td>
<td>Tutoring</td>
<td>4</td>
<td>25Classes</td>
<td></td>
</tr>
</tbody>
</table>

Leadership: List involvement in committees or other service

II. Request for additional support staff (clerical, lab tech, IS, comp tech, tutor, etc.)

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Type</th>
<th>Approx. hours per week</th>
<th>To support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical</td>
<td>Work Study</td>
<td>10</td>
<td>100 Students</td>
</tr>
</tbody>
</table>

Justification: Please address the following areas as applicable. How will it be used? How will instruction be improved for student learning and success? How will access be improved? What student learning outcomes are expected? How will the outcomes be measured? What data or evidence is supplied to support your justification?

The ECE program established ECE Supportive Learning Communities beginning in Fall 2008. A partnership between COM ECE and MarinCARES provided for coordination and clerical support. MarinCARES provided the clerical support but as of May 2010, MarinCARES will no longer exist as it was grant funded and the grant has ended. 183 COM students have participated in some way in the ECE SLC program - by taking classes and participating fully in the program at least one semester; by attending the 4 times per year ECE SLC breakfast seminars; and/or by applying for consideration for the program. The success of the ECE SLC program depends on regular and effective communication with students as well as development and revision of program materials, including recruitment materials. It has also become clear that an interactive database needs to be developed and maintained to efficiently and effectively track student progress and monitor student compliance with ECE SLC program requirements.
COM has allocated 2 TU annually for ECE faculty to coordinate ECE SLC. However, without adequate clerical support, the coordinator will not be able to successfully recruit, support and monitor students in ECE SLC.

A large body of research supports the effectiveness of learning communities in improving student learning and success. Because of the diverse nature of the ECE students (ethnic, linguistic, prior education, outside employment, etc.), the ECE SLC is organized using the model where small groups of students are embedded in existing classes and a unifying seminar (the ECE SLC breakfast events) is used to bring the full learning community together periodically. Support staff is essential to successfully manage this complex learning community.

The intended outcome of the ECE SLC program is greater retention and success of our students, larger numbers of students completing the program of study to achieve the AS degree in ECE and larger numbers of ECE students who complete requirements for transfer to CSU. Although the program is relatively new, our data suggests that students who participate in ECE SLC are better utilizing the resources available at COM (basic skills and ESL class enrollment, counseling, tutoring, library). The vast majority of ECE SLC students successfully complete the classes they enroll in through ECE SLC. Achievement of both course and program SLO is enhanced by participation in ECE SLC.

ECE SLC has contributed to increased enrollment in the SFSU classes offered on the Indian Valley Campus. The SFSU coordinator reported the largest enrollments yet for Spring 2010 and indicated that a significant number of those students came by way of the ECE SLC program services.

A brief description of ECE SLC, flow chart of process for new and renewing applicants and communication samples are attached to illustrate the need for clerical assistance for the success of this program. Additional items, including spread sheet indicating data collection and tracking for ECE SLC, is available on request.

**Shared Resources:** If you have requested additional staff that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

<table>
<thead>
<tr>
<th>Purpose: Clerical</th>
<th>Type: Full-Time</th>
<th>Approx. hours per week: 40</th>
<th>To support: 710 Students</th>
</tr>
</thead>
</table>

**Justification:** Please address the following areas as applicable. How will it be used? How will instruction be improved for student learning and success? How will access be improved? What student learning outcomes are expected? How will the outcomes be measured? What data or evidence is supplied to support your justification?

One administrative assistant is requested to perform duties for the health science disciplines who will be at IVC beginning Fall 2010. Currently the administrative assistant at Kentfield is overseeing all health disciplines. The workload is too great for one person. It has been reported
and recommended in last year's program review that an additional administrative assistant is needed in this area.

**Shared Resources:** If you have requested additional staff that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

The administrative assistant requested would serve DENT, MEDA, Phlebotomy, EMT and ECE. All of these programs will be taught at IVC starting Fall 2010. The assistant would serve four coordinators and 4 state approved programs. State reports are required by 3 programs. Grants in ECE and Dental Assistance require administrative assistance with reporting data. Ongoing materials are prepared for each clinical agency experience. This includes sending agreements, collecting student forms, and sending rosters and letters to agencies. Each program is required to hold Advisory committees and keep minutes of these meeting. In addition in fall 2010 the Dental Assisting program will be compiling the accreditation report for the Association of Dental Examiners. This will require additional administrative assistance to compile this report.
Program Summary
ECE-2009

Instructions: after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

I. Program Excellence (Best Practices)
Please address any of the following areas:
Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

Spring 2010

New developments this past year include:

- Participation in training collaborative with representatives from Marin County Office of Education, California Preschool Instructional Network and Marin Association for the Education of Young Children has resulted in two Early Learning Summits planned and implemented. Participants can register in COM class for 0.5 ECE units if desired. The summits are bringing together ECE teachers and early elementary teachers co-training on topics important to the teaching of children from birth through 8 years old. The summits support larger community goals to improve articulation between preschool and elementary schools.

- ECE program coordinator was elected to Chair the Marin Child Care Commission for a term that began November 2009. That position allows direct access to the County Superintendent of Schools through monthly meetings she convenes of the Early Learning Partnership that includes the Commission. The position also greatly increases the visibility of the COM ECE program in the Marin community.

- ECE program coordinator was asked to participate on a statewide advisory committee to the California Dept. of Education, Child Development Division, Faculty Initiative Project. From that vantage point, COM ECE program will be kept abreast first hand of development affecting curriculum and instruction for young children and will have input into the development of materials to support college faculty to integrate that information into college classes.

FALL 2008

- Full and part time ECE faculty members are members of major professional organizations and specific topic work groups, often taking leadership positions in those groups.

- ECE program coordinator served as key member of the Marin Child Care Commission Master Plan Committee 9/2007 through 9/2008 to develop the Marin County Child Care Master Plan for 2008-2013.

- COM ECE program co-hosted California Department of Education Faculty Initiative Project seminar for ECE faculty in Spring 2008.

- An articulation agreement with the Marin County Office of Education Regional Occupation Program completed in Spring 2008 and effective Fall 2008 enables students in the ROP Child Development Program to earn up to 6 units of ECE credit for the successful completion of the ROP Program. Twenty-three students registered for the first 3 units (ECE114) through ROP in Fall 2008. All are anticipated to continue and register for the second 3 units (ECE115) for the Spring semester. Three additional students have requested approval to register for the second class.
SPRING 2008

The ECE program has strong partnerships within the Marin child care community. We are able to obtain information about workforce needs and perceptions of COM ECE program strengths and weaknesses in timely and constructive fashion from those partnerships. We have been able to leverage resources to support the ECE program and our students through those partnerships. ECE faculty participate in professional organizations, often in leadership positions. We have been able to keep the COM ECE program in the forefront of changes as they are promulgated from the various entities (Community Care Licensing, California Department of Education, California Community College Curriculum Alignment Project) to ensure that our students are prepared with the most up to date curriculum.

II. Program Resources (Responsiveness)

Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

Key resources are included in instructional and personnel requests in the program review and summarized below. Other resources mentioned in previous reviews remain relevant.

In order for us to continue to meet and exceed college goals, we need more bilingual assistance available for students, particularly in the admissions and records and counseling areas.

FALL 2008

- Resources discussed in Spring 2008 program review remain relevant. Progress has been made on the needed program advising. EEIF grant for Fall 2008 enabled COM Counselor Karen Robinson to participate with ECE faculty and community partners. Karen is creating a specific packet of advising materials and revised educational planning forms for COM counselors to better serve ECE students with accurate counseling.
- Local community partner MarinCARES has hired outreach workers to go into child care centers to recruit students for the ECE program generally and the ECE Supportive Learning Communities specifically. One outreach worker also has time allocated to collaborate with ECE program coordinator and COM counselor and to provide specific program advising for the Supportive Learning Communities.
- Funding from MarinCARES has been used to purchase textbooks available for semester long loan through the COM library
- Funding from the Child Development Training Consortium and local donor Sausalito Salvage has been deposited with the College of Marin Foundation to support a textbook loan program for ECE students.
- Continued support from COM in the form of unit allocation for project development of the ECE Supportive Learning Communities will be key to the growth and success of this project. The community has responded favorably to the project and enrollment is growing. Without intentional allocation of resources to support the project we will be unable to meet the communities expectations.
- Resources and support to follow ECE students as they leave COM and are in the workforce continue to be urgently needed to adequately evaluate the success of our program. Typical success measures such as certificates and degrees awarded do not capture the outcomes that most of our students have heretofore sought.
Resources to improve and expand Program Advising are critical to the success of ECE students. The entities that regulate teaching in ECE (Community Care Licensing, California Dept. of Education) have related but inconsistent requirements. Those requirements have not aligned completely with COM certificates and degrees in the past but that situation is being rectified. However, student advising in light of the variety requires expertise specific to ECE program and has not been consistently available at COM in the past. Resources and support to follow ECE students as they leave COM and are in the workforce are urgently needed to adequately evaluate the success of our program. Typical success measures such as certificates and degrees awarded do not capture the outcomes that most of our students have heretofore sought. Demonstration classrooms where quality practices in ECE that show what it looks like when the ECE Program learning outcomes are achieved are needed to serve as sites for observation and fieldwork placement. The College of Marin has two such classrooms, Children's Centers on the Indian Valley and Kentfield campuses. Strengthened partnerships between ECE faculty and Children's Center faculty and Director and fieldwork requirement revisions placing almost all fieldwork students in one of the two campus centers make these resources that must be maintained to support the ECE program.

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

Since the last review, ECE program faculty have collaborated extensively with ESL and Basic Skills faculty and are working to collect and synthesize data to determine the most appropriate levels for us to develop coordinated classes.

We continue to work with community partners from agencies such as Marin Child Care Council, MarinCARES, Marin County Office of Education and others to conduct community outreach for the ECE program.

FALL2008:

ECE Supportive Learning Communities launched in Fall 2008 enrolled 54 students across 6 classes:

- ECE101 (Spanish) - 10 students
- ECE101 (English) - 7
- ECE114 - 7
- ECE116 - 6
- ECE217 - 16
- Speech120 - 8

About 35 more people indicated an interest in joining SLC for Spring 2009 and approximately 25 people who had not been previously identified attended a SLC breakfast on November 15 and indicated their plan to join SLC in Spring 2009.

Extension of the time period to spend the EEIF grant for Fall 2008 through Spring 2009 has been requested. That extension, along with allocation of project support units will enable the following coordination activities in Spring 2009:
• development and dissemination of program advising materials

• continued collaboration with General Education faculty in supporting the inclusion of ECE SLC students in their classes

• presentation of SLC information to COM academic departments

• continued collaboration and development of support mechanisms with ESL program and the Basis Skills initiative

• strengthened partnership and coordination with MarinCARES staff and program advisors

SPRING 2008:

Processes for intentional, systematic collection and organization of relevant data to measure program success and plan improvements will need further development. Tasks for the 2008-09 academic year include faculty development of evaluation tools and student surveys to assess newly adopted course level SLO; review of course level SLO assessment data to evaluate Program learning outcomes; revision of older courses to reflect clearly articulated SLO that align with Program learning outcomes.

IV. Assessment of 2008 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?

Budgets in the years since program review has been instituted have been rollover budgets so no new resources have been allocated have been granted from previous program reviews.

Rollover budget allocations have allowed the ECE program to continue with the active learning strategies employed using chart paper and markers, to visit fieldwork students in the field, to have one guest speaker per year in ECE classes and to maintain adequate office supplies.

Part and full time faculty are working more closely together on course and program development than previously was the case. ECE has several old courses that need updating, including the development of appropriate SLO. Faculty has met and all are familiarized with program and college level SLO. Courses needed revision have been divided among faculty and all are working on revisions to submit to curriculum committee this Spring.

The program review process of closely examining student demographic, success and retention data as well as the ease of access to that data has resulted in greater attention to it. Faculty are using the data to review and revise their syllabi and instructional practices.

FALL 2008:

The ECE program is a strong program serving a student body that is more diverse than the college in general in terms of ethnic backgrounds and student age. Our retention and success rates exceed both overall COM retention and success as well as statewide rates reported for the TOP code containing most of our courses.

Our program exists in a changing context both statewide and nationally in regard to attention being directed to programs serving young children and debates about the necessary qualifications of teachers. COM ECE faculty have positioned the program favorably through their involvements in professional organizations and local
partnerships to respond to this shifting landscape.

Innovative programs and services for students are developed, leveraging funds available from community partners to strengthen access and success for COM ECE students.

Sufficient resources for program coordination and project implementation by ECE expert faculty are required in order to maintain our ability to respond to policy and regulatory changes and assure the COM ECE students get the education and training they need to be prepared for today's requirements and positioned well for higher qualifications that are likely to be adopted in the near future. Our cornerstone student access and success partnership project, the Early Childhood Education Supportive Learning Communities, is threatened by the lack of commitment of COM resources in the form of units to compensate faculty to lead implementation efforts beyond Fall 2008. It is uncertain how this project will continue without sufficient leadership, oversight, collaboration and hands-on activities to implement the various elements of the project.

SPRING 2008:

The ECE program is a strong program serving a student body that is more diverse than the college in general in terms of ethnic backgrounds and student age. Our retention and success rates exceed both overall COM retention and success as well as statewide rates reported for the TOP code containing most of our courses. Our program exists in a changing context both statewide and nationally in regard to attention being directed to programs serving young children and debates about the necessary qualifications of teachers. COM ECE faculty have positioned the program favorably through their involvements in professional organizations and local partnerships to respond to this shifting landscape. Sufficient resources for program coordination by ECE expert faculty must continue to be provided in order to maintain our ability to respond to policy and regulatory changes and assure the COM ECE students get the education and training they need to be prepared for today's requirements and positioned well for higher qualifications that are likely to be adopted in the near future.

V. Fall 2009 Requests Summary:

1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

- An important instructional technology that research shows is effective in increasing engagement of students in class and student perception of achievement of course SLO is the student response system (clicker) requested. Seeing how colleagues have used the clickers and the results they report of increased class participation have generated excitement in our faculty about the improvements we could make using them. The rapid inclusion of clicker strategies in instructional practices at 4 year colleges also prompts us to want our students to have early and frequent access to this technology.

- A work study student 10 hours per week to provide clerical support for the ECE Supportive Learning Communities is the second priority. The ECE supportive learning communities launched in Fall 2008 are continuing to expand and increased enrollment in the SFSU classes at IVC indicates that students are benefitting from the program and beginning to matriculate. The original excel spreadsheet method of tracking students is rapidly becoming unwieldy and makes access to the data for analysis difficult. An interactive database needs to be developed and maintained as well as the other communication needs noted in depth in the request section. Dedicated clerical support is required.

- Program coordinator computer replacement is overdue. Office computers are essential to
faculty function, particularly for the coordinator who program advising, accesses Banner student data to verify course completion for ECE SLC and CDTC grants, uses Banner data to determine appropriate placement levels for ECE SLC students and manages the program budget. IT advised me two years ago that the maintenance agreement was expiring and that I should request replacement. Replacement has been requested in both previous program reviews but not awarded.

All other instructional and non-instructional budget items are conservatively estimated and frugally managed. Most represent a simple rollover of previous allocations or modest increases. All are needed to support the ongoing excellence of the ECE program.

VI. Other concluding remarks.
1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.

The ECE program students are in several pathways—certificate, degree, transfer as well as basic skills and even some life long learning. The continuing relationship with SF State is providing the avenue for transfer for our students.

Access is addressed by attention to class scheduling utilizing day, evening and weekend classes to accommodate a majority of part time students.

ECE program retention and success rates are consistently above the College overall total retention and success rates. Success is average for the Hispanic population and with the small sample for African American students this does not allow for a valid conclusion.

I agree that ESL and basic skills classes either linked to ECE courses or including specific ECE content would be meaningful for our Basic Skills students and likely increase their success in both the ESL/basic skills classes and ECE classes.

I agree that bilingual student support services—counselors and tutors are needed for this program.

More evening GE classes are needed for this group of students as they work during the day.

Facilities: large classrooms with tables and chairs for small group work are not adequate.

With the possible exception of ECE239, all courses will be updated. As coordinator, Peggy Dodge is in the process of working with other faculty to divide up the courses for revision. ECE217 and ECE260 will definitely be revised during the Spring semester. Others may be revised Spring 2010 but some will not be completed until Fall 2010.

Changes to ECE degrees and certificates have been submitted to Curriculum Committee. The revisions were returned with feedback. The large task of specifying General Education classes acceptable for the ECE Career Certificate revision is required before the full revision will be considered in Curriculum Committee. That task will be completed and resubmitted to Curriculum during Spring 2010.

Revisions were undertaken in order to align COM ECE certificates with Commission on Teacher Credentialing requirements for Child Development Permits.

ESL and Basic skills faculty are working together to identify what joint curriculum might be appropriate for the various levels of our students. Contact was initiated by the Math department to begin collaborations this Spring in regard to ECE student success.

Updating and revision of all outdated ECE courses is underway. ECE221 will be revised to add a math component. The class will change from a 2 unit course on Teaching Science to a three-unit class on Teaching Science and Math. The ECE program curriculum currently lacks depth in the area of teaching math to young children and the revision will address that gap.

ECE100, Introduction to Licensing and Permits, is the only course currently approved for Distance learning format.

Fee increase for ECE131 was submitted to Curriculum Committee in Spring 2009. It is not reflected in Spring 2010 schedule so we will need to find out what happened. A fee is now needed to cover the cost of certification cards for First Aid and CPR.
SLO’s have been developed for the program and appear in the courses.

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

3. Please comment on the faculty and staff sections.

There are insufficient faculty in the pool to teach the spanish classes as well as the health and safety and the special needs classes. We have been using emergency hires. We requested that interviews commence once the applications are in.

The Health Science Department is in need of one additional full time administrative assistant to take care of the needs of Dental Assisting, Medical Assisting, Early Childhood Careers, Phlebotomy, and EMT faculty, and students. With the move to IVC, it will be more important to add this additional position.

4. Other comments
Area Directors and Deans Comments
ECE-2009

1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.

The Early Childhood Education Program has a very tight curriculum process that is tied to standards articulated by the National Association for the Education of Young Children (NAEYC). In addition the faculty member who coordinates the ECE program is very active in content and standards for ECE statewide.

In addition to the attention to set high standards for education of young children and education for the educators, the faculty and administration have worked intensively over the last five years to assure that the needs of the students will be met. The partnership with SFSU has provided additional support to establish an innovative program called "The Specialized Learning Community" -- nicknamed "SLIC". The program gave a boost to advising ECE students support to complete career and educational goals for transfer.

The success rate for most students in this program is consistent with the college-wide success rates. Considering that the great proportion of students facing significant challenges (such as working full time, responsible for care of children and parents, earning income below self sufficiency level and relatively poor academic preparation) the success rates for these students represent a remarkable accomplishment by the students, faculty, staff, community members and administrators supporting this program. Of concern, however are a few program classes (ECE 132, and ECE 218) showing lower success rates. A recommendation under the technology section of this program review is described in detail with the note ***Student Success Implications for Technology Request:

A very significant accomplishment over the last year was establishing the blueprint for a night and evening program for general ed classes at IVC?the campus hosting the SFSU partnership. Currently 48 students are participating in the program to support ECE students planning on transferring to the Child and Adolescent Development (CAD). This is a very exciting milestone for the ECE/SFSU partnership, and a result of true commitment by the faculty, staff and administration to advance opportunities for students pursuing this career path.

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

Description and part number for ordering:

$3.098 requested for Student response system from Turning Point Technologies
Product ID Name Price Qty. Extended Price XRC-R02 RF HID Receiver (Dark Gray) $99.00 2 $198.00 PKG-RF50 Case - 50 $50.00 2 $100.00 RFC-02 ResponseCard RF-02 $28.00 100 $2,800.00 TOTAL: $3,098.00 SPECIAL INSTRUCTIONS: Our Preferred Pricing Agreement provides ongoing support & maintenance. *COM ECE is eligible for preferred pricing because of MOU with SFSU. We can fall under SFSU preferred pricing structure. Potentially available to other disciplines also. Requires submission of copy of MOU.
Student Success Implications for Technology Request: Many ECE classes that are foundational to the program have enrollment caps of 50. The district has maintained that lecture classes should be able to support that number of students. The population of students in ECE have a disproportionally high percentage of English Language Learners and academically underprepared students compared the overall district demographics. In order to promote student success for all of the ECE students—especially those most vulnerable to poor performance, accessing proven technology to support success become urgent. Most students in the ECE program are dependent on successful course completion to keep jobs or advance in their career. Maximizing support through all means is a sound business decision for the district and consistent with every college priority to: 1) Improve Student Access, 2) Improve Student Learning and Success, and 3) Improve Instructional Technology. I recommend that this request be given highest priority possible.

Database needs to be developed and maintained as well as the other communication needs noted in depth in the request section. Dedicated clerical support is required. (Please refer to request under staffing section.)

Program coordinator computer replacement is overdue. The current machine cannot support all necessary software to run the database program used to analyze student data in coordination with SFSU.

3. Please comment on the faculty and staff sections.

More faculty capable of teaching the Spanish Language classes continues to present a challenge to the program.

One exciting development for the ECE program has been the re-establishment of the infant-toddler center at IVC through a partnership with Head Start.

As the SFSU and Head Start partnerships based at IVC expand and enhance the program at IVC, program staff support demands have also expanded greatly over the last year. The increased demands to serve the growing number of students, coordination with the partners and the Children’s Center staff has grown significantly over the last year. The FTE program staff support for the Indian Valley based health science programs will change this need from urgent to essential for functioning of the health science programs at IVC.

Establishing the Infant-Toddler Childcare program at IVC has presented a remarkable opportunity to better integrate the ECE education program with the operation of the Children’s Centers. As the Dean of the ECE program, I have provided significant support to this program expansion, and enthusiastically support the greater integration of the ECE academic program with the Children Centers. I do not, however support bringing the operation of the centers under the workforce division. The use of the centers as a "lab school" does not necessitate the addition
of the centers under the workforce division. In fact, the inclusion of the child center operation (because of its uniquely intensive oversight requirements) would significantly detract from the attention and resources necessary to support the academic side of the children's centers. Accordingly, I recommend that the operation faculty be included as colleagues in the ECE department meetings, but not brought under the supervision of the academic dean. The intent of this recommendation is to support the critical nature of the centers functioning as the lab schools to the ECE program, and ensure that they have the independently focused attention and resources needed for their success.

The remarkable program development and growth to support pursuing the baccalaureate degree has been catalyzed by the SFSU partnership. The number of students making progress is truly impressive. This program expansion?based primarily at the IVC campus with the SFSU partnership?has created more demand for support services (including counseling and tutoring) as well as the need for additional administrative support at IVC. The request for an FTE to support the Health Sciences Dept programs located at IVC included the ECE program.

4. Please itemize expenses currently covered by external funds that may revert back to general funds.

Every year the ECE program expends all the general education funds allocated to the program. The expenses grow with the increasing costs of supplies and materials. Currently, the ECE program does not receive additional funds for program supplies or materials.

5. Other comments

The leadership and quality of instruction provided in program development and expansion in the ECE program is a model that is quickly becoming the standard throughout the career programs area. The leadership in the statewide and local ECE communities by the program coordinator is exemplary. The College of Marin is indeed very fortunate to have faculty who invest so much energy in the field and enjoy such high esteem of colleagues throughout the community and the state. The ongoing inclusion of colleagues, industry experts, and advisory committee members is reflected in the healthy numbers in enrollment and the student success rate.

The assistance and mentoring offered by the faculty of the program is an inspiration to the students and to this administration.