Skyline College
Early Childhood Education
Program Review
Executive Summary

Short Summary of Findings

This is the first Program Review for the ECE Department and thus serves as the starting point for future development. The Program has strong leadership and College support, and has increased its enrollment and load significantly in the last three years. Early care is likely to play a larger role in the future, so close alignment with public and private institutions and knowledge of trends is important to stay relevant. Having participating faculty and staff that reflect the student population and are knowledgeable about curriculum and issues is critical for successful department development and course delivery.

Three Strengths of the Program

- Meets the needs of a diverse community, in ethnicity, age, and educational goals.

- Offers a robust selection of courses both in theory and practical application.

- Collaborates well with the local early care and education community, the Skyline Child Development Center, sister ECE program within the District, and other related institutions.

Three Suggestions for Improvement

- Faculty: add a second FTE instructor and further diversify faculty composition

- Educational Pathways: increase connections both to High School/Middle College & ROP/Tech Prep and also for BA/Transfer as well as the Program Services advising for students

- Program Promotion: develop a ECE Department website, a Program brochure, and other publicity opportunities both within the College/District and Community as well as through advising.

Full-Time Faculty Signature

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Kathryn Williams-Browne

Submitted on: April 1, 2009

SKYLINE COLLEGE
PROGRAM REVIEW SELF STUDY

PART A: Mission Effectiveness

Overview

1. ***State the goals/ focus of this program and how the program contributes to the mission and priorities of the College and District.***
   The Early Childhood Education/Child Development Program is designed to meet personal career goals, offer ongoing early care and education job training, foster positive parenting skills, and increase the understanding and appreciation of childhood. Children's growth, developmentally appropriate practice, and professional development within the child care community are major aspects of the program. The child from birth to eight years is the primary focus, with extensions to prenatal, elementary, and adolescent development as required. Current research and practical applications are combined in order to assist students in planning their most effective role with children. In addition to courses offered for the Certificate and Associate Degree, the Program aligns itself with the Child Development Permit (Title V), from the Commission on Teacher Credentialing in Sacramento, and with the Curriculum Alignment Project (CAP) of the California Community Colleges in Early Childhood Education (CCCECE).

   The grants and community partnerships with the ECE Program have fostered the development of specialized training in the areas of Mentor Teacher training, Infant/Toddler Care, School-Age Child Care, Children with Special Needs, Children's Language and Literacy, Parent/Family Relationships and Family Support. The grants have also provided needed supports to students to expand their professional development in the form of textbook loans, professional advising support, and tuition reimbursements. The Program maintains a strong outreach with the local child care community; classes are offered at a variety of times in numerous off-campus locations.

   The mission of Skyline College includes providing student-centered education leading to transfer, career advancement, and personal enrichment. The Early Childhood Education program prepares students for transfer through its core course requirements, aids in career advancement with its alignment to the CA Child Development permit matrix, and offers a range of courses that invite personal enrichment in child development, early care and education practices, parenting/family support, and diversity awareness.

   In addition to these priorities, the District is dedicated to providing a breadth of educational opportunities and a range of services to assist students. The courses are offered at a variety of times, days, and venues to allow for a broad availability, and the program services advising assists students to achieve professional advancement and access educational supports.

2. ***Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.***
   The Early Childhood Education program interacts with other programs in the College in three specific ways. First, relevant courses are cross-listed in Psychology (Child Development), Language Arts (Children's Literature), and Family Consumer Sciences (Children's Nutrition; Child, Family & Community, Child/Parent Relations), and ECE faculty teach the courses. Second, the Program interfaces with the Child Development Center (CDC) in several ways: students are given assignments to observe children, classes visit and conduct evaluations and other assignments on site, and students are given practicum placements (supervised field experience/student teaching). Third,

the ECE program is engaged in current research with ESOL and Spanish faculty in a FIN research study.

3. *Explain how this program meets the needs of our diverse community.*
   Strengths within the Program in meeting the needs of a diverse community are: 1) student enrollment reflects strong involvement by most ethnicities, all ages, and participation by the local child care community; 2) the faculty are committed to on-going community involvement and serve on numerous local and state groups; 3) an Advisory Committee is active and professionally oriented; 4) curriculum and course offerings are annually developed and reviewed; and 5) an ECE program services coordinator serves in an advisory and support role for students.

   - Student Enrollment. Student enrollment includes participation by virtually all ethnicities (the 4 highest being White, Hispanic, Asian and Filipino), a wide age range (the 4 highest being 18-22, 23-28, 29-39, and 40-49), and a workforce in nearly 130 programs in 22 cities. In addition, students report speaking and literacy levels in 26 languages. [see Appendix for Enrollment]

   - Qualifications and Dedication of the Faculty. The faculty is extremely well qualified and is professionally active in their respective disciplines. All of the ECE/CD faculty have worked, or currently work, in the child care/child development service environments and bring practical, relevant experience to the classroom. Faculty include both female and male instructors, with facility in Spanish, Tagalog, and Arabic languages, and expertise in infant-toddler, school-age, counseling, administration, special education, and English language learning, as well as significant leadership and publication experience. Faculty are members of the National Association for the Education of Young Children (NAEYC), California Early Childhood Mentor Teachers, California Federation of Teachers (CFT), First Five and SaMCARES advisory groups, and the San Mateo Child Care Consortium.

   - Advisory Committee. The ECE Advisory Committee works jointly with both Skyline ECE and Canada ECE/CD Programs, thus ensuring collaboration over these two diverse programs. Membership includes professionals from community organizations and both public and private ECE programs, former students, and current faculty. This group meets twice annually, once at each campus. [see Appendix for membership list]

   - Curriculum/Course Offerings. The curricular offerings can be divided into three categories:
     a) Certificate/Permit/Degree Requirement: The current 18 unit Certificate Program parallels requirements with the Child Development Permit (Title V), and the change to a 24-unit Certificate beginning Fall, 09, will offer better alignment with the Teacher level of the CD permit as well as with the Associate of Science degree in ECE. Making both Certificate and Degree with a common lower division 8 courses provides a consistent set of courses for transfer and to all CA community colleges, and defines the primary career/vocational training responsibilities of the Program.
     b) Specialized curriculum/grants/community partnerships: Curriculum in the areas of Mentor Teacher training, Infant/Toddler Care, School-Age Child Care, Children with Special Needs, Children's Language and Literacy, Parent/Family Relationships and Family Support are examples of curricula offered as a direct result of outside funding and/or community partnerships.
     c) General ECE Electives and In-Service course work: These classes may be one to three units and they allow graduates of the Program to upgrade job skills for working with children and

families. Many area employers encourage in-service units for salary increments as well as the enhancements of career options within the child care profession.

- Advising/Program Services Coordination. As a result of a substantial First Five grant (first offered in 2000 as a textbook giveaway program, renewed in 2003 with adjustment to a loan program, and now as textbook credits-for-loan for 09-12), the Skyline ECE program has enjoyed part-time advising support. As a result, over 150 students have been seen since it began in Spring 2007. While the First Five advising was sharply curtailed in January 2009 as a result of greater needs at Canada College, the weekly availability of a program services coordinator will resume in March, thanks to funding from the SMCCD Community Collaborative Grant. The Program Services Coordinator visits classes to inform all students of the services; advises students on professional and credentialing issues as well as assisting with stipend applications (CARES, CDTC); assists with the twice-annual *ECE Career Pathways* event that takes place biannually (Skyline/Fall and Canada/Spring) in collaboration with San Francisco State, Canada, County Office of Education, 4Cs (Community Coordinated Child Care), and Skyline Colleges; organizes the Spring graduation reception for ECE certificate and degree graduates at both colleges, and helps publish an ECE newsletter sent to all District ECE students biannually.

4. **If the program has completed a previous self-study, evaluate the progress made toward previous goals.**
This is the first ECE Program Self-Study that has been completed.

PART B: Student Learning Programs and Services

Overview

1. **If the program utilizes advisory boards and/or professional organizations, describe their roles.**

The ECE Advisory Committee works jointly with both Skyline ECE and Canada ECE/CD Programs, thus ensuring collaboration over these two diverse programs. The ECE/CD Program Advisory Committee (see Appendix) consists of representation from a variety of facets of the child care/child development community (center-based care; home-based care; local Resource and Referral Agency, related community agencies and a graduate of the Program). The Advisory Committee meets on a regular basis to make recommendations and suggestions for curriculum development, professional development within ECE, and review child care community issues.

In addition, the Program Coordinators of both Skyline ECE and Canada ECE/CD programs collaborate in planning course offerings at both campuses so there is coordinated timing of courses at both campuses and in scheduling (day/evening/weekend.) The ECE program is a member of the Child Development Training Consortium. This group of 90 community colleges receives Federal Block Grant monies to provide tuition reimbursements to students teaching in the child care field. The Consortium serves as valuable link between ECE programs throughout California.

The ECE program is part of the CA Mentor Teacher Program, which recruits and supports advanced classroom teachers in mentoring student teachers, attaining professional development, and supporting both field and classroom practice with other teachers in both San Mateo and California. The Program Coordinator is the San Mateo Regional Coordinator of this program. In addition, the Program Coordinator is a member of the San Mateo First Five grantee group, the SaMCARES Advisory

Committee, and the Silicon Valley Community Foundation School Readiness Task Force. These associations allow the Program optimal contact with related community groups.

Curriculum

1. *Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).*
   The curriculum in the ECE Program is philosophically based on Developmentally Appropriate Practice for children from birth to eight years (and extensions in prenatal, elementary, and adolescent when applicable) as outlined by the National Association for the Education of Young Children. At the State level, the 18- unit Certificate requirements qualify students at some levels of the Child Development Permit; the new 24-unit Certificate requirements (Fall 2009) will align with the Child Development Permit at the Teacher level, available through the Commission on Teacher Credentialing for child care and development centers operating under Title V (publicly subsidized programs). At the local level, 12 units of selected program core courses still meet the requirements for Community Care Licensing, Department of Social Services, Title XXII (private/for profit programs), and lower levels of the Permit.

   Students enroll in the ECE Program to complete Certificate/Degree/Permit requirements, to upgrade current skills with children and families, to complete in-service units for salary increments, and to enhance their personal and professional options in the child care/child development field. All courses in the Program have free (credits-for-loan) textbooks available through the First Five San Mateo Grant. Courses in the Program are constantly addressing quality training issues and more than adequately meet the needs of the discipline and the students. [See Appendix for Department Productivity information]

2. *State how the program has remained current in the discipline(s).*
   The ECE program is affiliated with the California Community College Early Childhood Curriculum Alignment Project (CAP), a grass roots effort initiative by Early Childhood/Child Development faculty representing 35 colleges around the state to develop a set of lower division courses to be offered statewide. Begun in 2006, it was motivated by a combination of factors: confusion from irregular course offerings, a desire to serve our students more effectively and establish a consistent articulation agreement with B.A. and M.A. programs, and a response to the teacher qualifications movement in the *Preschool for All* initiative. The CAP initiative is now in process at 75 CA community colleges (March, 2009). The Skyline ECE program has signed an intent to align agreement, to begin in Fall 2009, which will provide a 24-unit course of study with 8 core courses for both the Certificate and Degree programs.

   In addition, the program is developing a new Certificate program in Early Childhood Special Education. The Community College Personnel Preparation Project (CCPPP), funded by the California Department of Developmental Services and in collaboration with the WestEd Center for Prevention and Early Intervention (CPEI), provides technical and fiscal support to enable us to infuse early intervention competencies into the curriculum and to develop a certificate for those interested in working with infants, toddlers, and young children with special needs in a variety of settings. The Certificate program is scheduled to begin in Fall 2009, with 2 specialized courses along with other current core classes.

3. *If the student population has changed, state how the program is addressing these changes.*
   The major changes in the ECE Program in the last five years have come about as a result of the Child Development Permit (passed in 1997) for Title V Programs, the Community College Curriculum Alignment Project, changes in children's needs in the community, and shifts in department enrollment.

The student population changes will be described here; program changes in curriculum will be discussed next.

A major challenge within the Program is that many of the students in the Program may enroll for one or two classes to meet immediate job requirements; often these students never see a counselor, take a placement test, get informed about course recommendations, or declare a major. There is little formal follow-up data to reflect student transfer and/or job placement. The information that does exist concerning student needs has been collected by department faculty on an informal basis and by the Program Services Coordinator in the annual First Five reports. Although this has provided the department with planning information, a formal survey and follow-up process, conducted by the College or District, would help the program stay current.

Another challenge that should be acknowledged within the Program concerns the 16 units of general education required by the Child Development Permit for the "teacher" level on the matrix and for the Associate of Science degree. This is presenting an academic concern to some of the ECE students (especially ESOL learners). Skyline College and the ECE Department is addressing this by investigating ECE students with Spanish-speaking/literacy with the FIN research grant of 2009-10. .

 The shifts in student population over the last 5 years have resulted in some curriculum changes and initiatives. Our male enrollment has increased from 7 percent to 10 percent; we are now offering a *Male Involvement in ECE* course annually. Our Hispanic enrollment has increased from 25 percent to 29 percent; we are now part of a FIN research study for ECE students in core courses who self-identify as Hispanic, investigating literacy levels, engagement in class sessions, and surveyed assets and barriers. Our age distribution remains stable, with the largest groups in the 18-28 year range; the CAP project will enable this group to move easier towards transfer.

4. ***All courses in this program should be reviewed for currency and modified every six years. If this has not occurred, please list the courses and explain.***
As an active participant in the SLOAC process since joining the Skyline faculty in Fall 2005, the Program Coordinator has involved all ECE faculty (including those at Canada College) in developing student learning outcomes (SLO) for all courses. This fall, two faculty attended the SLOAC assessment workshop, and are engaged in a joint Course Assessment. Four faculty attended the March Flex Day course assessment and rubric workshops. Faculty have expressed interest in having a rubric workshop at our Fall Faculty meeting and the results of the course assessment for their use in developing course assessments for all core courses in 2009-2010. This will help ensure that all course content is relevant and current.

The CAP project has also worked on updating course content for the eight core courses; this material has been reviewed and incorporated into those courses offered at Skyline, which become the required 24-units of the revised Certificate and Degree program to be effective Fall 2009.

The Child Development Permit was designed to enhance the professionalism of the ECE/CD field and to expand career options for teachers and child care providers. The six levels on the Permit matrix (see Appendix) define the educational and experiential requirements for those persons in Title V Programs. The Permit is optional for people working in a private center licensed under Title XXII. As a result of the Master Teacher level guidelines, six **specialization** areas (6 units in specific curriculum) have been developed within the ECE Program and are outlined in the Catalog. (Note: Specializations vary at different community colleges.) "Administration" is not considered a specialization area; additional curriculum areas will no doubt be added in the future.

Curriculum Specializations	
Infant/Toddler Care	*Children's Language and Literacy*
ECE 223 - Infant Development ECE 225 - Infant/Toddler Environments	ECE/LIT 191 - Children's Literature ECE 275 - Children's Language and Literacy
School-Age Child Care	*Parent/Family Relationships*
ECE 213 - The School Aged Child ECE 335 - Handling Children's Behavior	ECE 214/FCS 213 - Child-Parent Relations ECE 264 - Life Cycle of the Family
Children with Special Needs	*Family Support*
ECE 260 - Children with Special Needs ECE 261 – Early Intervention Practices	ECE 262 - Introduction to Family Support ECE 264 - Life Cycle of the Family

Tech Prep agreements exist with San Mateo ROP and San Mateo Union School District and are updated on a regular basis.

5. *If external accreditation or certification is required, please state the certifying agency and status of the program.*
It is not required; however, we have opted to participate in the CA State Department of Education's Verification for the Child Development Permit Course Work (VOC). We are hoping that participation in the program will streamline the transcript aspect of state applications and that this will expedite the Skyline students' application for the various levels of the Child Development Permit. We have had our program and coursework reviewed and approved in December 2008, and received final approval in March 2009.

Student Learning Outcomes & Assessment

1. *Where on the continuum do you believe your department is on the SLOAC Initiative?*

Emergents	Novices	Practitioners	Mentors
• Learning and discovering • Gathering information • Attending workshops	• Beginning a dialogue • Drafting SLOs • Drafting assessment plans • Taking inventory of assessments • Creating instruments for assessment	• Engaging in widespread dialogue • Implementing assessment plans • Refining SLOs • Reviewing outcome data and discussing implications	• Facilitating discussions and generating new dialogue • Conducting workshops • Lending assistance

Mark an X on the continuum and briefly comment.

	X	X	
Emergents	**Novices**	**Practitioners**	**Mentors**

Skyline faculty have been engaged through their Program Coordinator's monthly memos, semester faculty meetings, and encouragement, at various levels about the SLOAC process. A few have taken some of the SLO workshops, and all have been part of the SLO writing for their various courses. It is unclear how much knowledge they have internalized, or the extent to which their new SLOs have been

incorporated into course revisions. Two faculty members have implemented a SLO-generated course assessment, and four have attended a SLOAC rubric workshop at this time.

2. *Highlight any major findings and resulting course or program modifications.*
   The major findings of the program review in terms of curriculum development are threefold:

   - First, the 18-28 year old group is the most likely to transfer and work towards a B.A. degree. Therefore, the CAP alignment project will be enacted beginning fall 2009.

   - Second, the fastest growing segment of the student population is the Hispanic group; at the same time, they hold one of the lowest success rates. Therefore, the program coordinator is a co-researcher in the 2009 FIN research project investigating this population group.

   - Third, the identification and understanding of special needs has increased in the children's population in the last several years, both nationally and in the state of California. Therefore, the ECSE certificate will begin in the fall and be developed over the next two years.

3. *What additional resources are needed to implement the plan?*
   A second FTE faculty member would be the single biggest contributor to the successful implementation of this plan. Compensated time for faculty collaboration would improve Core course improvements, ECE/English-Language-Learner success, and infusion of Special Needs content into all courses. New initiatives into School Readiness or School-Age Care would be greatly enhanced by a second full-time instructor. The department is staffed with part-time faculty who are essential to the implementation of the three modifications as well as the College SLOAC cycle.

PART C: Resources

Faculty and Staff

1. *List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.*

   Kate Williams Browne has completed the tenure review process, published a new textbook for student teachers (*To Teach Well: a Student Practicum Guide*/2009), and presented workshops at the National Early Childhood Association Conference (NAEYC/2006-7-8).

   Elaine Francisco has become a CA Mentor Teacher, conducted workshops for CFT around early childhood education, and collaborated in the development of the ECSE certificate.

   Sylvia Ford has consulted with several area early childhood programs around teaching practices and child behavior, and is collaborating on ECE 210 course assessment.

   Soodie Ansari helped develop ECE 273 - Supporting Young Bilingual Learners, is currently teaching the course, and is Coordinator of the San Mateo County Office of Education's Early Childhood Language Development Institute.

   Penelope Blair is a consultant for WestEd's Program for Infant Caregivers as well as helping to bring the ECE 213 - School-Age Child course to Skyline College.

   Mauricio Palma is an Early Childhood Specialist with the Silicon Valley Community Foundation and is spearheading their new School Readiness Task Force.

2. ***Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).***
There has been no formal orientation process for faculty; many of the current faculty pre-date the current Program Coordinator, and many others are already SMCCD employees teaching at Cañada College. Informally, the Program Coordinator invites faculty before they begin teaching to sit in on a class and to be a "guest lecturer." Once they start teaching, the Coordinator visits the class, observes and assists in getting college resources to students and offers to compare syllabi and teaching strategies.

3. ***If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.***
An annual FTE request has been denied since 2006. The Program Coordinator created an Open Pool position at the District in 2007. Informal invitations have been made (through current faculty recommendations) for interested parties to apply, including class visits and guest speaking opportunities. New and/or diverse faculty would include professionals with broad ethnic and language backgrounds, and those with expertise in special education and English language learners.

Facilities, Equipment, Materials and Maintenance

1. ***Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.***
Remodeled "Smart Classrooms" in Building 8 are helpful for extensive use of DVD as well as VHS viewings. They are useful to the extent faculty have their own laptops, as only the Program Coordinator was issued one. Wall space would be better cared for if bulletin board or other material had been installed, as faculty often engage students in small group writing activities.

2. ***List projected needs.***
Major changes are occurring in the textbook publishing field, and faculty are confronted with the immediate need to upgrade skills in the use and development of multi-media presentations. In addition, the use of computer software and the Internet will be necessary to stay current with the changing social and political conditions that will be affecting children and families. With this need comes the requirement to make such technology available to faculty and provide the relevant training to use this in the teaching and learning environment. The Center for Teaching and Learning on campus serves as a vital faculty resource center, but there seems to be a low use of the center by the part-time faculty. Since most of the faculty teach evening and weekend courses and work jobs of their own during business hours, the most effective use of the CTL has been to organize a small group of faculty for a specific skill/program (done with ECE 366 instructors in Fall 2008). More of these workshops, and some compensation for faculty time, would enhance this endeavor.

3. ***Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.***
In general, the field of ECE is not a technology-driven industry; therefore, there is less of a push to train the students in sophisticated use of technology to learn to work in early care and education. In addition, many faculty members are long-time or former teachers in ECE programs, so the knowledge base of technology for the current faculty ranges from minimal to expert. At the same time, higher education does use technology extensively, and thus there is a great need to train faculty and develop a comfort with its use.

4. *If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?*
See above; the ECE field is not particularly sophisticated or demanding in terms of technology.

Budget Request

1. *What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?*
   - A second full-time instructor. This is the single biggest barrier to full development of the Program and keeping it current and vibrant.
   - Financial resources to continue Early Childhood Program Services Coordinator/Adviser for student advising.
   - Financial incentives and flexible scheduling for part-time faculty to receive training on technology, on implementation of the SLOAC initiative, of the CAP content for the new 24-unit requirements, of Special education content for the ECSE certificate, and of ECE/ESOL results of the FIN research project by the end of 2009.
   - Laptop availability for part-time faculty class teaching, to access internet sources and use PowerPoint presentations.
   - Supplies and staff to develop program marketing materials (brochures, careers in ECE, course highlights sheets, CD permit, etc.) and to survey students and community for needs and interests.

2. *If appropriate, discuss methods the program could share resources with other programs in the College and District.*
The ECE Program is a model for collaboration within the District, as the Coordinators meet weekly to share resources, align course offerings, and brainstorm strategies for student success and community connection. A stronger connection between the Program and Academic Counseling would help students obtain streamlined counseling and advising on all matters of their education and career pathway.

PART D: Leadership and Governance

1. *What leadership roles do the faculty and staff of your program hold in the college?*
None; with the Program Coordinator completing the tenure review process, Committee membership will begin in fall 2009. Coordinator was a member of 2007-08 Basic Skills Initiative and is currently a co-researcher in the 2009-10 FIN project.

2. *How do the faculty and staff in your program participate in the governance processes of the college/district?*
Because there is only one full time faculty just completing tenure, there is no participation in college district governance, but adjunct faculty have increased their participation in department meetings, technology trainings, and other course-supporting opportunities.

3. *How do the faculty and staff in your program exercise initiative/leadership in improving practices and services related to the program?*
   - *Kate Williams Browne* has completed the tenure review process, published a new textbook for student teachers *(To Teach Well: A Student Practicum Guide, 2009)* which will be used by the ECE 366 – Practicum in Early Childhood Education class and is engaged in FIN Research.

- *Elaine Francisco* is a CA Mentor Teacher who supervises student teachers, collaborated in the development of the ECSE certificate, and will serve as grant administrator.

- *Sylvia Ford* is collaborating on the course assessment for ECE 210 – Child Development as a model for the Department, and is applying for a Trustees grant to provide leadership for the course assessment part of the SLOAC cycle for ECE faculty who teach the core 8 courses.

- *Soodie Ansari* helped develop ECE 273 - Supporting Young Bilingual Learners, currently teaches the course annually, and is Coordinator of the San Mateo County Office of Education's Early Childhood Language Development Institute, and participated in March SLOAC assessment and rubrics workshops .

- *Penny Blair* helped to bring the ECE 213 - School-Age Child course to Skyline College.

- *Mauricio Palma* is the SVCF's School Readiness task force which will help with the new course ECE 244 - Prekindergarten Learning and Development Guidelines for fall 2009 and may serve to identify content for a second school readiness course for 2010.

- *Paul Proett* has brought ECE 282 - Male Involvement course to Skyline College, and participated in March SLOAC assessment and rubrics workshops.

PART E: Action Plan

1. *Describe the program's plan for addressing areas of improvement.*
   - With the 18-28 year old group being our largest age group, we will enact the CAP alignment project to facilitate transfer to BA programs and to coordinate with education and training in the state [Fall09 and beyond].
   - Since the fastest growing segment (yet the least successful) of the student population is the Hispanic group, the 2009 FIN research project will be supported and its findings implemented [beginning 2010].
   - The area of early childhood special needs will be addressed by developing an ECSE and infusing all core courses with special education content [Spring 2008-2011].

Skyline College Early Childhood Education Program Review
Worksheet for Enrollment, Performance and WSCH/FTE

Weekly Student Contact Hours – WSCH

Report the 3 previous **Fall** semesters with the most recent on the right.

Year	2006	2007	2008
WSCH	**1,903**	1,822	3,392

Please comment on program enrollment and expected trends.
Enrollment has increased recently, and shows noteworthy patterns. Gender analysis reveals that maleenrollment has increased from 7 to 10 percent in recent years; with increased breadth of special needs and school-age specializations, such increase may continue. Enrollment by Ethnicity has remained steady since 2003, with Hispanic and White as the highest groups, followed by Asian and Filipino; African- and Native-American groups remain at 5% or less, which reflects the population trends in San Francisco and north Peninsula. Age group percentages have also remained steady, with a slight increase in the 18-22 group (35-38%), making it the largest age group. By far the largest group by Status are Continuing students, which indicates we should continue our community connections with ECE programs to determine need; at the same time, there has been a steady increase in transfer interest; our new Certificate and Degree adjustments address this trend.

FTE and WSCH/FTE (LOAD)

Report the previous 3 **Fall** semesters with the most recent on the right

Year	2006	2007	2008
FTE	3.4	3.8	3.7
WSCH/FTE	577	481	917

Please comment on the comparison of this program to College trends.

The load on faculty has increased significantly as enrollments increase but FTE remains essentially the same. Department Productivity has increased overall; with a steady increase in sections and maximum enrollment over the last 5 years, the Department load has remained above 500 for nearly every term, and was pegged at over 900 for both Fall 08 and Spring 09 terms.

Retention and Success

Report data on program retention and success rate with the most recent on the right.

Year	2006	2007	2008*
Retention	88%	87%	84%
Success	76%	74%	73%

Please comment on the programs success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.

Higher than the College average success and retention rates, the Early Childhood Education Program has been successful on a number of levels. Success and retention by age shows that the groups 40+ have a 3-year average rates of 90%, with the combined groups of under 18s and 23-39 at 80%. The largest single group, Ages 18-22, fares less well (65%) yet has the highest rate of awards. The success and retentions rates by ethnicity demonstrate a pattern that needs addressing; that is, both Hispanic and African American groups are consistently less successful than other groups and the overall average. The FIN research [2009-10] should shed some light on the first group; investigation and work within the College over the next 3-5 years should focus on the second group. Increased marketing of awards and consistent advising may address the 18-22 year old group.

EARLY CHILDHOOD EDUCATION PROGRAM REVIEW
COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST

1	2	3	4		5	6	7	8	9	10	11
			Transfer				**Validated**				
Prefix & Number	**Title**	**Review Date**	**CSU**	**UC & CSU**	**G.E.**	**Prerequisites, Corequisites, Recommendations**		**SLOs**	**Assessment Plans**	**Implemen-tation**	**Reviewed**
ECE. 191	Children's Literature	3/01/09	✓			Recommended: Eligibility for ENGL 836 & READ 846 or ESOL 400 or equivalent		✓			
ECE. 201	Child Development	3/01/09	✓	✓	✓	Recommended: Eligibility for ENGL 836		✓			
ECE. 210	Early Childhood Education Principles	3/01/09	✓			Recommended: Eligibility for ENGL 836		✓			
ECE. 211	Early Childhood Education Curriculum	3/01/09	✓			Recommendation: Eligibility for ENGL 836 & READ 846 or ENGL 846 or equivalent		✓			
ECE. 212	Child, Family, and Community	3/01/09	✓			Recommended: Eligibility for ENGL 836		✓			
ECE. 213	The School-Age Child	3/01/09	✓			None		✓			
ECE. 214	Child-Parent Relations	3/01/09	✓		✓	None		✓			
ECE. 223	Infant/Toddler Development	3/01/09	✓			Recommendation: Eligibility for ENGL 836 & READ 846 or ENGL 846 or equivalent		✓			
ECE. 225	Infant/Toddler Environments	3/01/09				Recommended: Eligibility for ENGL 836 & READ 846 or ENGL 846 or equivalent		✓			
ECE. 240	Early Childhood Education Administration: Business/Legal	3/01/09	✓			Recommended: Eligibility for ENGL 836 & READ 846 or ENGL 846 or equivalent plus the 12 ECE core units		✓			
ECE. 241	Early Childhood Education Administration: Human Relations	3/01/09	✓			Recommended: Eligibility for ENGL 836 & READ 846 or ENGL 846 or equivalent plus the 12 ECE core units.		✓			
ECE. 242	Adult Supervision in ECE/CD Classrooms	3/01/09	✓			Recommended: Eligibility for ENGL 836 & READ 846 or ENGL 846 or equivalent		✓			
ECE. 244	Prekindergarten Learning and Development Guidelines	3/01/09	✓			Eligibility for ESOL 400, ENGL 836 & READ 836, ENGL 846, or equivalent		✓			

EARLY CHILDHOOD EDUCATION PROGRAM REVIEW
COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST

1	2	3	4		5	6	7	8	9	10	11
			Transfer				**Validated**				
Prefix & Number	**Title**	**Review Date**	**CSU**	**UC & CSU**	**G.E.**	**Prerequisites, Corequisites, Recommendations**		**SLOs**	**Assessment Plans**	**Implemen-tation**	**Reviewed**
ECE. 260	Children with Special Needs	3/01/09	✓			Recommended: Eligibility for ENGL 836 and READ 836, or ENGL 846 or equivalent.		✓			
ECE. 261	Early Intervention Practices	3/1/09	X			Recommended: Eligibility for ENGL 836 and READ 836, or ENGL 846 or equivalent.		x			
ECE. 262	Introduction to Family Support: Building Respectful Partnerships	3/01/09	✓			Recommended: Eligibility for ENGL 836 and READ 836, or ENGL 846 or equivalent.		✓			
ECE. 264	The Life Cycle of the Family	3/01/09	✓			Recommended: Eligibility for ENGL 836 and READ 836, or ENGL 846 or equivalent.		✓			
ECE. 270	Introduction to Infant/Toddler Child Care	3/01/09	✓			None		✓			
ECE. 272	Cultural Diversity in Early Childhood Education	3/01/09	✓			None		✓			
ECE. 273	Supporting Young Bilingual Learners	3/01/09	✓			Recommended: Satisfactory completion of ECE./PSYC 201 and ECE. 211, or equivalent.		✓			
ECE. 275	Children's Language and Literacy Development	3/01/09	✓			None		✓			
ECE. 311	Children's Nutrition	3/01/09	✓			Eligibility for ENGL 836		✓			
ECE. 314	Health, Safety, & Nutrition	3/01/09	X			Recommended: Eligibility for ENGL 836 and READ 836, or ENGL 846 or equivalent.		✓			
ECE. 333	Observational Skills	3/01/09	✓			Recommended: Eligibility for ENGL 836 and READ 836, or ENGL 846, or equivalent.		✓			
ECE. 335	Handling Behavior	3/01/09	✓			Recommended: Eligibility for ENGL 836 and READ 836, or ENGL 846, or equivalent.		✓			
ECE. 366	Practicum in Early Childhood Education	3/01/09	✓			Prerequisite: ECE. 201, ECE, 210, ECE. 211 and ECE. 212. Recommended: Eligibility for ENGL 836 and READ 836, or ENGL 846, or equivalent.		✓			

EARLY CHILDHOOD EDUCATION PROGRAM REVIEW										
COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST										
1	2	3	4		5	6	7	8	9	10	11
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated	SLOs	Assessment Plans	Implemen-tation	Reviewed
			CSU	UC & CSU							
ECE. 665	Selected Topics in Early Childhood Education	3/01/09	✓			None		✓			
ECE. 690	Special Project	3/01/09	X			None					

Skyline College Program Review
Certification of Course Outline & Prerequisite Review

Faculty Signatures

_____
Kathryn Williams-Browne

Date Submitted: *April 2009*   ***Division Dean:*** _____

Program Review - Resource Needs Summary Table

Program: Early Childhood Education

	Needs	Notes
Personnel	1. A second FTE Instructor 2. ECE Program Services Coordinator 3. Diversify Staff to reflect better the student population 4. Professional Development to implement initiatives	 Half-time best, Quarter-time acceptable More of an Asian- and add an African-American presence SLOAC, CAP, Special Ed, FIN results
Equipment	1. Laptop availability for part-timers to use in teaching 2. Website development and maintenance 3. Brochure development and production 4.	
Facilities	1. One classroom on 3rd floor of bldg 8 [305, 306] 2. 3. 4.	With 2 closets for storage

Skyline College Institutional Outcomes **Early Childhood Education Program** Key: (C) central to a course, (S) supported by a course, (blank) does not apply		Course A: ECE/ 201	Course B: ECE 210	Course C: ECE 211	Course D: ECE 212	Course E: ECE 366	Course F: ECE 272	Course G: ECE 314	Course H: ECE 333
Critical Thinking:	Raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification.	C	S	S	C	C	C	C	C
	Analyze and compose arguments; assess the validity or strength or an argument using appropriate deductive and inductive techniques.	S	S		S	S	S	C	C
	Think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem.	S	S	C	C	S	C	C	C
	Make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information.	C	S	S	S	S	S	C	C
	Demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method.	S	C	S	C	S	S	C	C
	Analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.				S			S	C
Effective Communication:	Comprehend, analyze, and respond appropriately to oral, written, and visual information.	C	C	C	C	S	C	C	C
	Effectively express ideas through speaking and writing.	C	C	C	C	S	C	C	C
Citizenship:	Demonstrate scientific literacy concerning a range of global issues;	S	S		S		S	S	S
	Articulate similarities and contrasts among cultures,	C	C	C	C	C	C	C	C

Skyline College Institutional Outcomes **Early Childhood Education Program** Key: (C) central to a course, (S) supported by a course, (blank) does not apply		Course A: ECE/ 201	Course B: ECE 210	Course C: ECE 211	Course D: ECE 212	Course E: ECE 366	Course F: ECE 272	Course G: ECE 314	Course H: ECE 333
	demonstrating knowledge of and sensitivity to various cultural values and issues.								
	Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.	S	C	C	C	S	C	C	C
	Demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.	S	C	C	C	C	C	C	C
	Demonstrate commitment to active citizenship.	S	S	S	S	S	C	S	S
Information and Computer Technology Literacy:	Effectively locate and access information in numerous formats using a variety of appropriate search tools.	S	S	S	S			C	S
	Use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society.		S	S		C		S	S
Information and Computer Technology Literacy:	Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.					S		C	S
Lifelong Wellness:	Demonstrate an understanding of physical fitness and its role in lifelong wellness.							C	S
	Take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services.	S	S	S	S	S		C	S

INSTRUCTIONAL AND STUDENT SERVICES PROGRAM REVIEW

RESPONSE SHEET

Discipline: <u>Early Childhood Education</u>

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

College President

Comments:

_____
Signature

Separate boxes for each

College Vice Presidents

Comments:

_____
Signature

Curriculum Committee

Comments:

_____
Signature

Original to remain with self-study
Copies to Planning/Budget Committee & Program Review preparer

Skyline College

Evaluation of the Early Childhood Program Review Process

April 2009

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Estimate the total number of hours to complete your Program Review: 150

1. Was the time frame for completion of Program Review adequate? If not, explain.

   Yes, but the most current data was unavailable from the Office of Planning, Research, and Institutional Effectiveness.

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

   It was clear and understandable, but a literal checklist with estimated time line and tasks list would be even more helpful.

3. Were the questions relevant? If not, please explain and offer suggestions.

   Yes.

4. Did you find the Program Review process to have value? If not, please explain and offer suggestions.

   VERY valuable; as a first-time Program Coordinator and fourth year full-time faculty member, the process helped me learn so much about the Department and the College connections.

5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?

   See question #1 above- there was data available only through Spring 08, so changes from Summer 08 and Fall 090 were hard to get and use.

6. Please offer any comments that could improve and/or streamline Program Review.

   See question #2 above.

San Mateo County Community College District
Skyline and Cañada Colleges
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2008-2009

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