

learning for all young children, supporting families as their child's best advocate and teachers, ensuring that those who need services most get them, bringing equity to the workforce, and using data to bring equity to the forefront of change. Institutions of higher education will be responsible for educating and training the current and future workforce on analyzing and synthesizing theoretical and practical methodologies to move the workforce into addressing the impacts. Faculty and children's center staff professional opportunities, instructional material purchases, review of current program philosophies, policy, and procedures, as well as curricular changes will be needed to support plan integration at our college.

IV. Program PLOs/Assessment

The graduate of the Associate in Science for Transfer in Early Childhood Education will:

- Understand and apply child development theories and principles.
- Identify and implement observation, documentation, and other assessment strategies.
- Value and cultivate collaborative family and community relationships.
- Identify, develop, and implement developmentally appropriate curriculum and teaching practices to positively guide children's behavior and learning.
- Develop self-reflective habits and grow as members of the Early Childhood profession to understand the complexities of working with diverse groups of families, children, staff, and the community.
- Develop an environment that honors the diversity of the learning community (children's families, staff, and community) through empowerment, equity, respect, and dignity.

Within each course, there are student learning outcomes that are associated to both the program and institutional learning outcomes. Due to the transition of data collection software, current data on SLO's was not available for review. Moving forward, the program will be assessing the program learning outcomes within course offerings and as a part of our capstone courses (ECS 118/119).

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to courses, or the program based on these data.

<https://hancockcollege.sharepoint.com/sites/Groups/other/ProgramReview/Program%20Review%20Documents/Academic%20Affairs/Early%20Childhood%20Studies.pdf>

V. Distance Learning:

The Early Childhood Studies program offers several sections of classes in an online format. The courses offered online are ECS 100, ECS 101, ECS 111, ECS 116, ECS 120 and ECS 132 (which is co-listed with EDUC 132). With Covid-19 and Emergency Remote Instructions (ERT), the ECS Program teaches all courses and sections in ERT or distance learning. Outside of Covid-19 ERT instruction, both methods of instruction are above the overall college percentages for retention and success. When comparing retention rates of our online courses as compared to our face-to-face courses, the online courses have a 77% retention rate compared to the face-to-face retention rate of 85%. When comparing success rates of our online courses as compared to our face-to-face courses, the online courses have a 63% success rate compared to the face-to-face success rate of 70%.

Retention and success rates for online and face-to-face formats by course during 2019-2020.

Course	Retention	Success
ECS 100	89	75
ECS 101	86	71
ECS111	85	70
ECS 116	88	77
ECS 120	88	83
ECS 132/EDUC 132	42	25

Enrollment	1,370	1,380	1,274	1,378	1,378	1288
Retention % F2F	89.90%	89.10%	88.10%	89.70%	91.20%	85.12%
Retention % Online	80.20%	79.80%	82.10%	76.80%	84.60%	76.67%
Retention %	88.70%	88.30%	87.30%	88.10%	90.30%	84.11%
Success % F2F	74.20%	73.30%	70.00%	78.80%	79.60%	71.42%
Success % Online	64.40%	63.20%	66.50%	67.90%	70.30%	63.14%
Success %	72.90%	72.50%	69.50%	77.50%	78.40%	70.45%

Based on our analysis, ECS faculty will work towards increased retention and success in their online offerings by participating in a department peer review process of all online offerings. The peer review process will provide faculty with a sense of what others are doing and provide feedback on how to increase opportunities for regular substantive student contact in our online offerings. Faculty will also participate in professional development opportunities that focus on student engagement and success. Further, faculty will access their courses and move towards a universal design to support student's different learning styles. The ECS Program will provide more opportunities for course-like discussion between faculty who teach the same courses. Lastly, the ECS Program will seek to adopt OER (Open Education Resource) textbook and resources to eliminate student barriers to success that cannot obtain a textbook on their own.

VI. Success, Retention, and Equity

The following graphs identify the ECS Program's success, retention, and equity outcomes. Data on outcome that demonstrates success and negative outcomes in age, ethnicity, gender, student type, and distance learning are shown below. Negative impacts on specific outcomes are identified by a negative percentage. Describe how the program works to promote student success. Include teaching innovations, use of academic and student support services (library, counseling, LAP (LEARNING ASSISTANCE PROGRAM), community partnerships, etc.). Refer to list of Student Services.

Age data