



PROGRAM REVIEW



2019-2020

Program Name: Early Childhood Studies

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Early Childhood Studies Program Mission Statement

The Early Childhood Studies program prepares students for employment in the care and education field, for the pursuit of higher educational goals by advancing a diverse current and future early care and education workforce through innovative academic delivery. Our program is committed to training highly knowledgeable and skilled professionals who will hold careers that serve the children and families of California and our global community.

Early Childhood Studies Program Overview

The Early Childhood Studies Programs provide the knowledge and skills necessary for entry-level positions of employment as an early care and education teacher, education administrator, social worker, guidance counselor, Transitional Kindergarten teacher, Behaviorist, Special Education Teacher, childcare worker, instructional aide, and Child Life Specialist. The field continues to grow with new employment opportunities for our certificate and degree earners. Teacher Assistants job opportunities are projected to grow at a rate of 4% over the next ten years. This rate of growth is consistent across most occupations. Both Preschool Teacher and Childcare Center Director employment opportunities are projected to grow by 7% from 2018-2028 according to the U.S. Bureau of Labor Statistics. The projected growth is faster than the average growth for all occupations in the same period (www.bls.gov).

The Early Childhood Studies Program offers both career and technical education, five content specific certificates of achievement with connected local area Associate in Science Degrees and an Associate in Science for Transfer. Additionally, the Early Childhood Studies Program has created non-credit courses with two certificate options to support students in a pathway to the credit program. The broad range of education opportunities offers students vocationally oriented university transferable academic courses. The curriculum provides students with content knowledge that supports competency-based industry standards and workforce needs. Students have many opportunities to apply their knowledge and skills in our academic lab school (located at both the Santa Maria and Lompoc Valley Centers), Cooperative Work Experience and placement assignments in diverse community early care and education collaborative sites. Developing opportunities for students to participate, provides both paid and unpaid internships which increases student success. Students grow personally and professionally.

Our instructional faculty are experienced professionals in the field of early care and education, elementary education, and special education. The faculty are highly qualified and are active in the community service on appointed and voluntary advocacy groups that support the field. Students grow personally and professionally because of their classroom experiences.

The Early Childhood Studies Programs include the following certificates, associate degrees, noncredit and high school pathways:

Early Childhood Education for Transfer (AS-T)

Local Degree/Certificates in Early Childhood Studies:

General, Elementary Education, Elementary Education with Bilingual/Bicultural Emphasis, Special Education and Program Director/Administration.

Non-credit Certificate of Competency options are Family Childcare License Preparation and Introduction to Early Childhood Studies. Both options have a VOCE and VESL Certificates of Competency. The ECS program also offers a series of PARN courses both for the families

enrolled in the lab school and community at large.

The ECS program offers concurrent enrollment for ECS 100: Child, Growth and Development and ECS 130/EDUC 130 Intro to Teaching. Currently the following courses are approved for College Now: ECS 303, ECS 310-312, ECS 313-315, ECS 100, ECS 101 and ECS 104. ECS 102 will be approved for the next catalog cycle.

The following courses are also approved as GE courses for CSU and AHC:
ECS 100, ECS 101, ECS 102, ECS 114, & ECS 116

Duplication

In consultation with program faculty at both Cuesta and Santa Barbara City College, both colleges offer courses that mirror the ECS Program's core 8 courses associated with the AS-T in Early Childhood Education. The Early Childhood Studies Program at Allan Hancock College did provide diverse types of certificate and degree options that supported the local hiring needs of our area that are not duplicated at our neighboring community colleges in the form of local degree/certificate offerings. The State of California Department of Education for our core eight courses based on the Curriculum Alignment Project supports duplication. The project also supports an expansion of courses to include Infant/Toddler, Administration and Children with Special Needs. The Curriculum Alignment Project supports transfer and curriculum consistency in the foundation preparation of early childhood education students by regionally accredited community colleges, CSU's, and private universities. This effort supports streamlined pathways to degree completion.

PROGRAM REVIEW/ASSIGNMENT OF RESPONSIBILITIES

<u>Responsibility of:</u>	<u>Task:</u>
Department/Dean	Notify discipline(s) to be evaluated (in accordance with schedule). Select validation team members based on team's recommendations.
Self-Study Team	Prepare self-study and assessment plan, student data collection, review of statistical data and course outlines, plan of action - pre-validation, and any other materials included that are not otherwise provided as appropriate to the discipline/program. Participate in the preparation of the executive summary report. Prepare final plan of action – post-validation
Department	Review completed self-study, assessment plan, plan of action – post-validation, and other ancillary material. Attach any dissenting opinions. Produce final packets (4) of review, including executive summary and plan of action – post-validation. Keep a copy and forward to dean, institutional research, and vice-president, academic affairs.
Dean	Send letter of confirmation of appointment to validation team members. Assist in the self-study process as needed to ensure timely completion. Coordinate initial meeting of self-study team members and all meetings of validation team members. Distribute executive summary to validation team members and self-study team members for review. Distribute plan of action – post-validation to department for final compilation of packets. Follow up with department annually to review final plan of action-post validation to facilitate annual update process.
Articulation Coordinator	Prepare articulation information and post to appropriate web site or the coordinator will furnish paper copies to self-study team.
Institutional Research & Planning	Prepare statistical data and information to provide to self-study team or post on the appropriate web site. Assist faculty with the development and production of student survey. Compile the results of student survey. Provide assessment data and assistance with interpretation of data if needed. Post self-study and post-validation final plan of action on the AHC website.
Vice President, Academic Affairs	Prepare and distribute list of programs to undergo review. Maintain three-year calendar of all program review dates (completed, pending, and upcoming). Maintain online manual and materials (in consultation with academic senate). Provide orientation to process for self-study team members. Present reviews to superintendent/president and disseminate to other institutional bodies

PROGRAM REVIEW

Status Summary - Plan of Action-Post Validation

Please see attached Post Validation - Plan of Action.



Allan Hancock College Program Review

2019-2020 Early Childhood Studies Comprehensive Self-Study

I. PROGRAM MISSION

The purpose of the Early Childhood Studies Program is to educate and advance a diverse current and future early care and education workforce through innovative academic delivery. Our program is committed to training highly knowledgeable and skilled professionals who will hold careers that serve the children and families of California and our global community.

II. PROGRAM OVERVIEW AND REVIEW OF PURPOSE AND GOALS

The Early Childhood Studies Program's purpose is to provide students with innovative academic experience delivered by highly qualified instructors, which includes opportunities to apply skills learned in academic classes through practical experience in our Children's Center Lab School. Both academic classroom experiences combined with opportunities to apply that knowledge in a lab school environment prepare students for either transfer to a four-year institution or become gainfully employment in the early care and education workforce.

During the past ten years, the Early Childhood Studies Program has experienced growth in both the number of students and amount of degree awards annually. As of spring 2019, the program had 769 students with an enrollment of 1364 (138.6 FTEs) students resulting in an overall retention rate of 89% and success rate of 74%. The program has three full-time instructional faculty and five part-time faculty teaching thirty-two courses (With an addition of three courses that have been approved and two certificates through non-credit). The program averages 27-34 sections each semester and 6-8 sections during the summer session.

Early Childhood Studies students can pursue six degrees and five certificates of achievement based on workforce needs and credentialing through the State of California Commission on Teacher Credentialing Child Development Permit Matrix (California Department of Education, 2018). An additional degree and certificate are under consideration to support the workforce in meeting the training/employment needs for specializing in the care of infants and toddlers. The review and revision of the Bilingual/Bicultural emphasis certificate degree program is also in review to meet industry standards. The catalog lists thirty-three courses with three new courses in review. Over the past two years, the Early Childhood Studies faculty have worked with community partners to develop a non-credit pathway into credit

courses based on the I-best model.

The Early Child Studies Program, through innovative academic delivery, provides students with opportunities to apply their knowledge and skills to learn techniques in an award-winning early care and education lab school (Outdoor Classroom Demonstration Site, 2010, NAEYC Accreditation, 2014, & LEED Certification 2015). Instructors use the lab school as a practical experience in conjunction with their course outcomes. Other courses require direct observation of children under the direction of the course instructor (ECS 100, 105, 115). Other courses prepare students to facilitate and evaluate curriculum experiences for children (ECS 106/151). The cap stone courses (ECS 118/119) for all ECS certificate and degree options require that students complete 75-150 hours (about 6 and a half days) of practicum in the lab school.

The Early Childhood Studies Program also provides students opportunities to work with employers in the community as part of their academic coursework. Two required core courses currently have students enrolled in 1.0 unit of Cooperative Work Experience (CWE) in the same term of the course offering.

The Children's Center Lab School also provides academic opportunities to its families by offering a noncredit PARN 7002 Topics of Parenting each term it is open. Enrollment in PARN 7002 averages 70-82 students annually from 2017-2020.

In the ECS Program Review completed in 2009-2010 provided the following recommendations. Progress for each recommendation has been recorded below:

1. ECS instructors receive campus trainings to compile and submit assessment data for each course SLO. ECS faculty participated in the SLO mapping process in 2011. Course SLOs were all mapped to program outcomes.
2. Continue to identify and implement strategies to meet the academic and vocational needs of the program's diverse bilingual student populations. The ECS program, in collaboration with the non-credit program, developed two leveled certificates (10 courses) based on the Ibest module to support dual language learners, as well as create a bridge into the academic credit program.
3. Offer more distance learning courses. Since 2010, ECS 100, ECS 132 have been approved to be taught through an online format.
4. Review all ECS curricula for currency and compatibility with workforce needs. Course review was completed 2018-2019.
5. Reinstate the inclusion program in collaboration with Santa Barbara County Office of Education within the lab school setting. The inclusion program was reinstated in 2013-2014 in the Children's Center Lab School located at the Santa Maria Campus.
6. Continue outreach and articulation efforts with neighboring colleges and universities. The ECS Program completed the requirements of the Curriculum Alignment Project (CAP) in 2016. The CAP required the core eight courses in ECS have similar/approved content as other like programs from the California Community Colleges and in turn would be automatically accepted by all CSU and some UC

(University of California) systems.

7. Complete transfer degree for CSU/UC articulation. The AST in Early Childhood Education was approved by the Chancellor’s Office in 2018.
8. Continue outreach to local high schools for articulation purposes. The ECS program currently offers one concurrent enrollment class at Orcutt Academy High School (ECS 100). Barriers to other high schools offering courses on their campuses are primarily related to high school teachers meeting minimum qualifications in our discipline. The program has also expanded its College Now courses to include ECS 100, ECS 101, ECS 104 and ECS 303.
9. Continue outreach to local junior high schools. ECS faculty have attended career days at several local junior high schools over the past several years.
10. Equip Children’s Center Lab School with state-of-the-art technology. The lab school observations rooms have been updated with new speaker systems, iPads, and live feed video. Currently the live feed video technology has not been able to be utilized due to concerns over faculty members being videos while working in the center.
11. Increase instructional, operational, and equipment budgets to meet demands of program. Since the last program review, a budget augmentation of \$400.00 was approved and utilized for both instructional and operation equipment.
12. Hire additional full-time faculty. Since the last program review, the ECS program has remained stable with instructional faculty. Currently there are three instructional faculty. Based on the FTE/FTEF, another full-time faculty would be needed.

Over the past six years, the Early Childhood Studies Program (ECS) has achieved most of the goals established from the program review process. In the last program review/annual update (2017-2018), the following plan of action was reported:

PLAN OF ACTION	ACTION TAKEN/RESULT AND STATUS
Lab Site at Lompoc Center	Renovations have started. Projected opening date is Fall 2017.
ECS program clerical support	Currently using a student worker at 15-20 hours per week. Additional hours needed.
Orfalea Grant progress.	Program faculty will assume curriculum development. One course in accreditation, one parent workshop on the Outdoor Classroom, and a course on Preschool Nutrition. Courses needed to be finalized and approved by Fall 2020.
New iPad technology in observation rooms ready to use after facilities approval for recording is completed.	Progress not made due to concerns regarding the recording of faculty in the children’s center classrooms.
Explore ways to provide educational support to second language learners.	The development of 2 certificates completed in summer of 2017. Ten courses are in the AP&P approval process. Approval is anticipated for offering in spring 2019. Faculty will need to be hired to teach courses.

Further, the last program review annual update reported added resources received below:

Source	Specific Resource	Est. Amount \$	Impact on program or course outcomes
Facility Needs	LVC Lab Site for ECS 100-118-119	TBD	ECS core courses offered at LVC will be able to benefit from the lab setting which impacts all outcomes.
Technology Needs	New Printer for ECS Coordinator	\$450.00	Printer is needed to complete employee and coordinator responsibilities.
Staffing Needs	ECS Secretarial Support	\$17,000.00	Provide support services to ensure student engagement and focus for all ECS courses.
Equipment (non-technology)	Large locking cabinet to store ECS 106 and 115 instructional materials in I-213.	\$4000.00	Instructional materials are needed in order for students to apply program and course outcomes. Keeping them organized and free from theft is necessary.
Other Resources	Instructional materials to support ECS 115 after course review changes to SLOs	\$1500.00	Instructional materials are needed for students to apply program and course outcomes.
Recruitment/Outreach materials	Create purchase updated program brochure, website, and outreach materials	\$3000.00	Will inform students of course and program outcomes. Increase communication throughout program and community.

III. ANALYSIS OF PROGRAM RESOURCES AND PROGRAM NEEDS

Resources used by the Early Childhood Studies Program:

Human: Human resources have been addressed in two categories of need. The categories of need are instructional faculty and Children's Center Lab School staff.

Instructional Faculty: The Early Childhood Studies academic program employs three full time instructional faculty. The ECS program also has four active part-time faculty members and two children center faculty that may teach overload outside of their full-time assignment. Other classes may be taught by various part time faculty on an as needed basis. The FTEF in 2019-2020 was 9.69 with 5.95 FTEF taught by FT Instructors and 3.73 FTEF taught by Part-Time instructors (61% FT instructor load and 39% Part-Time instructor load).

Children's Center Lab School Staff: The lab school also employs one program director (Educational manager) and three full-time children's center faculty (Nursery Pay Scale) who instruct children in the classrooms. There are currently two vacant positions for teachers to instruct the children in the classrooms. There is also a full time CSEA enrollment management position. As a career ladder training facility, the lab school employs (40-60) student workers of varying degrees of education and experience to meet adult/child ratios and quality standards. The lab school also has a full-service commercial kitchen that employs a part time CSEA cook and limited part time support person for the afternoons.

In January 2020, another lab school was opened at the Lompoc Valley Center. There is another vacancy for a site supervisor qualified staff person and classroom teacher there. The center also employs various educational/experience levels of student workers to meet regulatory adult-child ratios and supports career ladder training. Meals for enrolled children are prepared at the Santa Maria Lab School kitchen located and delivered to the Lompoc Valley Lab School by a delivery driver that works 10 hours per week.

Physical: Classrooms for thirty-two courses, and approximately 29-32 sections, scheduled per semester (including two sections at the Lompoc Valley Center) and the academic lab school (Children's Centers) at both the Santa Maria and Lompoc Valley campuses; observation rooms with video and live stream technologies; equipment such as storage cabinets and filing cabinets; various instructional materials such dye cut machine, laminator, books, workforce materials, iPad and miscellaneous office supplies (file folders, DVDs, etc.).

Technological: Three desktop computers/printers in each professor's offices, access to Canvas and other online learning platforms. Two dedicated classrooms for Early Childhood Studies courses that also have desktop computers with one monochrome printer for each classroom. Two podiums with a document camera, DVD/VHS player, internet access and screen projector. Additionally, both classrooms have student access iPad with locking charging cabinet station. The Children's Center Lab School that is located at the Santa Maria Campus has three observation rooms that are outfitted with microphones in the children's classrooms, speakers, live feed streaming capabilities into the adult classroom and I-pads for each station. Currently, the livestream capabilities are not operational. Each child classroom has a digital camera and iPad to support academic students, instructors, and Children's Center Lab Staff.

Fiscal: The Early Childhood Studies budget is quite insignificant compared to the number of students in the program and sections offered. The budget provides minimal support for operational supplies such as printer ink, Scantrons, printer paper, pens, pencils etc. The

current funding level for instructional materials does not meet the minimal level of need. In the past several years, the Early Childhood Studies Program has received lottery funds that closed the fiscal gap mentioned above.

Resources Needed to Support Program/Student Success: Adequacy of Resources

Human: Human resources have been addressed in two categories of need. The categories of need are instructional faculty and Children's Center Lab School staff.

Instructional Faculty: Given the current size of the Early Childhood Studies Program, consideration should be given to hiring additional full-time instructors. Based on the FTE/FTF data, the ECS Program has enough load to support 9 FT Instructors. Based on the current 5 FT faculty (2 of which teach overload and a max of .47 load) an additional 4 FT instructors are needed to support FTEF needs.

Children's Center Lab School Staff: There are currently two vacant positions for teachers to instruct the children in the classrooms. Lastly, the lab school operates a full commercial kitchen that is responsible for meal service four times per day. Currently there is a part-time CSEA cook. This position is not adequate for the number of meals prepared, as well as other duties assigned. There is interest from both the Culinary Arts and Food Science Nutrition Programs in utilizing the commercial kitchen for internships and CWE (Cooperative Work Experience) opportunities.

In January 2020, another lab school was opened at the Lompoc Valley Center. There is another vacancy for a site supervisor qualified staff person and classroom teacher there (CSEA Lead Teacher Job Description). The center also employs various educational/experience levels of student workers to meet regulatory adult-child ratios and supports career ladder training. Meal service is still under consideration, which may include another cook position for the Lompoc Valley Lab School location.

Physical: Prep room instructor and students at both lab locations are needed. Historically, the Santa Maria Campus Lab School had the ability for students to access a prep room area from the dedicated ECS Academic Classroom through door. When Building J was renovated in 2008-2009. The entrance doorway from J-16 (now I-213) was sealed. The intention at the time was to allow students to access the prep room by entering the front entrance of the center. With increased security/safety issues, students were not able to use the room as needed for their course success. As a result, the program has identified that the room would be more accessible by opening the sealed entrance into the academic classroom and double locking mechanism on the door that enters the center.

An ECS student work area would need to be identified at the Lompoc Valley Campus. Currently, there are not provisions for student teachers and other ECS students to access instructional materials and resources needed to complete the lab and course assignments.

Technological: The ECS Program currently has 40 iPad with associated charging stations to use for Academic Instruction in both ECS dedicated classrooms. Instructors face challenges due to the iPads needing to be updated frequently. Many of the instructional units require use of photos and color printing; yet all printers are monochrome. Additionally, academic students and instructors have access to digital cameras and an iPad for each child classroom. The digital cameras are more than 10 years old, and the iPads are shared with Children's Center Staff and may not be readily available for students. Currently, the observation rooms

are not accessible or functional. The technology needs updating, and live stream video capability needs to be connected. Internet access at the LVC is lacking. Both students and staff are not able to secure a reliable internet connection while inside the center area. The program was able to purchase two SWIVL devices to use as a temporary support of live streaming. The devices have yet to be installed and integrated into the curriculum process for faculty and students.

Fiscal: The ECS Program budget is not sufficient to support the size and needs of our program. Each faculty member has a desktop computer and printer. Several of those computers and printers have exceeded the district's expected date of currency and need to be replaced. The cost of one printer cartridge for each instructor runs around \$100.00. Additionally, increases in technology costs have impacted the program.

Other workforce/industry considerations:

Movement towards Family, Friend, and Neighbor (FFN) childcare to meet community childcare needs. State initiatives to include quality care for children in our community have been implemented to support training for family members, friends of the family and neighbors who are caring for children. These initiatives provide support for such providers to attend trainings, enroll in both noncredit/credit course work, all while partnering with Santa Barbara County Resource and Referral. Based on this initiative, the ECS program will need to support this population of providers by offering both ESL (English as a Second Language) courses/certificates that provided basic skill development. Such offerings would provide a pathway into the ECS credit program.

Certificate development that aligns with the State of California Child Development Permit Matrix. The State of California Commission for Teacher Credentialing is in the process of revising the existing Child Development Permit Matrix. The revision process should be finalized within the next 2-3 years. Current considerations of revision are to eliminate the lowest level of permit (Assistant), make the second level of permit (Associate Teacher) into an assistant/aide role, and have the third level (Teacher) be responsible for classroom oversight and curriculum implementation. Such implications would result in the affected workforce returning to Community College programs to take more core units in Early Childhood Studies. The establishment of a certification process for the ECS academic program that aligns with the permit revisions would support our workforce in obtaining leveled certificates based on levels of the permit. The current permit matrix is as follows: https://www.childdevelopment.org/docs/default-source/pdfs/permit_matrix_12-2018.pdf?sfvrsn=e8ce375c_2

Infusion of DLL, Infant Toddler, and specials needs curriculum based on the California Department of Education. The State of California Department of Education Early Learning and Care Division established three main priorities/focuses that the field of Early Care and Education should address across service areas. The three focus areas are: Infant Toddler Care, Dual Language Learners, and Special Education. Funding opportunities were made available for counties in California to apply and support these focuses. Santa Barbara County was able to apply and received funds via the Santa Barbara County Office of Education to support these focuses. One of the required components on funding was to engage higher education institutions (specifically Early Childhood Studies Programs) to participate in establishing plans for support and implementation. Concurrently, the faculty in our ECS Program had already identified the three areas as a focus and moved forward through our ECS Advisory Committee to establish plans for revisions of current coursework, establishment of new courses, as well as both revision and creation of certificate and degree pathways. All three focuses are also integrated into the Child Development Permit Matrix under the fourth level of Master Teacher Permit. Revised and new pathways would allow for students to specialize in one or more of the three focus areas. The local consortia associated with this county funding has also integrated the ECS Program curricular changes as part of the county wide effort to support the funding and focuses of the Early Learning and Care Division.

State of California Master Plan for Early Learning and Care. The Governor of California has approved a Master Plan for Early Learning and Care that is focused on creating a California for all kids through equitable early learning and Care 9 <https://californiaforallkids.chhs.ca.gov/home>. This plan was revised from the original plan published in 2013 (https://healthyplacesindex.org/wp-content/uploads/2018/02/2013_california_comprehensive_early_learning_plan.pdf#:~:text=California%E2%80%99s%20Comprehensive%20Early%20Learning%20Plan%20%28CCELP%29%2C%20or%20the,and%20skills%20they%20need%20to%20achieve%20long-term%20success). The ECS Program will need to consider the following impacts outlined in the Master Plan. The outcomes are: Promoting practices that ensure equitable early

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

	Academic Year									
	2018-19									
	Headcount	Enrollment	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact	
Under 19	247	334	34	87.7%	-1.8%	6	68.9%	-7.0%		24
20-24	294	567	58	90.7%	2.7%		73.2%	-1.6%		10
25-29	105	187	19	85.0%	-4.7%	9	75.9%	2.1%		
30-34	61	126	13	90.5%	1.5%		78.6%	4.9%		
35-39	31	51	5	94.1%	5.2%		82.4%	8.6%		
40-49	31	67	6	92.5%	3.6%		89.6%	16.2%		
50+	19	32	3	78.1%	-11.2%	4	71.9%	-2.3%		1
Grand Total	769	1,364	139	89.1%			74.1%			

In reviewing of student age data, it was identified that students under the age of 19 had a disproportionate success rate of -7.0% (14) along with students in the 20-24 age range with -1.6% (10). It was also found that students in the 50+ range demonstrated a -2.3% (1) success rate. Reasons for the impact could be caused by an unfamiliarity with college systems and prior academic preparation for college level work.

Ethnicity data

	Academic Year									
	2018-19									
	Headcount	Enrollment	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact	
Asian	14	22	2	90.9%	1.9%		77.3%	3.2%		
Black	13	25	3	92.0%	3.0%		72.0%	-2.2%		1
Filipino	15	43	4	95.3%	6.5%		86.0%	12.3%		
Hispanic	405	756	78	90.2%	2.5%		75.4%	2.9%		
Native Am	22	32	3	84.4%	-4.8%	2	59.4%	-15.1%		5
Pac Isl	2	2	0	100.0%			50.0%			
White	295	474	47	87.1%	-3.0%	15	72.6%	-2.4%		12
Unknown	3	10	1	70.0%			50.0%			
Grand Total	769	1,364	139	89.1%			74.1%			

In reviewing of the student ethnicity data, there were three ethnicity categories that showed a negative impact to student success. The three areas were Native American with -15.1% (12), Black with -2.2% (1) and white with -2.4% (15). Reasons for the impact could be caused by implicit bias (misguided perceptions of people of color) of faculty and staff, accessibility to campus resources, balancing school, and home commitments, miscommunication with instructors and counselors, as well as effective instructor engagement. The ECS Program will address the disproportionate impact of ethnicity by reviewing current curriculums and course materials, have faculty/staff attend professional development opportunities related to social justice, equity, diversity, and inclusion <https://www.league.org/innovation-showcase/barriers-academic-success-qualitative-study-african-american-and-latino-male> (Dulabaum, 2016).

Gender data

	Academic Year 2018-19									
	Headcount	Enrollment	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact	
Female	690	1,251	127	88.9%	-2.3%	29	73.9%	-3.1%	40	
Male	75	106	11	92.5%	3.7%		77.4%	3.5%		
Unknown	4	7	1	71.4%			71.4%			
Grand Total	769	1,364	139	89.1%			74.1%			

In reviewing student gender data, it was noted that female students had a disproportionate impact in success of -3.1% (40). Reasons for the impact could be caused cost of courses and materials, time conflicts due to family commitments, lack of childcare, insufficient family support and lower levels of self-confidence <https://files.eric.ed.gov/fulltext/EJ1101356.pdf>

(Lin, 2016). The ECS Program will address the disproportionate impact of gender by reviewing current curriculums and course materials, leveraging campus resources to support childcare funding and access, provide a support group for future teachers where networking can take place and support systems strengthened, and provide application experiences where students can practice their skills and build confidence (Internships, CWE, Lab School).

Student type data

	Academic Year 2018-19									
	Headcount	Enrollment	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact	
First Time	103	129	13	85.3%	-4.2%	6	62.0%	-13.4%	18	
First Time Tran..	39	54	5	92.6%	3.7%		77.8%	3.8%		
Continuing	555	1,031	105	89.8%	3.0%		75.2%	4.3%		
Returning	82	107	11	82.2%	-7.4%	8	70.1%	-4.4%	5	
Special Admit	43	43	4	95.3%	6.5%		90.7%	17.1%		
Grand Total	769	1,364	139	89.1%			74.1%			

In reviewing student type data, first time students showed a -13.4% (18) of disproportionate impact in success and returning students had a -4.4% (5) impact. Reasons for the impact could be caused by lack of college preparatory coursework at the high school level, reduction of remedial coursework upon entering college, having to balance home and educational responsibilities, lack of awareness of college programs such as academic advising, LAP, and counseling. Further there is a connection between financial assistance and student persistence <https://files.eric.ed.gov/fulltext/EJ1092649.pdf> (Stewart, Hun Lim, & Kim, 2015).

The ECS Program will address this disproportionate impact by encouraging enrollment in ECS 303 Introduction to ECS. The Program will also work with students to obtain a student success plan and visit a counselor during their first semester. Further, the ECS Program will encourage students to become members of the Future Teacher's Club.

Online student data

subject	course	Course Type	Academic Year																							
			2014-15				2015-16				2016-17				2017-18				2018-19							
			Hea.	Enr.	Sect.	FTES	Hea.	Enr.	Sect.	FTES	Hea.	Enr.	Sect.	FTES	Hea.	Enr.	Sect.	FTES	Hea.	Enr.	Sect.	FTES				
ECS	ECS100	Online																					59	59	2	5.7
		Onsite																					326	328	12	34.0
	ECS101	Online	52	52	2	5.1	73	73	3	7.1	72	77	3	7.5	81	81	3	7.9	84	84	3	8.2				
		Onsite	190	193	8	20.2	152	156	7	16.3	156	158	7	16.4	151	152	6	15.8	146	146	5	15.1				
	ECS111	Online					20	20	1	1.9	17	17	1	1.7	17	17	1	1.7	21	21	1	2.0				
	ECS116	Online	51	51	2	5.0	50	52	2	5.1	55	59	2	5.7	50	51	2	5.0	56	57	2	5.5				
		Onsite	33	33	2	3.4	29	29	2	3.0	36	36	2	3.7	58	59	3	6.0	39	40	2	4.1				
	ECS120	Online					15	15	1	1.0	6	6	1	0.4	17	17	1	1.1	16	16	1	1.0				
	ECS132	Online	11	11	1	1.1	13	13	1	1.3	9	9	1	0.9	9	9	1	0.9	6	6	1	0.6				

In reviewing online student data, retention and success rates were lower than in the same class offered in an onsite modality. Reasons for negative impacts are perceived lack of social interaction, administrative/instructor issues (lack of technical skill), self-motivation of student and time management, technological issues for student. The ECS Program will address the lowest success and completion rates in DL courses, by encouraging faculty to attend professional development activities to increase the technology skills online, provide opportunities for faculty to meet and discuss their online courses, share processes, and continue to engage with one another by peer reviewing online courses.

VII. Trend Analyses/Outlook

The Early Childhood Studies program analyzed major trends, challenges and opportunities using advisory committee notes, data from institutional effectiveness and workforce changes. Trends, challenges, and opportunities are discussed below.

Major Trends:

1) Approval of the ECE (Early Care and Education) Resolution approved by the Statewide Academic Senate (September 2020). In summary, this resolution provides support for the use of campus lab schools to teach/train students. As part of the resolution, purchase of closed-captioned videos and development of raw footage resources were discussed. The resolution also requested provisions of instructional materials to mitigate the impacts of Covid-19 and academic instruction.

<https://asccc.org/resolutions/critical-support-early-childhood-educationchild-development-programs>

2) The addition of Transitional Kindergarten to the K-12 system. Effective 2012, children who turn 5 years old between September 2nd and December 2 are eligible to attend Transitional Kindergarten. There is currently interest in expanding this program to include all four and five-year old children. Additionally, after 2019, all new TK teacher hires need to have completed 24 units of child development coursework from an accredited higher education institution. Since then, the State of California has passed AB22. AB22 allows for expansion of TK funding that will require more TK teacher of which will need the complete 24 units in Early Childhood Studies in addition to their completed coursework.

https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB22

3) Alignment of birth to 5-year-old programs and disciplines with TK-12th grade programs and disciplines. Over the past several years, there has been intentional collaboration among early care and education and education disciplines to support students in making timely progress with the educational and vocational goals. The Early

Childhood Studies Program Coordinator has participated in the SCCRC (South Central Coast Regional Consortium) TPP (Teacher Preparation Program) Regional Meetings to support this effort. Additionally, the ECS/EDUC program has received TPP funds to support teachers in career exploration activities, coordination of services, creation of the Future Teacher's Club, development of cross age group curriculum, and purchase of instructional materials.

4) Transition of State of California Department of Education Child Subsidy Programs (CCTR) from California Department of Education to Department of Social Services. Impacts are not yet known, but additional training and workforce partnerships may be needed.

5) Quality Rating Improvement System (QRIS). The QRIS is a statewide system of quality that individual counties provide a rubric of what quality indicators are needed. The local QRIS consortium is required to include higher education as a member of their consortium. Currently, Thesa Roepke is the college representative for the Consortium. Our local QRIS sets the standard for tiers of quality. Currently, programs must use the Desired Results Developmental Profile System, an age-appropriate Environmental Rating Scale, the Ages and Stages Questionnaire and the CLASS observation tool. Our courses have embedded information and activities into the curriculum to support the student's understanding of workforce needs. For more information, see the QRIS website <https://www.cde.ca.gov/sp/cd/rt/>

6) Non-credit pathways to credit. The ECS Program has collaborated with Noncredit to create two certificates focusing on ESL and Basic Skill development. Both certificates will allow for students to gain English competency and continue their educational journey into the ECS credit program. The first series of classes is scheduled to be offered in fall 2021. Community requests have been presented to develop a parenting series through Non-credit.

7) Use of live feed video and videotaping for teacher training. Live feed streaming is needed to support academic instruction of students who may not be able to visit the lab schools in person. Many students struggle with accessibility to physical lab schools. Additionally, the lab school has limited hours of operations that may not support the student's ability to visit. We found the need especially important due to impacts from COVID-19.

8) Alignment of course philosophies between academic programs and campus lab schools. The current lab school philosophy does not reflect the practices and associated philosophies of the academic program. The last update and revision of said philosophy occurred 15-20 years ago. Review of the philosophy is needed to implement current needs of our diverse community of students, families, staff, and children. Further review is needed to support Social Justice, Equity, Diversity, and Inclusion as outlined in the NAEYC (National Association for the Education of Young Children) Code of Ethical Conduct <https://www.naeyc.org/resources/position-statements/ethical-conduct> (NAEYC, 2011), ECE Competencies <https://www.cde.ca.gov/sp/cd/re/documents/ececompetencies2011.pdf> (California Department of Education, 2014) and NAEYC Advancing Equity Position Statement <https://www.naeyc.org/resources/position-statements/equity> (NAEYC, 2019). Further review would be needed to support the Academic Senate Resolution of Black Lives Matter (Allan Hancock College Academic Senate, 2020).

9) Including cooperative work experience, internships, and apprenticeships for students to participate in throughout courses, certificates, and degrees of study. Many ECS Students enter their educational pathway with the goal of obtaining the AST in ECE and directly transfer to their four-year institution. As a result, students do not have the necessary experience of working directly with children that provides opportunities to practice what they are learning in their classes. Research supports internships as a way for students to secure employment after graduation and retain employment once hired. <https://www.naceweb.org/job-market/internships/the-positive-implications-of-internships-on-early-career-outcomes/>

10) Guided Pathways. The ECS Program is working towards the development of a clear guided pathway for their students. Based on the Guided Pathway model, the program needs to create a 1.0 unit introductory course to the ECS/EDUC pathway.

Challenges and Opportunities:

Currently the Elementary Education Pathway is not connected to the Early Childhood Studies pathway. Many students begin the educational journey knowing they want to be a teacher. Interested students may or may not understand the two unique pathways and employment options associated with each. With the Transitional Kindergarten legislation and changes to the both the Child Development Permit Matrix and credentialing system, the program recommends housing the Elementary Education Transfer Degree (ADT) within the Applied Behavior Science Department along with Early Childhood Studies. Student would receive a holistic view of both pathways and could then make more informed choices about what option they would like to pursue.

Quality Rating Improvement System (QRIS). The QRIS is a statewide system of quality that individual counties provide a rubric of what quality indicators are needed. The local QRIS consortium is required to include higher education as a member of their consortium. Currently, Thesa Roepke is the college representative on the Consortium. Our local QRIS sets the standard for tiers of quality. Currently, programs must use the Desired Results Developmental Profile System, an age-appropriate Environmental Rating Scale, the Ages and Stages Questionnaire and the CLASS observation tool. Our courses have embedded information and activities into the curriculum to support the student's understanding of workforce needs.

Dual Language Learner (DLL) curriculum. The ECS Program offers two classes that support DLL curriculum. Both classes only support minimally as a small segment of the complete course outline of record. Course review of ECS 117 and research and development of a new course that supports diversity strategies would support the strengthening of our current curriculum and better prepare our students for the workforce. Further, revision of the current degree/certificate pathway ECS: Elementary Education/Bilingual Bicultural would be titled Diversity Students with both the revised and new course listed as required courses. This challenge is being addressed by our local QRIS Consortia with potential future funding to support the efforts.

Commitment to Diversity, Equity, Inclusion and Justice. The ECS Program is committed to creating and offering a program that supports justice, diversity equity and inclusion for our students, staff, and children. As a result, ECS Faculty, Advisory Committee and community members are committed to reviewing curriculum, degree/certificate pathways, policies and procedures and make recommendations as needed.

The ECS program would like to address the breadth, depth, currency, and cohesiveness of the curriculum in relation to evolving employer needs and transfer requirements. Based on the self-study team's review of course outlines of record, degree/certificates, advisory meeting minutes and workforce trends, the following action should be taken into consideration.

Revision of the Curriculum Alignment Project (CAP) course outlines to contain Teacher Performance Expectations (TPEs) that support the foundation of a proposed Early Learning Credential and revision of the current Child Development Permit Matrix. More information is pending based on The Commission for Credentialing finalization of revised permit matrix.

The Commission on Teacher Credentialing is currently holding information sessions on the establishing TPEs for Child Development. When the TPEs are finalized, local Community Colleges may need to apply as an institution approved to evaluate candidates for Child Development Permits much like four-year institutions Teacher Preparatory Programs do. More information is pending based on The Commission for Credentialing finalization of revised permit matrix.

Commitment to zero cost textbooks for students. The ECS Program is committed to reducing textbook costs for our students. Currently, the following classes have adopted zero cost textbooks: ECS 100, ECS 101, ECS 102 and ECS 106. Several of our other

classes utilize low-cost textbooks, keeping the student costs below \$50.00. Classes with low-cost textbooks are ECS 116, ECS 120, and ECS 132. Several other 300 level courses have no textbook or low-cost textbooks associated with the course. The ECS Program has future goals of adopting more zero cost textbooks, with the emphasis being on our core 8 classes associated with the AST-in ECE degree.

Dual Language Learner (DLL) curriculum. Research, development and revision of existing courses and the creation of new courses as needed. Additional revision of existing certificate/degree pathways will be needed. See discussion above for more details on this area.

Infant Toddler curriculum and emphasis for certificate and local degree. Research, development and revision of existing courses and the creation of new courses as needed. Additional revision of existing certificate/degree pathways will be needed. See discussion above for more details on this area.

Commitment to Diversity, Equity, Inclusion and Justice through current course revisions, addition of a course specific to the application of the diversity, equity, inclusion, and justice lens, as well as creation of a specific certificate and degree in Diversity Studies.

Disciplines List Registered Behavior Technician. In fall 2020, the Academic Senate of California Community Colleges approved an updated discipline list to include Registered Behavior Technicians. There is interest locally in ECS/EDUC establishing a certificate in this discipline. <https://asccc.org/resolutions/disciplines-list%E2%80%94registered-behavior-technician>

VIII. Long-Term Program Goals and Action Plans (Aligned with the College Educational Master Plan)

Education Master Plan:

<https://www.hancockcollege.edu/planning/docs/Educational%20Master%20Plan%20-%202020-2026.pdf>

Program Goal	Education Master Plan Goals and Strategies	College Educational Master Plan Area Alignment
1) Review and revision of program curriculum to support JEDI lens, workforce /Industry standards, Guided Pathways, and student retention success rates. Revision and creation of courses Revision and creation of degree/certificate pathways Revision and creation of program processes	B. Successful entry into an area of interest and program of study C. Student progression through a program of study Strategies: B.1-B.8 C.1-C.8	I, II, III, VI & VII
2) Increase program budget to support faculty and assist students in completing educational/vocational goals.	A. Connect with students D. Student completion Strategies:	IV

	A.1-A.9 D.1-D.7	
3) Maintain and upgrade existing program technology and facilities to support academic instruction for both faculty and students. Implement new innovative technology strategies to support JEDI lens for students and increase retention and student success rate.	C. Student progression through program of study D. Student completion E. Transition to transfer and/or gainful employment Strategies: C.1-C.8 D.1-D.7 E. 1-4 & E. 6-8	IV
4) Increase student success and retentions rates across program student groups and address disproportionate impacts consistent with justice, equity, diversity, and inclusions gaps.	A. Connect with students B. Successful entry into an area of interest and program of study C. Student progression through a program of student D. Student completion E. Transition to transfer and/or gainful employment Strategies: A.1-A.9 B.2, B. 4, B.5, B.6, B.7 & B.8 C.1-C.8 D.1-D.7 E.1-E.8	I, II, III, V, VI, & VII
5) Hire a minimum of 2 FT Faculty to meet FTEF/FTES ratio and highly qualified lab schoolteachers to support program quality, student retention and student success.	A. Connect with students B. Successful entry into an area of interest and program of study C. Student progression through a program of student D. Student completion E. Transition to transfer and/or gainful employment A.1-A.9	I, II, III, IV, V, & VII

	<p>B.2, B. 4, B.5, B.6, B.7 & B.8</p> <p>C.1-C.8</p> <p>D.1-D.7</p> <p>E.1-E.8</p>	
<p>6) Partner with other AHC programs, workforce/industry partners to support student integration that is inclusion of higher education institutions.</p>	<p>B. Successful entry into an area of interest and program of study</p> <p>C. Student progression through a program of student</p> <p>D. Student completion</p> <p>E. Transition to transfer and/or gainful employment</p> <p>B.2, B. 4, B.5, B.6, B.7 & B.8</p> <p>C.1-C.8</p> <p>D.1-D.7</p> <p>E.1-E.8</p>	<p>I, II, III, & VII</p>

STUDENT DATA SUMMARY

Based on the student surveys from fall 2018, with 227 participants responding, the following positive factors were identified by students in the discipline:

1. 74% of students were highly satisfied with the quality of instruction.
2. 72% of students reported they were highly satisfied with the way the program meets their educational goals.
3. 79% of students would recommend taking courses in the Early Childhood Studies program

All positive factors identified by students have implications for continued planning on course sequencing and expansion of certificates and degree programs that meet the needs the Early Care and Education workforce.

Based on the student surveys from fall 2018, with 227 participants responding, the following negative factors were identified by students in the discipline:

1. 41% of students reported that they were either somewhat satisfied or dissatisfied with the availability of courses offered in the Early Childhood Studies program
2. 48% of students reported that they were either somewhat satisfied or dissatisfied with the availability with course assistance through tutorial services.
3. Based on the student data collected, 54% of students are NOT currently employed in the field of Early Care and Education. Additionally, only 35% of students were familiar with the Children's Center Lab schools with 20% accessing the center for career and technical education purposes.

The negative factors identified by students have implications for continued planning. The first negative factor would benefit from continued planning on course sequencing with potential for cohort modeling at LVC and SM campuses. Further exploration of distance learning opportunities, as well as a fast-track model (inclusive of both Winter and Summer terms) and expansion of certificates and degree programs that meet the needs Early Care and Education workforce. The second negative factor would benefit from continued planning by coordinating efforts to establish dual language speaking tutors for key courses, as well as increasing outreach efforts to increase tutor pools. The third negative factor has the most significant negative implications for our future workforce. With only 35% of students access the lab school for their coursework, the ECS Program is not fully preparing the workforce to reach competency. This point is further support by the article, "Building a skilled teacher workforce" that shows how students in teacher predatory programs benefit from experience working directly with children in a lab setting to apply knowledge introduced in the academic classroom, resulting in an increase of competency (Whitebook, 2014).

Additional information obtained from student data that may have special interest to the self-study team included increased attrition rates for students as they continued in the Early Childhood Studies Program. Data showed 21% and 16% of student enrolled in ECS 100 and ECS 101 (beginning courses/GE) and the reduction of percentages of enrollment through the program sequence ending with 3% enrolled in the final practicum course. This data indicates that students are completing early courses to meet the 12-unit workforce teacher entry

requirement, but not completing the courses necessary for certificate/degree requirement and transfer. It may also be noted that over the last three years, the Early Childhood Studies program went from 12 degrees awarded in an academic year to 50 awarded in an academic year. Continued planning is needed to support student in pathway completion towards certificate/degree obtainment.

STUDENT DATA

STATISTICS

ARTICULATION STATUS OF COURSES

COURSE REVIEW VERIFICATION SHEET

COURSE OUTLINES

REVIEW OF PREREQUISITES, COREQUISITES, ADVISORIES
(Summary – completed the year subsequent to the self-study)

DEGREE AND CERTIFICATE REQUIREMENTS

ADVISORY COMMITTEE MEMBERSHIP

The Executive Summary and Plan of Action-Post Validation—To be
submitted

Early Childhood Studies Curriculum, Degrees and Associated Certificates of Achievement

Current Courses

A list of current courses can be found within the following web link to the Allan Hancock College Catalog

<https://catalog.hancockcollege.edu/current/courses/ecs/>

Current Degrees and Certificates

Associate for Transfer Degree in Early Childhood Education:

<https://catalog.hancockcollege.edu/current/programs/early-childhood-education-associate-in-science-for-transfer.php>

ECS Elementary Education Degree and Associated Certificate:

<https://catalog.hancockcollege.edu/current/programs/early-childhood-studies-elementary-education-associate-in-science.php>

<https://catalog.hancockcollege.edu/current/programs/early-childhood-studies-elementary-education-certificate-of-achievement.php>

ECS Elementary Education with Bilingual/Bicultural Emphasis Degree and Associated Certificate:

<https://catalog.hancockcollege.edu/current/programs/early-childhood-studies-elementary-education-with-bilingual-bicultural-emphasis-associate-in-science.php>

<https://catalog.hancockcollege.edu/current/programs/early-childhood-studies-elementary-education-with-bilingual-bicultural-emphasis-certificate-of-achievement.php>

ECS General Degree and Associated Certificate:

<https://catalog.hancockcollege.edu/current/programs/early-childhood-studies-general-associate-in-science.php>

<https://catalog.hancockcollege.edu/current/programs/early-childhood-studies-general-certificate-of-achievement.php>

ECS Program Director/Administration Emphasis and Associated Certificate:

<https://catalog.hancockcollege.edu/current/programs/early-childhood-studies-program-director-administration-emphasis-associate-in-science.php>

<https://catalog.hancockcollege.edu/current/programs/early-childhood-studies-program-director-administration-emphasis-certificate-of-achievement.php>

ECS Special Education and Associated Certificate:

<https://catalog.hancockcollege.edu/current/programs/early-childhood-studies-special-education-associate-in-science.php>

<https://catalog.hancockcollege.edu/current/programs/early-childhood-studies-special-education-certificate-of-achievement.php>

Articulation Review

All our course classes are articulated to private institution and CSU based on the curriculum alignment project (CAP). The AHC Articulation Officer was also consulted and confirm all articulation agreements for courses are active and in place.

Early Childhood Studies Advisory Committee Roster

Allan Hancock College Representatives

First name	Last Name	Organization	Title	Mailing Address	Contact number	E-mail
Dr. Sofia	Ramirez-Gelpi	Allan Hancock College	Dean of Academic Affairs	800 South College Drive Santa Maria, CA 93454	922-6966 Ext. 3325	sgelpi@hancockcollege.edu
Thesa	Roepke	Allan Hancock College	ABS Department Chair/ECS Program Coordinator	800 South College Drive Santa Maria, CA 93454	922-6966 Ex.3436	troepke@hancockcollege.edu
Maria	Suarez	Allan Hancock College	Children's Center Lab School Program Director	800 South College Drive Santa Maria, CA 93454	922-6966 Ext. 3935	maria.saurez@hancockcollege.edu
Veronica	Sanchez	Allan Hancock College	Counselor	800 South College Drive Santa Maria, CA 93454	922-6966 Ex. 3429	vsanchez@hancockcollege.edu
Denise	Ward	Allan Hancock College	ECS Student	426 Claremont Court Vandenberg AFB, CA 93437	805-452-9493	denise.brown2@my.hancockcollege.edu

Workforce Representatives						
First name	Last Name	Organization	Title	Mailing Address	Contact number	E-mail
Janelle	Willis	Santa Barbara County Office of Education	Director of Child Development	3970 La Colina Road, Rm 5, Santa Barbara, CA 93110	805-964-4177	jwillis@sbceo.org
Blanche	Holford	Holford's Little Jungle	Family Childcare Owner	1446 W Sonya Lane Santa Maria, CA 93458	805-868-0574 805-343-0685	blanche.holford@my.hancockcollege.edu
Dr. Carola	Oliva Olsen	California State University at Channel Islands	Assistant Professor Education	California State University Channel Islands One University Drive Madera Hall 2721 Camarillo, CA 93012	805-437-3689	carola.olivaolson@csuci.edu
Michelle	Graham	Children's Resource & Referral	Executive Director	705 East Main Street #106 Santa Maria, CA 93454	805-925-6701	mgraham@sbfcc.org
Jennifer	Macdonald	Community Action Commission Head Start/Early Head Start	Program Support Team	201 W. Chapel Santa Maria, CA 93454	805-922-2243 Ex. 145	jmacdonald@cacsb.com

Flora	Chacon	Community Action Partnership of San Luis Obispo	Migrant Seasonal Head Start Director	1030 Southwood Drive San Luis Obispo, CA 93401	(805) 544-4355 ex. 220	fchacon@capslo.org
Taundra	Pitchford	Child Care Planning Council	Manager, Early Care and Education Services/Council Coordinator	4400 Cathedral Oaks Road Santa Barbara, CA 93160	805-964-4710 Ext. 4473	sbcccpc@sbceo.org tpitchford@sbceo.org
Raquel	Valdez	Santa Maria Bonita School District	Director of State Preschool	500 Windsor Drive Santa Maria, CA 93458	805-361-6758	rvaldez@smbds.net
Sharol	Viker	First 5 of Santa Barbara County AHC PT Faculty	Early Care and Education Program Manager	218 Carmen Lane #111 Santa Maria, CA 93454	805-803-8745	sviker@co.first5sbc.org
Dr. Susan	Walsh	CPIN	DLL Lead Trainer	1170 Highland Santa Ynez, CA 93460	805-746-2565	
Vanni	Rattanatrav	Central Coast Children's Center	Director, Employer Sponsored Childcare	1530 East Cypress Way #A Santa Maria, CA 93454	805-739-3665	Vanni.rattanatrav@brighthorizons.com
Melissa	Diaz	Pioneer Valley High School	Family Consumer Science Teacher	675 Panther Drive Santa Maria, CA 93454	805-922-1305 Ext. 5314	mdiaz@smjuhsd.org

SECTION 3

ASSESSMENT PLAN

includes: Program Learning Outcomes,
Assessment Methods, Alignment of Course SLOs, Assessment
Calendar,
Plan for Dissemination of Results



Assessment Plan

Mission

The Early Childhood Studies program prepares students for employment in the care and education field, for the pursuit of higher educational goals by and advancing a diverse current and future early care and education workforce through innovative academic delivery. Our program is committed to training highly knowledgeable and skilled professionals who will hold careers that serve the children and families of California and our global community.

Program Outcomes

PLO #1 Apply understanding of children's development and needs to develop and maintain healthy, safe, and respectful developmentally appropriate learning environments for preschool children.

PLO #2 Evaluate the effectiveness of all key aspects of an early childhood program through observations and completion of a research based; developmentally appropriate rating scale (ECERS/ITERS or other).

PLO #3 Design, implement and evaluate curriculum activities that are based on observations and assessment of preschool or infant/toddler children.

PLO #4 Apply a variety of effective; developmentally appropriate teaching strategies and techniques that support positive relationships with preschool/infant/toddler children and families.

PLO #5 Critically reflect and evaluate one's own teaching experiences to guide and inform practice.

PLO #6 Develop an environment that honors the diversity of the learning community (children, families, staff, and community) through empowerment, equity, respect, and dignity.

Course/Program Alignment

Institutional, program, and student learner outcomes for the Early Childhood Studies Program are included in the link below. Currently, the District is transitioning between data collection programs and current data is not available.

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

Implementation of Assessment

AssessmentCycle

Based on a 5–6-year cycle

Program Outcome	To be assessed in semester:	Assessment method (s)	Team to review assessment results	Resources needed to conduct assessment	Individual responsible for assessment report	Date we expect to complete review
PLO 1	Spring 2022	Matrix system of 1-3 Not met 1 Met 2 Exceeded 3 Based on identified key assignment by course	ABS Department Members	Faculty implementation of key assessment assignments in core 8 classes ECS 100 Theorist paper/observation/development journal	ECS Program Coordinator and discipline faculty	May 2022
PLO 2	Spring 2023	Matrix system of 1-3 Not met 1 Met 2 Exceeded 3	ABS Department Members	Faculty implementation of key assessment assignments in core 8 classes ECS 105 Child Assessment with varied observational	ECS Program Coordinator and discipline faculty	May 2023

		Based on identified key assignment by course		strategies ECS 102 Health Safety Checklist with reflection ECS 104 Play Observation with reflection		
PLO 3	Spring 2024	Matrix system of 1-3 Not met 1 Met 2 Exceeded 3 Based on identified key assignment by course	ABS Department Members	Faculty implementation of key assessment assignments in core 8 classes ECS 101 Life Space Analysis	ECS Program Coordinator and discipline faculty	May 2024
PLO 4	Spring 2024	Matrix system of 1-3 Not met 1 Met 2 Exceeded 3 Based on identified key assignment by course	ABS Department Members	Faculty implementation of key assessment assignments in core 8 classes ECS 106 Implemented Lesson Plans	ECS Program Coordinator and discipline faculty	May 2024
PLO 5	Spring 2025	Matrix system of 1-3 Not met 1 Met 2	ABS Department Members	Faculty implementation of key assessment assignments in core 8 classes ECS 118/119	ECS Program Coordinator and discipline faculty	May 2025

		Exceeded 3 Based on identified key assignment by course		All assignments including reflections		
PLO 6	Spring 2026	Matrix system of 1-3 Not met 1 Met 2 Exceeded 3 Based on identified key assignment by course	ABS Department Members	Faculty implementation of key assessment assignments in core 8 classes ECS 116 Cultural Analysis Paper	ECS Program Coordinator and discipline faculty	May 2026
PLO 1-6	Spring 2027	Matrix system of 1-3 Not met 1 Met 2 Exceeded 3 Based on identified key assignment by course	ABS Department	Successful completion of Capstone courses ECS 118/119 Grade in course	ECS Program Coordinator and discipline faculty	June 2027

Dissemination of Information

Data collected from program outcomes will be review within the assessment cycle by the ABS Department. Results will be shared. A summary will

be generated and shared with the LOAC (Learning Outcomes and Assessment Committee), the dean, and the Vice President of Academic Affairs.

SECTION 4

STUDENT DATA COLLECTION

STUDENT DATA COLLECTION

Student surveys were conducted in the fall of 2019 in conjunction with course review. Discussion related to the outcome of the student surveys can be found under the heading Student Data Summary later in this document. Survey results may be viewed as an attachment.

SECTION 5

INSTITUTIONAL DIRECTIONS

GOALS

OBJECTIVES

Strategic Plan is available on the Allan Hancock College MyHancock portal:

<http://myhancockcollege.edu>

SECTION 6

PLAN OF ACTION

PRE-VALIDATION

PLAN OF ACTION - PRE-VALIDATION Six Year

DEPARTMENT: Applied Behavioral Sciences PROGRAM: Early Childhood Studies

List below as specifically as possible the actions which the department plans to take because of this program review. Be sure to address any problem areas which you have discovered in your analysis of the program. Number each element of your plans separately and for each, please include a target date. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives)

College Strategic Plan:

<https://www.hancockcollege.edu/planning/docs/Strategic%20Plan%202014-2020.pdf>

Program Goal	Target Date	Institutional Goal	Institutional Goal/Objective
1) Review and revision of program curriculum to support JEDI lens, workforce /Industry standards, Guided Pathways, and student retention success rates. Revision and creation of courses Revision and creation of degree/certificate pathways Revision and creation of program processes	As needed throughout next 6-year program review period	Student Learning & Success Integration	Goal SLS1: To ensure continuous improvement based on Student Learning Outcomes assessment data. Goal SLS2: To support student access, achievement, and success. Goal SLS6: Engage students Actively involve students in meaningful and authentic educational experiences and activities inside and outside the classroom. Goal E1: Community Integration Partner with workforce and industry to expand pursuit of community partnerships and search out opportunities to tell our story to advance the mission of the college.
2) Increase program budget to support faculty and assist students in completing educational/vocational goals.	Fall 2022	Institutional Resources	Goal IR2: To develop district financial resources adequate to support quality programs and services.
3) Maintain and upgrade existing program technology and facilities to support academic instruction for both faculty and students. Implement new innovative technology strategies to	Fall 2022	Institutional Resources	Goal IR3: To enhance and maintain currency in technology usage/application in support of students and faculty, staff efficiency and operational effectiveness.

<p>support JEDI lens for students and increase retention and student success rate.</p>			
<p>4) Increase student success and retentions rates across program student groups and address disproportionate impacts consistent with justice, equity, diversity, and inclusions gaps.</p>	<p>Fall 2022-Spring 2023</p>	<p>Student Learning & Success Institutional Resources</p>	<p>Goal SLS1: To ensure continuous improvement based on Student Learning Outcomes assessment data. Goal SLS2: To support student access, achievement, and success. Goal SLS3: Ensure students are directed Help students clarify their aspirations, develop an educational focus they perceive as meaningful and develop a plan that moves them from enrollment to achievement of their goal. Goal SLS4: Ensure students are focused foster students' motivation and helping them develop the skills needed to achieve their goals. Goal SLS5: Nurture students Convey a sense of caring where students' success is important and expected. Goal SLS6: Engage students Actively involve students in meaningful and authentic educational experiences and activities inside and outside the classroom. Goal SLS7: Ensure students are connected Create connections between students and the institution and cultivating relationships that underscore how students' involvement with the college community can contribute to their academic and personal success. Goal SLS8: Value student contributions Provide students with opportunities to contribute to and enrich</p>

			the college culture and community Goal IR3: To enhance and maintain currency in technology usage/application in support of students and faculty, staff efficiency and operational effectiveness.
5) Hire a minimum of 2 FT Faculty to meet FTEF/FTES ratio and highly qualified lab schoolteachers to support program quality, student retention and student success.	Fall 2022	Student Learning & Success Institutional Resources	Goal SLS7: Ensure students are connected Create connections between students and the institution and cultivating relationships that underscore how students' involvement with the college community can contribute to their academic and personal success. Goal IR1: To recruit and retain quality employees.
6) Partner with other AHC programs, workforce/industry partners to support student integration that is inclusion of higher education institutions.	Spring 2023	Integration	Goal E1: Community Integration Partner with workforce and industry to expand pursuit of community partnerships and search out opportunities to tell our story to advance the mission of the college

Theme/Objective/ Strategy Number AHC from Strategic Plan/Target Date:

Themes below are connected to program goal and strategic plan above.

Recommendations to improve Program Learning Outcomes and Achievement:

Develop individualized authentic processes to build community for each class that supports the engagement and success of all students to reduce student dropout rates and increase student participation and completion of courses.

Program goals 1 & 4 with associated Strategic Plan Goals SLS 1-8, E1 and IR3

Target date: Spring 2023

Provide opportunities for students to apply the concepts they are learning in their classes with children either such as in our lab schools and/or collaborative early care and education sites in the community.

Program goals 1, 4, & 6 with associated Strategic Plan Goals SLS 1-8, E1, & IR3

Target date: Spring 2023

Adopt more low cost and zero cost quality textbooks for our classes.

Program goals 1, & 4 with associated Strategic Plan Goals SLS 1-8, E1, & IR3

Target date: Spring 2023

The program (Academic and Lab Schools) will make a commitment to reviewing our courses, curriculum, textbooks, instructional materials, and processes using the lens of social justice, equity, diversity, and inclusion. Through a reflective process, develop recommendations for improvement that will be reviewed and included in the Program Annual Update.

Program goals 1, 4, & 6 with associated Strategic Plan Goals SLS 1-8, E1, & IR3

Target date: Fall 2023

Provide access to district funding to support staffing and purchase supplies and equipment to meet PLO and achievement goals.

Program goals 5 & 6 with associated Strategic Plan Goals SLS7, IR1, IR2 & IR3

Target date: Spring 2023

Recommendations to accommodate changes in student characteristics:

Student characteristics have changed based on the information age and course information being readily accessible online. The team recommends that teacher strategies should be modified to support this characteristic and support application strategies (teachable moments).

Program goals 1, 2, 3, 4, & 6 with associated Strategic Plan Goals SLS 1-8, E1, IR2, & IR3

Target date: Fall 2023

Support adult learners whose language may be other than English by looking at bigger college systems to support success such as: Noncredit pathways, support groups, tutoring, LAP, access to materials in their home language, and others.

Program goal 6 with associated Strategic Plan Goal E1

Target date: Fall 2023

Provide instruction to students in our courses based on their interests and how the application of topics taught are contextualized for student learning to include but not be limited to internships, cooperative work experiences, volunteering, assignment focus, and project-based learning.

Program goals 1 & 6 with associated Strategic Plan Goals SLS 1-2, SLS 6, & E1

Target date: Fall 2023

Investigate ways to support service-based learning as a part of degree/certificate pathways.

Program goals 1 & 6 with associated Strategic Plan Goals SLS 1-2, SLS 6, & E1

Target date: Fall 2023

Provide information to students on campus resources on how to access mental health services.

Program goal 6 with associated Strategic Plan Goal E1

Target date: Spring 2022

Enrollment changes:

Over the last year and a half, distance learning classes have been full. As of fall 2021, face two face courses have lower

enrollments. This student characteristics is quite different prior to Covid. The team recommends continuing to offer distance learning classes to support this change.

Program goals 1, 3 & 4 with associated Strategic Plan Goals SLS 1-2, SLS 6, & IR1-3

Target date: Fall 2023

Support timely entry and exit from ECS program. Provide both day and evening degree/certificate pathways. Provide LVC pathway. Add 8-week fast track pathway.

Program goal 4 with associated Strategic Plan Goals SLS 1-8, E1, & IR3

Target date: Fall 2023

Demographic changes:

Continue to recruit underrepresented student populations such as minority gender, race, & students between the ages of 17-19 and over 50 as reported by the institutional data.

Program goals 1-6 with associated Strategic Plan Goals SLS 1-8, E1, & IR1-3

Target date: Fall 2023

Address retention and success rates of the above-mentioned groups.

Program goals 1-6 with associated Strategic Plan Goals SLS 1-8, E1, & IR1-3

Target date: Fall 2023

Curricular Changes:

- 1) Review of current ECS Emphasis in Elementary Education-Bilingual Bicultural degree and certificate program to meet industry standards. The revision focus would be on diversity studies.
- 2) Research and create a new local degree/certificate program with an emphasis in infant toddler development
- 3) Revise current COR for core courses in degrees/certificates to include updated language from the Curriculum Alignment Project (CAP) that support TPE for the revised Child Development Permit/Early Learning Credential
- 4) Apply a JEDI lens to all ECS Program curriculum, materials, policy and procedures and practices to support social justice, equity, diversity, and inclusion.
- 5) Course textbook adoptions to move towards free or low-cost textbooks and materials.
- 6) Revise ECS 303 by modifying curriculum to support mirrored course for noncredit pathway into credit.
- 7) Develop and certificate pathway for Certified Behavioral Technician with Associates Degree.
- 8) Align the Elementary Teacher Education ADT with Applied Behavioral Sciences
- 9) Create an introduction course to the ECS/EDUC educational pathway to support the Guided Pathway efforts.

Program goal 1 with associated Strategic Plan Goals SLS 1-2, SLS 6, & E1

Target date: Fall 2024

Co-Curricular Changes:

Realign the Elementary Education pathway and ADT through Early Childhood Studies based on workforce/industry standards (Early Learning Credential, Transitional Kindergarten legislation). Updating to EDUC cross listed courses to include pathway options. Add EDUC cross listing on other courses such as: ECS 310-316.

Program goal 1 with associated Strategic Plan Goals SLS 1-2, SLS 6, & E1

Target date: Fall 2024

Neighboring Colleges and Universities:

Build collaborations with Brandman, Laverne, Cal Poly SLO, and Channel Islands to support student transfer rates.

Look at other institutions of higher learning that offer distance learning degrees to offer our students.

Program goal 6 with associated Strategic Plan Goal E1

Target date: Fall 2024

Related Community Plans:

Participate in the QRIS Consortia, Child Development Training Consortium, Teacher Pipeline, CCCECE and maintain the Future Teacher's Club.

Create opportunities for student support in the community that is directly connected to the student.

Advocate on a state level to make the current credentialing process more accessible to all groups of applicants and promote strategies to keep the current workforce employable.

Program goal 6 with associated Strategic Plan Goal E1

Target date: Fall 2024

Facilities:

Maintain current level of classrooms. Provide physical access to student lab areas. Increase remote access to lab school for instructional purposes. Ensure that classroom technology is updated and sustainable for instruction. Ensure that instructional faculty and student lab computers are updated a meet minimal district standard. Reinstate evening hours for the lab schools to support evening track students.

Program goals 2 & 3 with associated Strategic Plan Goals ER1-3

Target date: Fall 2024

Equipment:

Increase current operation budget to support program consumable supplies based on need.

Program goal 2 with associated Strategic Plan Goal IR2

Target date: Fall 2024

Staffing:

Maintain faculty FTEF based on enrollment and FTES. Ensure quality teacher education/experience levels by classroom in the Children's Center Labs Schools to support academic program needs. Provide necessary clerical support for the program-based number of regulatory processes and mandates above what the Department Administrative Assistant provides.

Program goal 5 with associated Strategic Plan Goals SLS 7 & IR1

Target date: Fall 2024

SECTION 7

VALIDATION PROCEDURES

PROGRAM REVIEW -- VALIDATION TEAM MEMBERS

TO: Dr. Sofia Ramirez Gelpi, Academic Dean

Date: 10/10/2019

From: Thesa Roepke, Program Coordinator/Early Childhood Studies

We recommend the following persons for consideration for the validation team:

DEPARTMENT: Applied Behavioral Sciences PROGRAM: Early Childhood Studies

Board Policy requires that the validation team be comprised of the dean of the area, one faculty member from a related discipline/program, and two faculty members from unrelated disciplines.

Yvon Frazier	Early Childhood Studies
(Name)	(Related Discipline/Program)
Veronica Sanchez	Counseling
(Name)	(Unrelated Discipline/Program)
Elizabeth West	Mathematical Sciences
(Name)	(Unrelated Discipline/Program)

At the option of the self-study team, the validation team may also include one or more of the following: a. someone from a four-year institution in the same discipline; someone from another community college in the same discipline; a high school instructor in the same discipline; a member of an advisory committee for the program. Please complete the following as relevant to your program review.

Dr. Susan Walsh	4-year institution/Assistant Professor
(Name)	(Title)

Affiliation: Advisory Committee Member Telephone Contact Number: (805) 746-2465

Address <u>1170 Highland Road, Santa Ynez, CA 93460</u>	<u>swalsh@laverne.edu</u>
(Mailing) City/State/Zip	email address

APPROVED: _

Academic Dean Approved by email

Date

VALIDATION TEAM DUTIES

A program review involves the visitation, observation, and analysis of a program/discipline by a team with the purpose of providing suggestions for improvement.

Duties of a Team Member

Previsit Responsibilities

1. Study the self-study report prepared by the faculty.

Visit Responsibilities

1. Meet with program/discipline faculty.
2. Examine teaching materials, supplies and equipment presently being used in the program.

Post visit Responsibilities

1. Develop an executive summary of team findings and recommendations.

The Role of the Validation Team

The validation team has been selected to include professionals who can assist the program by reviewing the self-study and plan of action, then making comments and suggestions that will lead to program improvement. In addition to reviewing the materials included in the written packet, team members are asked to visit the facility which houses the program, talk with instructors and students in the program, and request any further information or materials which would be helpful in preparing the executive summary.

SECTION 8

EXECUTIVE SUMMARY

AND

PLAN OF ACTION

POST-VALIDATION

EXECUTIVE SUMMARY
(Validation Team Report)

Please see attachment for signed Executive Summary Validation Team Report.

PLAN OF ACTION – POST-VALIDATION
(Sixth-Year Evaluation)

Plan of Action - Post Validation is included in the attached signature review and approval page.

PLAN OF ACTION – Post-Validation

Review and Approval

Please see attached signed Plan of Action - Post Validation Review and Approval.

SECTION 9

EVALUATION OF PROCESS

SECTION 10

ANNUAL UPDATE

ECS Annual
Updates
from 2019 &
2020



ECS Instructional Program Review – Annual Update

2020

Modified to COVID-19

Date:	5/13/2020
Program and Department:	Early Childhood Studies/Applied Behavioral Studies
CTE Program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Additional programs included in this review:	Children’s Center Lab Schools
Date of last comprehensive review:	2010-2011
Submitted By:	Thesa Roepke
Attachments (* as needed):	<input type="checkbox"/> 6-year assessment plan – All programs, when applicable <input checked="" type="checkbox"/> 2-year scheduling plan (Already submitted) <input type="checkbox"/> Justification for Resource Requests (if needed)

Due to the COVID-19 Pandemic, traditional Program Review has been suspended to refocus faculty on Emergency Remote Teaching. Instead, this modified version of the Annual Update will be used—Comprehensive Program Reviews have been pushed to the next regular semester of instruction.

Please Refer to last year’s Annual Update/Program Review and only make updates to the following fields if they

have changed/justify a new program resource need.

I. Alignment of the Program with the AHC Mission

AHC Mission: Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.

- a. Have there been any changes that would require a change to your Program Mission?

- b. Explain how your program mission aligns with the college mission.

The college mission and values can be found here: http://www.hancockcollege.edu/public_affairs/mission.php

II. Student Success, Program Accessibility and Program Capacity

*NO data analysis required this year.

- a. Describe how the program works to promote student success (completions job placement, transfer). Include teaching innovations and use of academic and student support.

- b. List any notable accomplishments of the program (student awards, honors, or scholarships can be listed here also)

III. Quality and Innovation in the Program and Curriculum Review

- a. Are you on track in your assessment plan for course and program SLOs? If not, please explain why.

- b. Have you shared your assessments or improvement plans with your department, program, or advisory committee? If so, what actions resulted? If not, how do you plan to

do so in the future?

- c. Did any of section, course or program improvement plans indicate that your program would benefit from specific resources to support student learning and/or faculty development? If so, please explain.
- d. In reviewing your outcomes and assessments have you identified all that indicate a modification should be made to the course outline, the student learning outcomes, or the program outcomes? Please state what modifications you will be making.
- e. Have all course outlines been reviewed within the last 5 years? If not, please explain the plan to bring course outlines up to date and include timelines for the review and submission to AP&P.
- f. For **CTE courses/programs only**, as per §55003, have prerequisites, corequisites and advisories (PCAs) for courses and/or programs been reviewed within the last 2 years?

IV. Focus and Engagement of the Program

- a. Summarize major trends and opportunities as well as challenges that have emerged in the program
- b. List any (internal or external) conditions that have influenced the program in the past year.

Data for Program with Vocational TOP Codes (CTE):

http://www.hancockcollege.edu/institutional_effectiveness/reports.php

Please review the data and comment on any trends.

-

- c. Current industry employment and wage data (please cite sources)
- d. Industry employment and wage trends
- e. TOP code employment CORE indicator report
- f. Advisory committee recommendations

V. Continuous Improvement of the Program

- a. Status of Final Plan of Action – Post Validation

Summarize the progress made on the recommendations from your last comprehensive program review plan of action

PLAN OF ACTION COVID-19 Additions	ACTION TAKEN/RESULT AND STATUS
No change	

- b. List any added resources that the program received in the past year and the results

Source	Specific Resource	Est. Amount \$	Impact on program or course outcomes
TPP Grant	Brochures, financial support for the Future Teacher's	\$8500.00	Three new courses were created and approved to support STEAM instruction (ECS

	Club and STEAM instructional materials		313, 314 and 315) Promotional materials were updated Future Teacher's Club continued for another program year
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c. List any new or modified recommendations below, including rationale for these in the table.

Program Improvement Plan (Program, Priority Number, year)	Anticipated Outcome (Goal)	Program Goal Status (Indicate if this goal is ongoing from a previous Annual or Comprehensive Program Review or new this year).	Alignment to Strategic Directions and planning goals (see "Alignment to Strategic Directions" Attached	Activities	Justification (Evidence of need)	Resource Request (From table Below)	Anticipated Completion Date or On-going
No change. See Covid-19 additions below	No change.	No change.	No change.	No change.	No change.	No change.	No change.

d. Summary of request for resources. Please list the type of request (facility, technology, staffing, equipment, other) and rank their priority.

Resource Requests (Program, RRX year)	Item	Program Goal	Type	One-time cost	On-going cost (per fiscal year)	Anticipated Completion Date or On-going
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See Covid-19 additions below	No change.					

PLAN OF ACTION COVID-19 Additions	ACTION TAKEN/RESULT AND STATUS
Purchase video library access for instructors	
Have current video library converted to DL access	Initiated conversation with faculty librarians 6-20
Have children's books available to be mailed to students from the AHC Library	A temporary process was completed for the spring 2020 term. Practicum students that needed access to children's books were able to obtain them through the AHC Library.
Purchased instructional materials to support ERT for Core courses (ECS 100, 101, 102, 104, 105, 106, 116, 118-119)	Purchase materials needed to create Instructional materials (kits) for students to complete assignments due to restrictions.
Provide remote observations from Lab School with password connected transmission to applicable courses directly to instructors of record	Initiated conversations with lab school director, staff, and Dean of Academic Affairs
Provide operational supplies to instructors of record to compensate for out-of-pocket expenses because of ERT instruction from alternative location.	
Purchase equipment (Swivels) to use at community collaborative sites to provide remote observation opportunities for students to gain competency program outcomes.	

Instructional Program Review – Annual Update

Date:	11/20/2018
Program and Department:	Early Childhood Studies/Applied Behavioral Sciences
CTE Program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Additional programs included in this review:	Children’s Center Lab School
Date of last comprehensive review:	2009-2010
Submitted By:	Thesa Roepke
Attachments (* as needed):	<input type="checkbox"/> 6-year assessment plan – All programs, when applicable <input type="checkbox"/> 2-year scheduling plan <input type="checkbox"/> Justification for Resource Requests (if needed)

I. Alignment of the Program with the AHC Mission

AHC Mission: Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.

a. Have there been any changes that would require a change to your Program Mission?

No

b. Explain how your program mission aligns with the college mission.

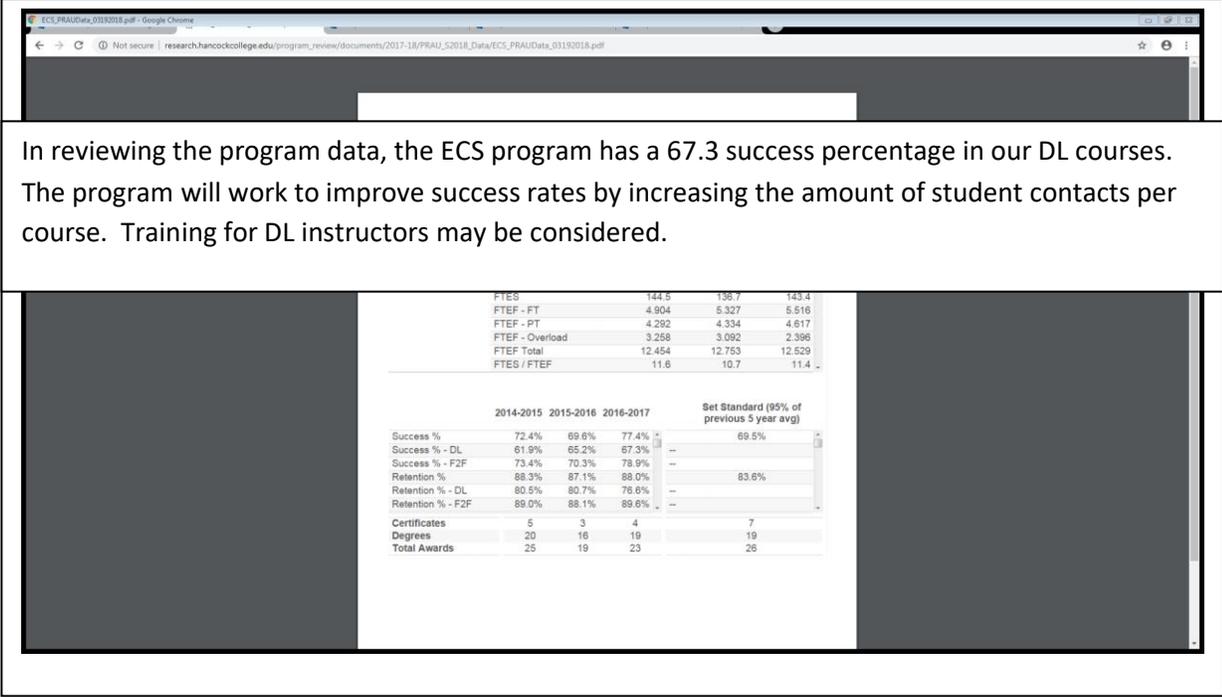
The college mission and values can be found here: http://www.hancockcollege.edu/public_affairs/mission.php

<p>The purpose of the Early Childhood Studies Program is to educate and advance a diverse current and future early care and education workforce through innovative academic delivery. Our program is committed to training highly knowledgeable and skilled professionals who will hold careers that serve the children and families of California and our global community.</p>
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II. Student Success, Program Accessibility and Program Capacity

*Data for this section will be provided by the office of Institutional Effectiveness. Copy and paste data tables into this form.

a. Please comment on data and trends



In reviewing the program data, the ECS program has a 67.3 success percentage in our DL courses. The program will work to improve success rates by increasing the amount of student contacts per course. Training for DL instructors may be considered.

FTEF	144.5	136.7	143.4
FTEF - FT	4.904	5.327	5.518
FTEF - PT	4.292	4.334	4.617
FTEF - Overload	3.258	3.092	2.396
FTEF Total	12.454	12.753	12.529
FTEF / FTEF	11.6	10.7	11.4

	2014-2015	2015-2016	2016-2017	Set Standard (95% of previous 5 year avg)
Success %	72.4%	69.6%	77.4%	69.5%
Success % - DL	61.9%	65.2%	67.3%	--
Success % - F2F	73.4%	70.3%	78.9%	--
Retention %	88.3%	87.1%	88.0%	83.6%
Retention % - DL	80.5%	80.7%	76.6%	--
Retention % - F2F	89.0%	88.1%	89.6%	--
Certificates	5	3	4	7
Degrees	20	16	19	19
Total Awards	25	19	23	26

b. If this year's figures for the program are below the set standard explain steps you will take to improve.

c. If your program offers certificates and/or degrees, has existed for at least five years and has awarded fewer than 6 degrees/certificates over the last two years explain the reason for the dwindling number and your plan to improve.

The ECS program offers 6 degrees and five certificates. Over the last five years, our ECS degree with an emphasis in bilingual/bicultural studies has not graduated more than 6 students. When performing our ECS course review, we noted that the ECS 117 course was outdated and no longer represented the employment needs in our area. As a result, fewer students are enrolling in the course. The course has also been cancelled due to low enrollment for the last several years. The ECS program intends to revise the course outline of record and make the course more relevant. The revisions will be vetted through AP&P by spring 2019.

- d. Describe how the program works to promote student success (completions job placement, transfer). Include teaching innovations and use of academic and student support.

The ECS program's lab school is one of the largest employers of student workers on campus. Each year the lab school employs more than 45 student workers in varying degrees of experience levels.

- e. List any notable accomplishments of the program (student awards, honors, or scholarships can be listed here also)

The ECS program had 23 degrees awarded in the 2017-2018 academic year. We also completed course review in preparation for program review.

III. Quality and Innovation in the Program and Curriculum Review

Please refer to the current SLO data set for your program found at:

http://research.hancockcollege.edu/student_learning_outcomes/matrix.html#Top

- a. Are you on track in your assessment plan for course and program SLOs? If not, please explain why.

The ECS program is on track in our assessment plan. Many of our course SLOs were modified in spring 2018. During the academic year 2018-2019, ECS faculty will work with the SLO coordinator to update and map SLOs based on the changes.

- b. Have you shared your assessments or improvement plans with your department, program, or advisory committee? If so, what actions resulted? If not, how do you plan to do so in the future?

The ECS program has shared the program demographics, completion and success rates, as well as degree and certificate obtainment data with our department and advisory committee. We have not shared the assessment data or improvement plans. The ECS program will add an informational items to the advisory committee agenda in the spring to share the data.

- c. Did any of section, course or program improvement plans indicate that your program would benefit from specific resources to support student learning and/or faculty development? If so, please explain.

No

- d. In reviewing your outcomes and assessments have you identified all that indicate a modification should be made to the course outline, the student learning outcomes, or the program outcomes? Please state what modifications you will be making.

None at this time. A complete course review was vetted in the spring of 2018. Part of the course review was to revise core course SLOs based on the Curriculum Alignment Project (CAP).

- e. Have all course outlines been reviewed within the last 5 years? If not, please explain the plan to bring course outlines up to date and include timelines for the review and submission to AP&P.

A comprehensive course review was concluded by the ECS program in spring 2018. A course outlines were brought up to date and have been vetted through AP&P. ECS 117 was identified as needed a major course modification. A revised COR will be vetted through AP&P by spring 2019.

- f. For **CTE courses/programs only**, as per §55003, have prerequisites, core requisites and advisories (PCAs) for courses and/or programs been reviewed within the last 2 years?

The ECS program completed a complete course review during the 2017-2018 academic year. All prerequisites and advisories were reviewed.

IV. Focus and Engagement of the Program

- a. Summarize major trends and opportunities as well as challenges that have emerged in the program

The ECS program is noticing a trend of more students declaring their major in the AS-T in Early Childhood Education. As a result, we have needed more sections of our core courses to meet the sequencing plan demands and provide students an opportunity to transfer within two years.

- b. List any (internal or external) conditions that have influenced the program in the past year.

The ECS program has begun its Program Review process.

Data for

Program with Vocational TOP Codes (CTE):

http://www.hancockcollege.edu/institutional_effectiveness/reports.php

[Please review the data and comment on any trends.](#)

-

c. Current industry employment and wage data (please cite sources)

Summary

Quick Facts: Preschool Teachers	
2017 Median Pay ?	\$28,990 per year \$13.94 per hour
Typical Entry-Level Education ?	Associate's degree
Work Experience in a Related Occupation ?	None
On-the-job Training ?	None
Number of Jobs, 2016 ?	478,500
Job Outlook, 2016-26 ?	10% (Faster than average)
Employment Change, 2016-26 ?	50,100

Summary

Quick Facts: Special Education Teachers	
2017 Median Pay ?	\$58,980 per year
Typical Entry-Level Education ?	Bachelor's degree
Work Experience in a Related Occupation ?	None
On-the-job Training ?	None
Number of Jobs, 2016 ?	439,300
Job Outlook, 2016-26 ?	8% (As fast as average)
Employment Change, 2016-26 ?	33,300

Summary

Quick Facts: Preschool and Childcare Center Directors	
2017 Median Pay ?	\$46,890 per year \$22.54 per hour
Typical Entry-Level Education ?	Bachelor's degree
Work Experience in a Related Occupation ?	Less than 5 years
On-the-job Training ?	None
Number of Jobs, 2016 ?	61,800
Job Outlook, 2016-26 ?	11% (Faster than average)
Employment Change, 2016-26 ?	6,700

All information was obtained from the United States Department of Labor Bureau of Labor Statistics website.

d. Industry employment and wage trends

Projections of Employment by Occupation,
2014 - 2024

Selections:

CIP Code(s):

- 130101 Education, General
- 131001 Special Education and Teaching, General
- 131501 Teacher Assistant/Aide
- 190701 Human Development and Family Studies, General
- 190706 Child Development

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2014 Employment	Annual Job Openings (1)
399011	Child Care Workers	101,600	3,990
252052	Special Education Teachers, Kindergarten and Elementary School	16,400	470
252051	Special Education Teachers, Preschool	2,100	60
259041	Teacher Assistants	143,900	4,950
	Total	264,000	9,470

e. TOP code employment CORE indicator report

2014 - 2024

Selections:

TOP Code(s):

- 130500 Child Development/Early Care and Education
- 130520 Children with Special Needs
- 130540 Preschool Age Child
- 130550 The School Age Child
- 130560 Parenting and Family Education
- 130580 Child Development Administration and Management
- 130590 Infants and Toddlers

Geography: Santa Barbara County

Includes: Santa Barbara County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2014 Employment	Annual Job Openings (1)
399011	Child Care Workers	1,370	40
252011	Preschool Teachers, Except Special Education	530	15
	Total	1,900	55

f. Advisory committee recommendations

Advisory committee recommendations included aligning the 5 ECS degrees and certificates to the Curriculum Alignment Project. A handout of the proposed certificate/degree requirements was distributed. The degrees being proposed are:

- AST in ECS
- AS in Administration
- AS in Infant Toddler Development
- AS in Diversity Studies
- AS in Special Education
- AS in Elementary Education

Members of the committee agreed upon the degree proposals.

V. Continuous Improvement of the Program

a. Status of Final Plan of Action – Post Validation

Summarize the progress made on the recommendations from your last comprehensive program review plan of action

PLAN OF ACTION	ACTION TAKEN/RESULT AND STATUS
Lab Site at Lompoc Center	Renovations have started. Projected opening date is Fall 2017.
ECS program clerical support	Currently using a student worker at 15-20 hours per week. Additional hours needed.
Orfalea Grant progress.	Program faculty will assume curriculum development. One course in accreditation, one parent workshop on the Outdoor Classroom, and a course on Preschool Nutrition. Courses needed to be finalized and approved by Fall 2020.
New iPad technology in observation rooms ready to use after facilities approval for recording is completed.	Progress not made due to concerns regarding the recording of faculty in the children's center classrooms.
Explore ways to provide educational support to second language learners.	The development of 2 certificates completed in summer of 2017. Ten courses are in the AP&P approval process. Approval is anticipated for offering in spring 2019. Faculty will need to be hired to teach courses.

b. List any added resources that the program received in the past year and the results

Source	Specific Resource	Est. Amount \$	Impact on program or course outcomes
Facility Needs	LVC Lab Site for ECS 100-118-119	TBD	ECS core courses offered at LVC will be able to benefit from the lab setting which impacts all outcomes.
Technology Needs	New Printer for ECS Coordinator	\$450.00	Printer is needed to complete employee and coordinator responsibilities.
Staffing Needs	ECS Secretarial Support	\$17,000.00	Provide support services to ensure student engagement and focus for all ECS courses.
Equipment (non-technology)	Large locking cabinet to store ECS 106 and 115 instructional materials in I-213.	\$4000.00	Instructional materials are needed for students to apply program and course outcomes. Keeping them organized and free from theft is necessary.
Other Resources	Instructional materials to support ECS 115 after course review changes to SLOs	\$1500.00	Instructional materials are needed for students to apply program and course outcomes.
Recruitment/Outr	Create purchase	\$3000.00	Will inform students of course and program

each materials	updated program brochure, website, and outreach materials		outcomes. Increase communication throughout program and community.
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c. List any new or modified recommendations below, including rationale for these in the table.

Program Improvement Plan (Program, Priority Number, year)	Anticipated Outcome (Goal)	Program Goal Status (Indicate if this goal is ongoing from a previous Annual or Comprehensive Program Review or new this year).	Alignment to Strategic Directions and planning goals (see "Alignment to Strategic Directions" Attached	Activities	Justification (Evidence of need)	Resource Request (From table Below)	Anticipated Completion Date or On-going
None							

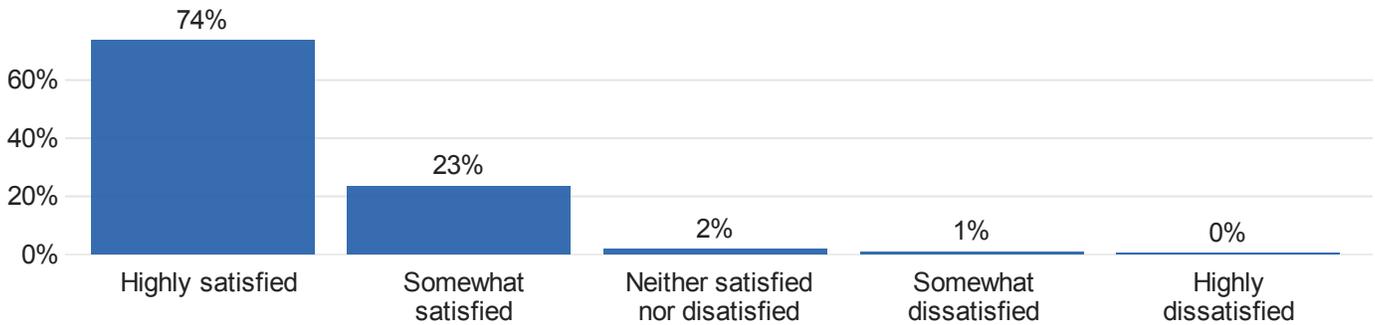
d. Summary of request for resources (please attach resource request form). Please list the type of request (facility, technology, staffing, equipment, other) and rank their priority.

Resource Requests (Program, RRX year)	Item	Program Goal	Type	One-time cost	On-going cost (per fiscal year)	Anticipated Completion Date or On-going

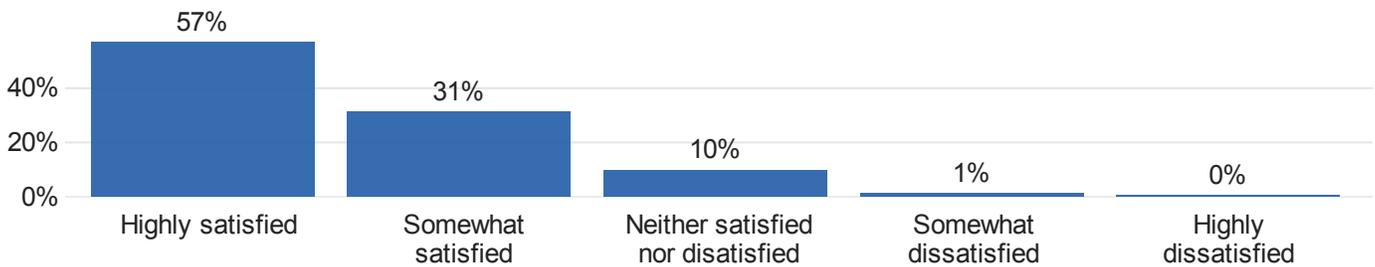
ECS Program Review Survey Fall 2018

The ECS Program Review Survey was administered in fall 2018 with 227 participants.

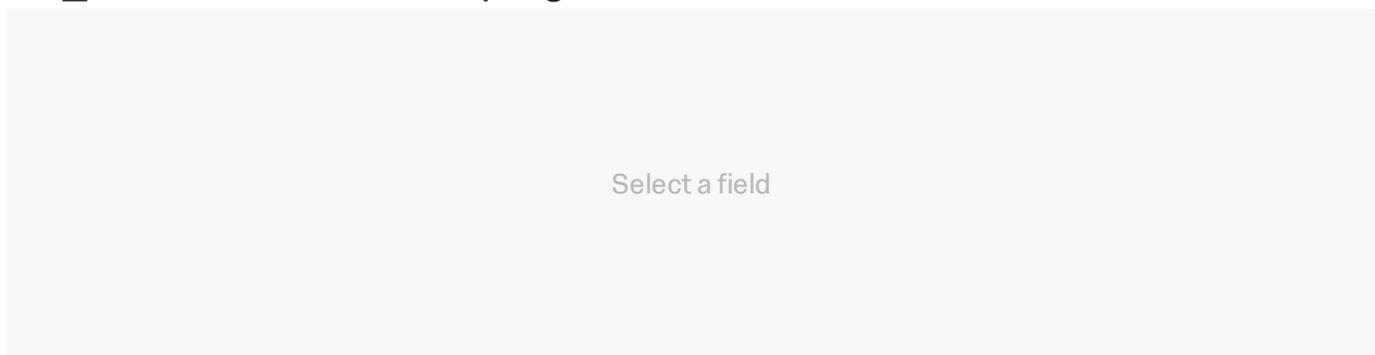
Q2_1 - Quality of instruction within the program



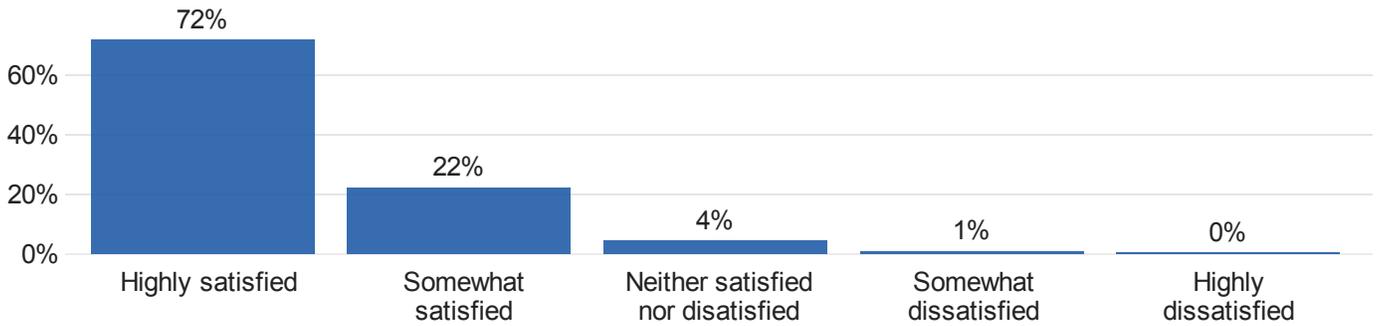
Q2_2 - The way textbooks and other materials used in courses within the program help me learn



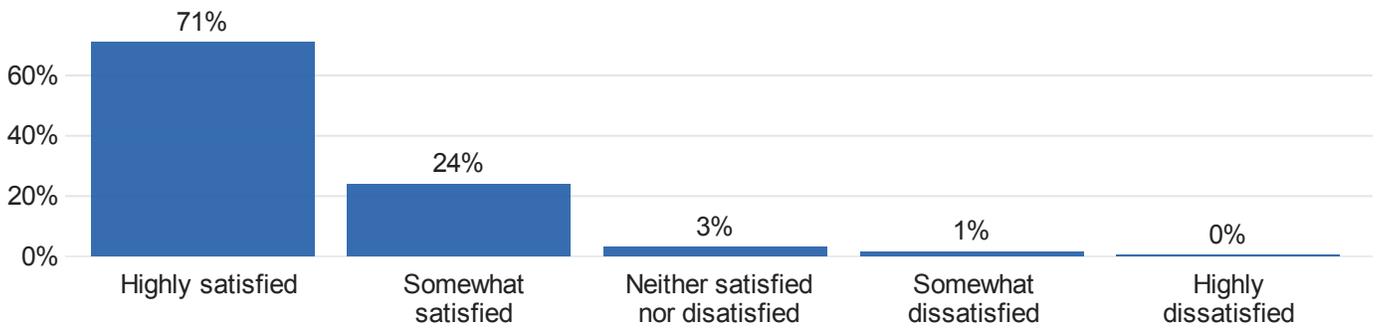
Q2_3 - Advice about the program from counselors



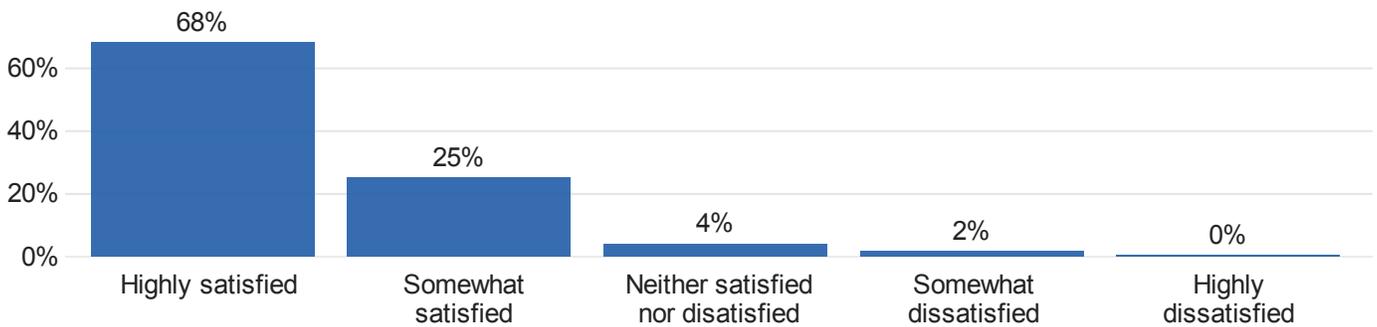
Q2_4 - The way this program meets your educational goals



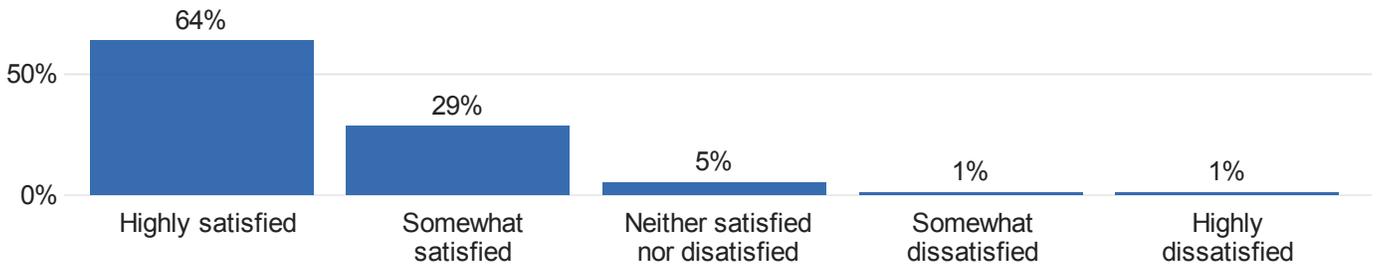
Q2_5 - Contribution towards your intellectual growth



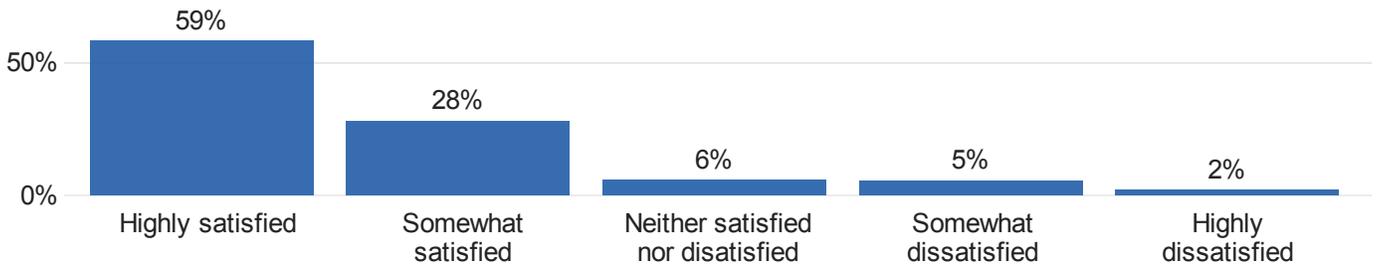
Q2_6 - Clarity of student learning outcomes and course objectives



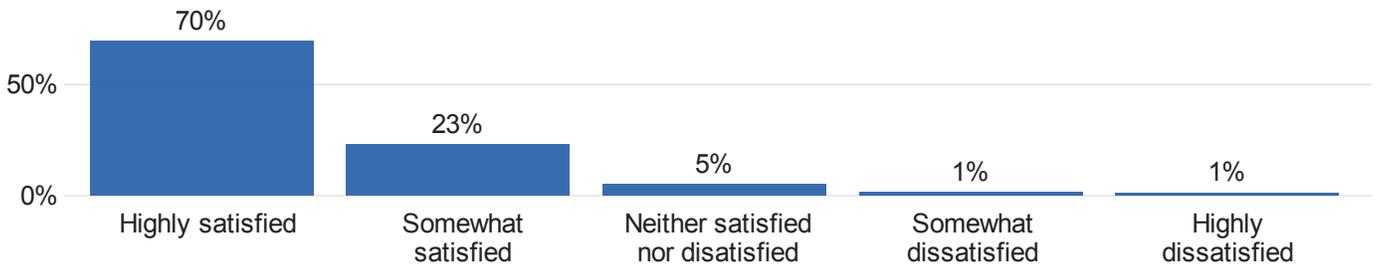
Q2_7 - Feedback and assessment of progress towards learning objectives



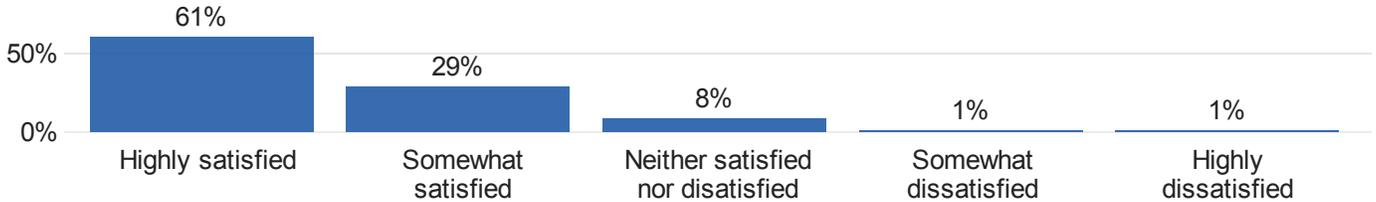
Q2_8 - The availability of courses offered in the Early Childhood Studies Program.



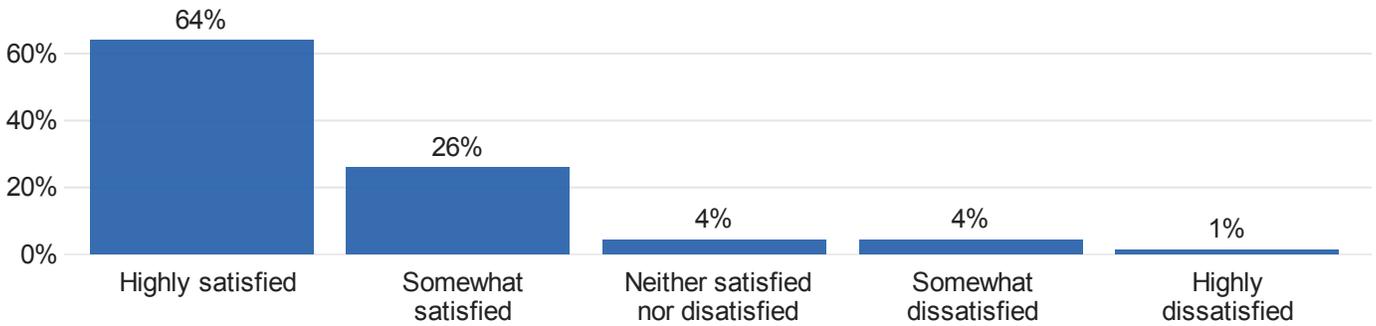
Q2_9 - The content of courses offered in the Early Childhood Studies Program.



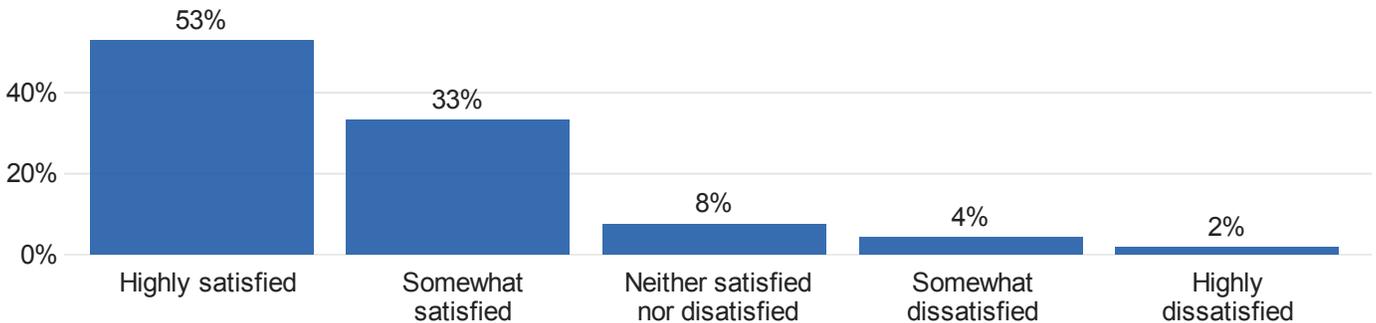
Q2_10 - The coordination of courses offered in the Early Childhood Studies Program and courses offered in other departments that may be required for your major



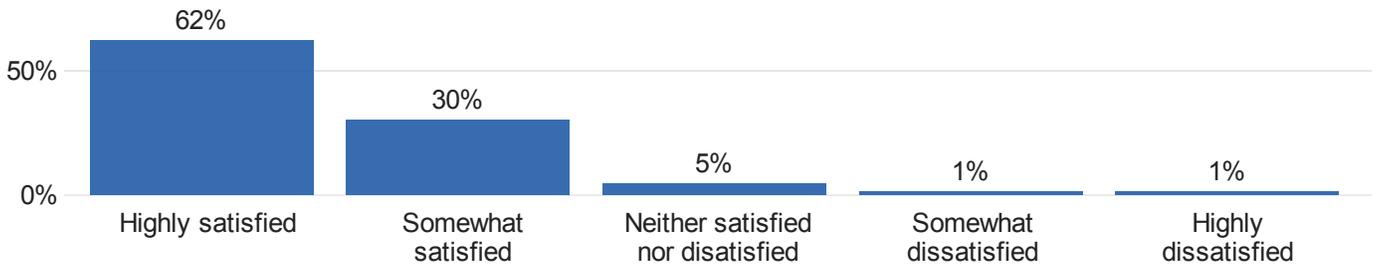
Q2_11 - The physical facilities and space (e.g., classrooms, labs)



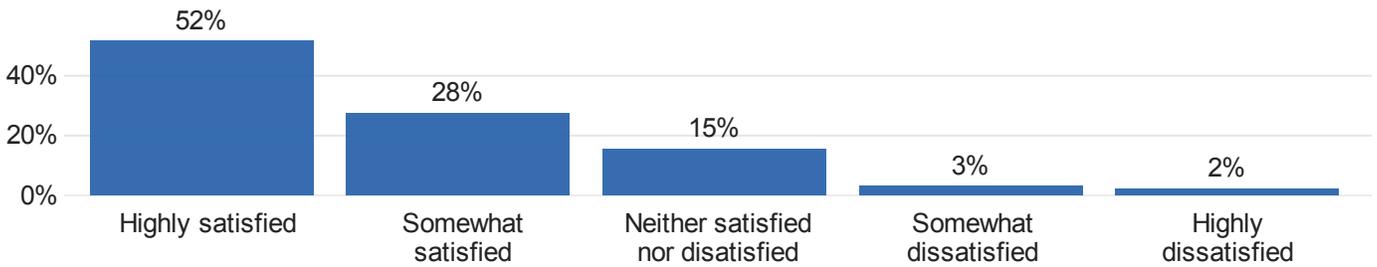
Q2_12 - Instructional equipment (e.g., computers, lab equipment)



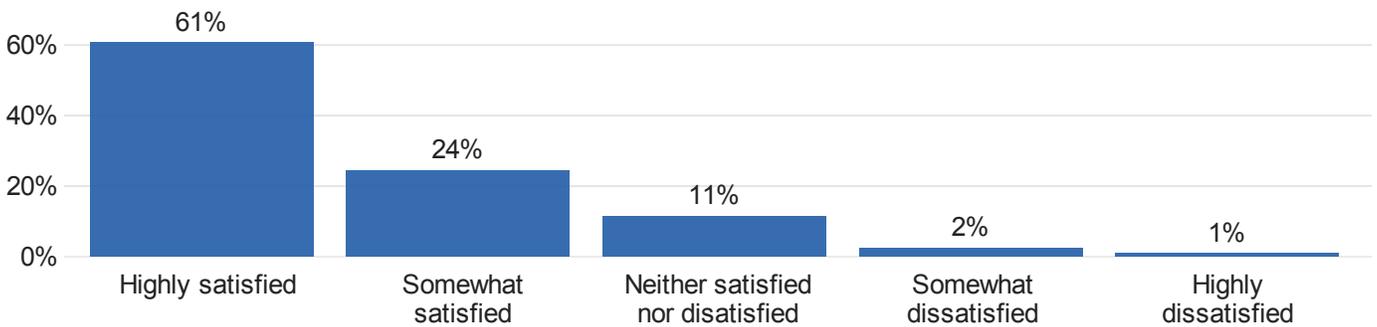
Q2_13 - Presentation of classes via the college's Canvas course management system



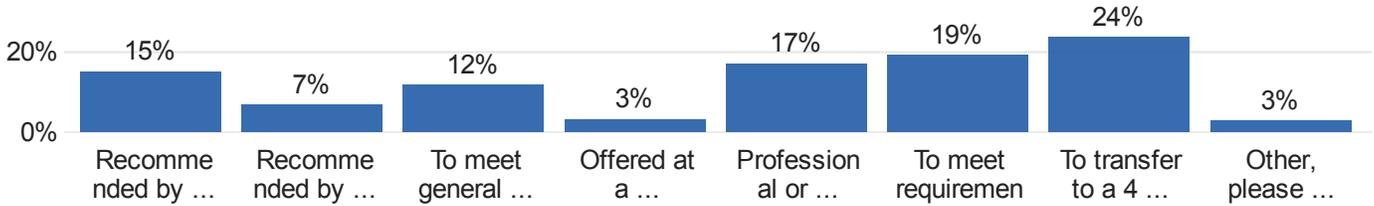
Q2_14 - Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)



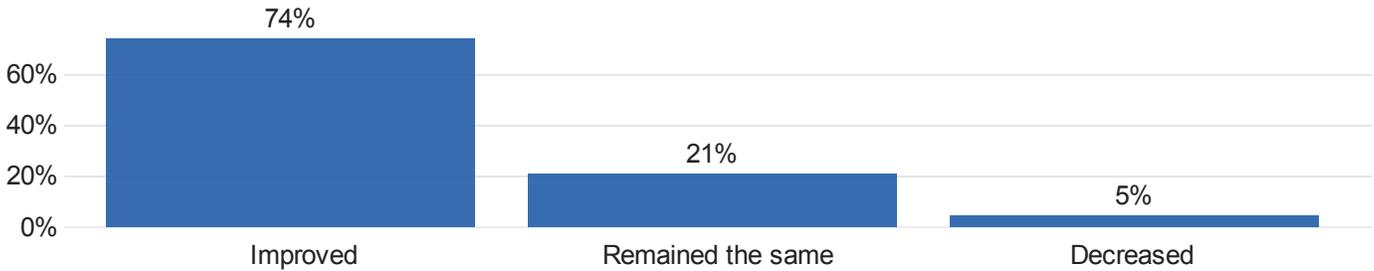
Q2_15 - Availability of appropriate resources in the college library.



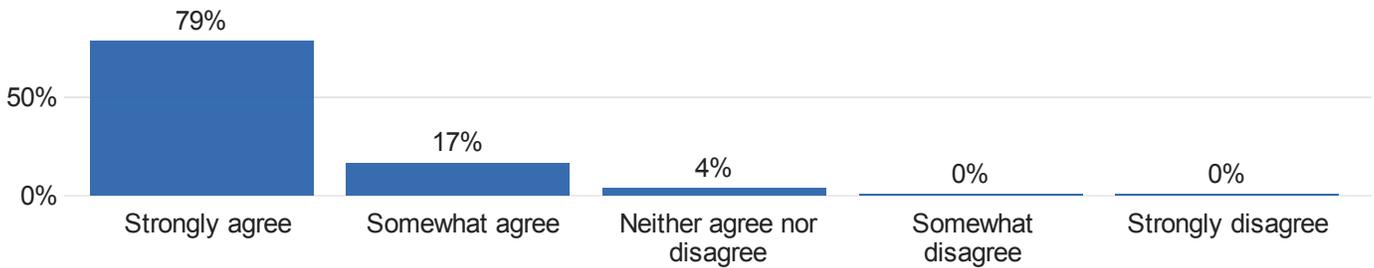
Q4 - Which of the following best describes your reason for taking this and other courses in Early Childhood Studies Program? - Selected Choice



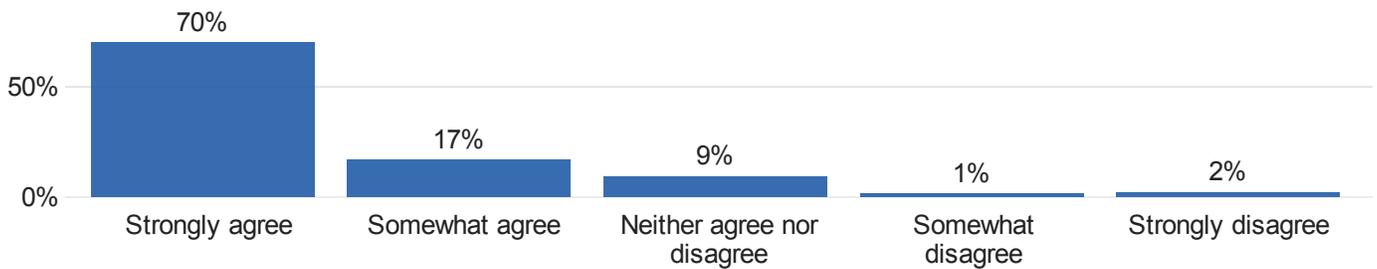
Q5 - Compared to the beginning of the semester, your attitude about Early Childhood Studies Program has



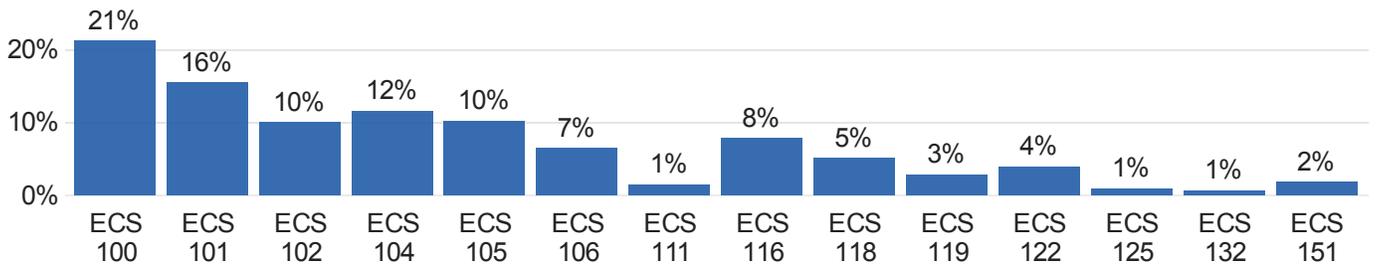
Q6_1 - I would recommend taking courses in Early Childhood Studies Program



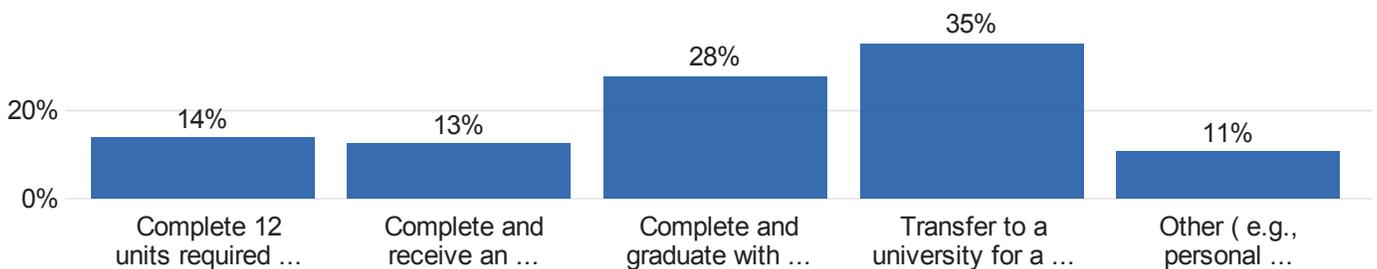
Q6_2 - I plan on taking additional courses in Early Childhood Studies Program



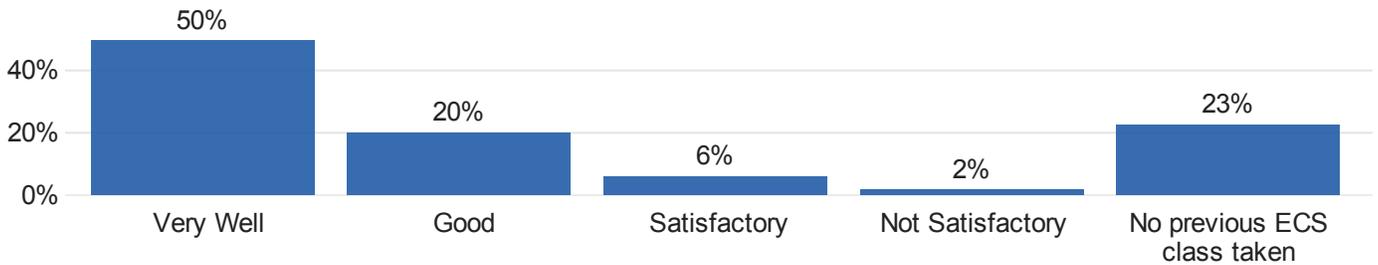
Q7 - Which of the following courses have you taken in Early Childhood Studies Program? (Check all that apply)



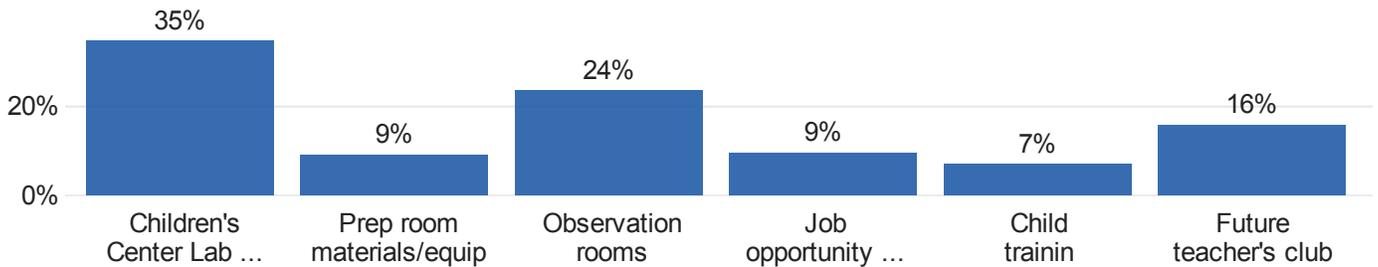
Q9 - What educational goals are you working toward as you attend Allan Hancock College? (Select all that apply)



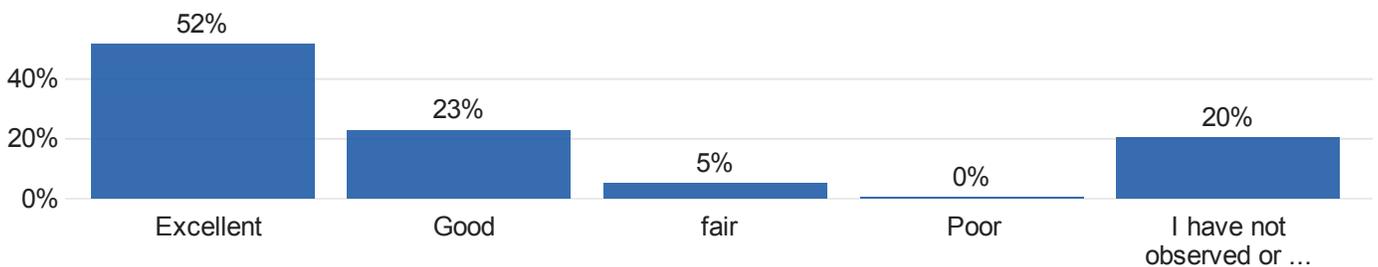
Q10 - How did your last early childhood studies class prepare you for the ones you are now taking?



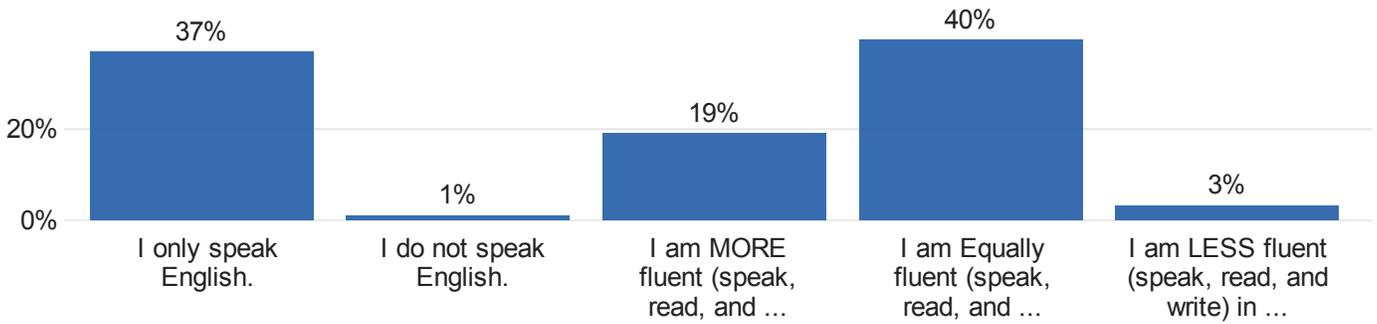
Q11 - What ECS program services are you familiar with? (Select all that apply)



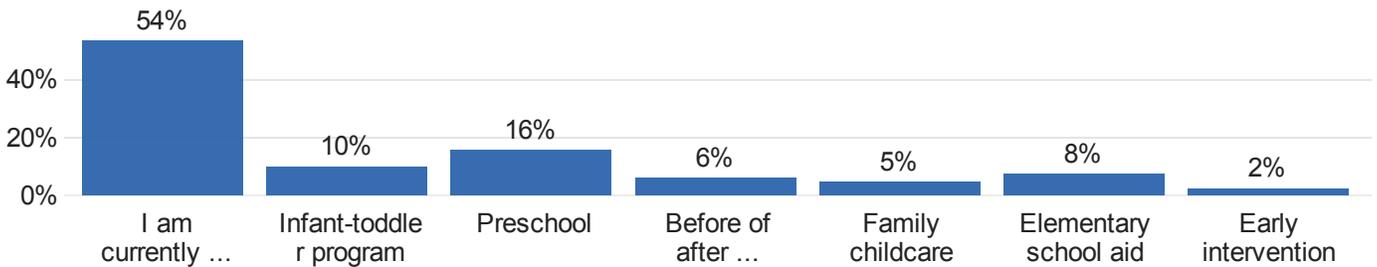
Q12 - Which best describes your overall learning experience at the Children's center lab?



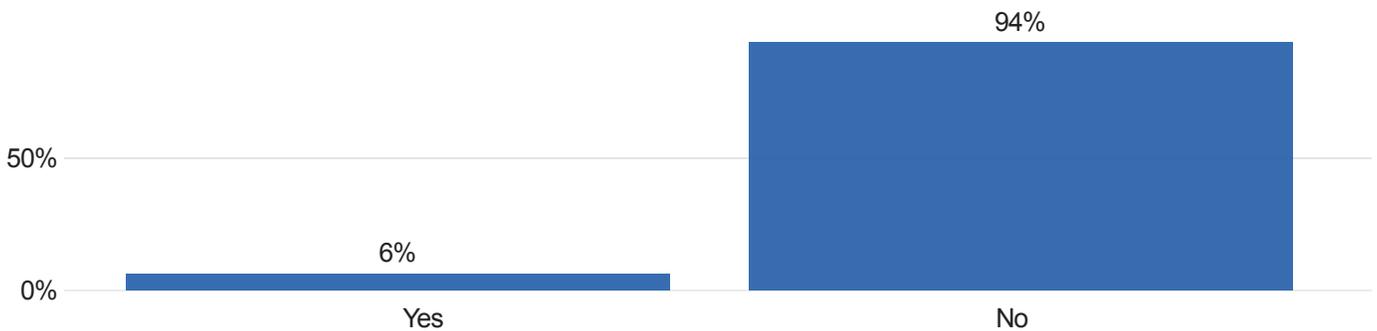
Q14 - Which statement best describes your language abilities?



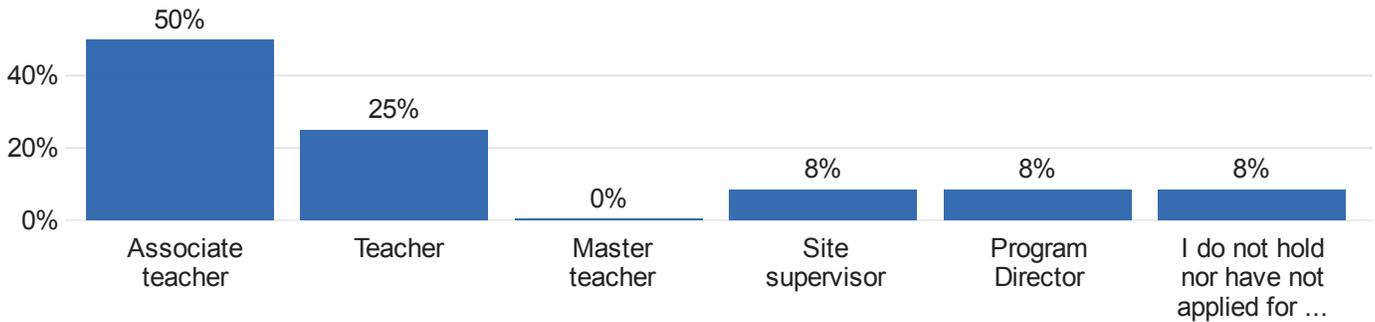
Q16 - If you are currently employed in a job serving children, what best describes your job?



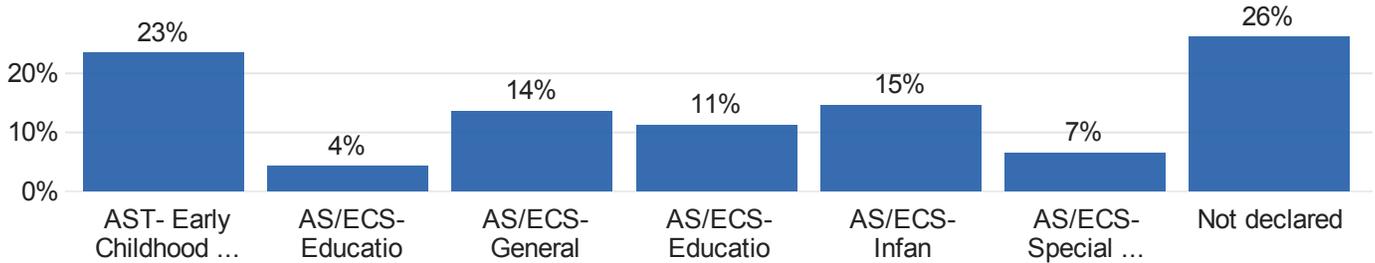
Q17 - Do you hold or have you applied for a Child Development Permit?



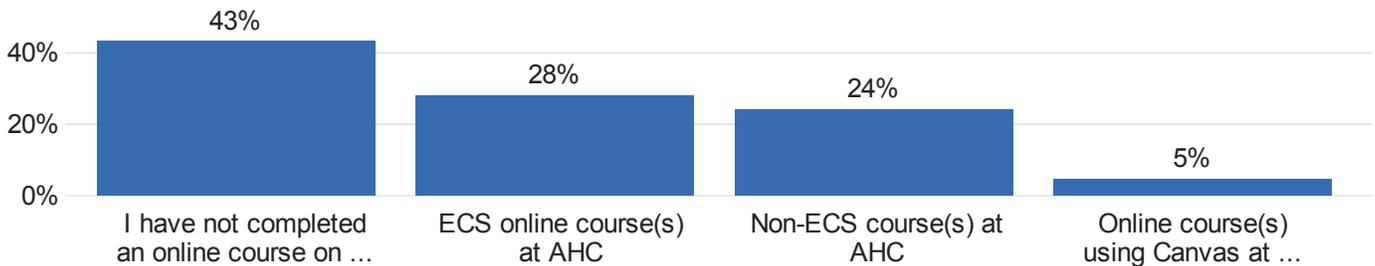
Q18 - Which permit have you applied for?



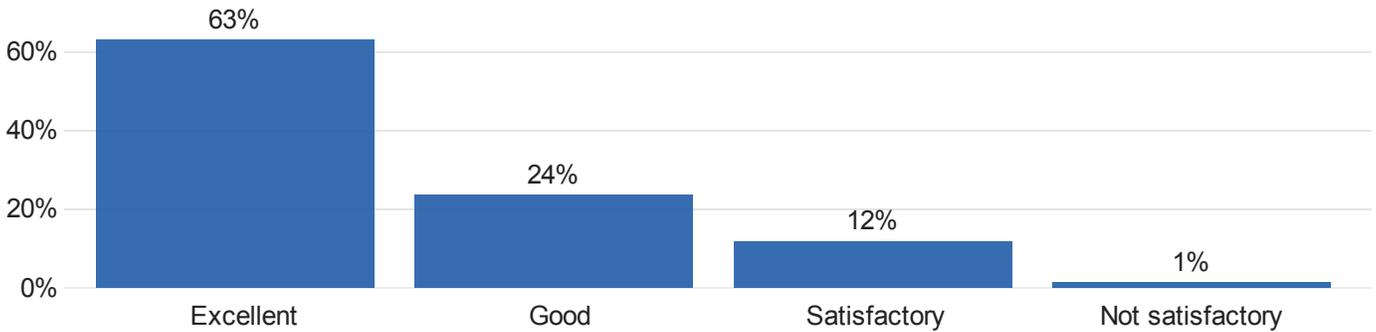
Q19 - Of the degrees/certificates offered in Early Childhood Studies, which is your area of concentration?



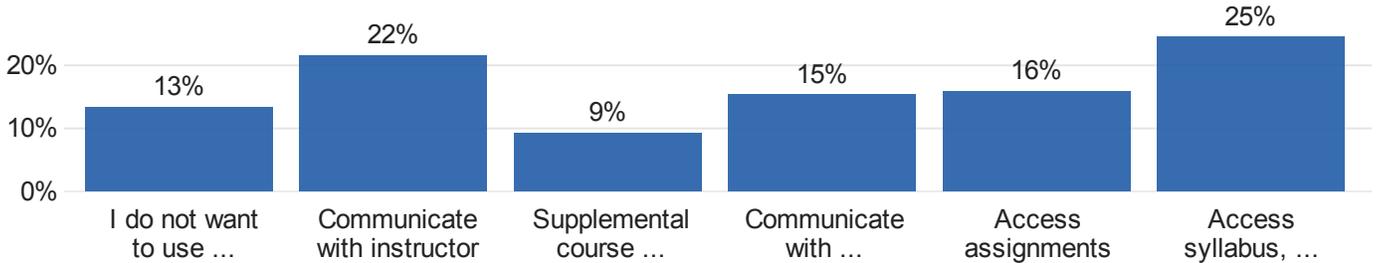
Q21 - What online courses have you completed in Canvas? (Select all that apply)



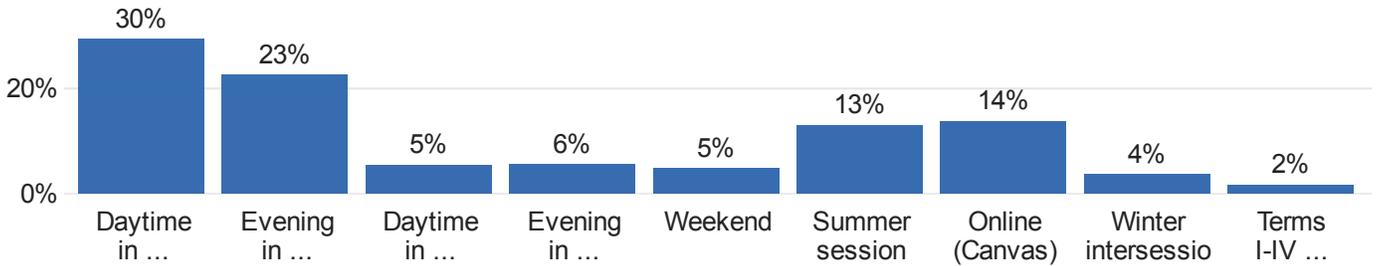
Q22 - What was your level of satisfaction with the ECS courses online?



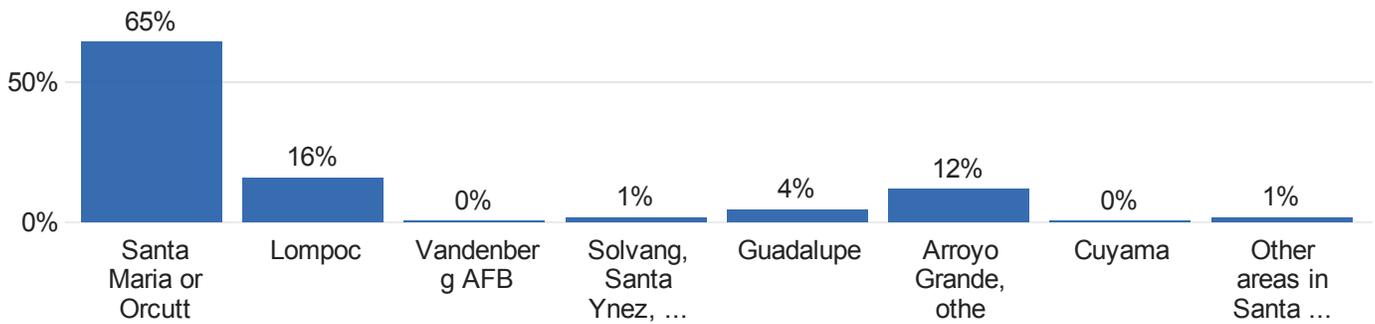
Q23 - Which parts of Canvas would you like your instructor to integrate into the instruction of on-site ECS courses? (Select all that apply)



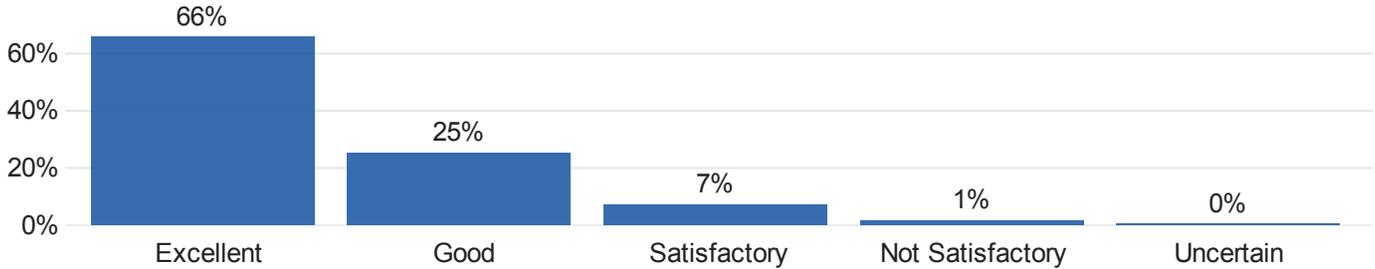
Q25 - Which classes below are you most likely to attend? (Select all that apply)



Q26 - Where do you live while you take classes at AHC?



Q28 - How do you rate your overall experience as a student enrolled in early childhood studies course(s)?



EXECUTIVE SUMMARY
(Validation Team Report)

1. MAJOR FINDINGS

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Strengths of the program/discipline:

1	Overall employment growth for the Child Development Sector is 4% based on regional labor market data
2	ECS Program student retention rate is 89% and student success rate is 74%
3	Student Type data showed many continuing students
4	Students are provided practical application opportunities through two campus lab schools (Santa Maria and Lompoc Valley campuses) and strong collaborations with community partners to support placement of students for hands on learning experiences.
5	9% of students identify as male compared to state and national averages of 1% to 3%
6	Program is directly aligned with industry and offers a variety of pathways and specializations (5 local degrees/certificates and 1 transfer degree)
7	ECS Program has a noncredit pathway to support both Dual Language Learners, vocational training, and basic skills
8	Many core classes offer zero cost and low-cost textbooks
9	Concurrent enrollment is available for students (ECS 100) with other classes being considered
10	Increase in degree awards over the last 5 years (26 in 2014-2015 to 61 in 2019-2020)
11	Data shows that students are completing the initial 12 units to enter the workforce
12	ECS Program offers ECS 149 Cooperative Work Experience and includes a requirement of 2.0 units for all local degree/certificates
13	Student surveys show that the program has its “finger on the pulse” of emerging needs
14	Faculty work with local 4-yr colleges to support relevancy of curriculum and transfer of students
15	Meaningful and well thought out program goals and action plan (Page 47)
16	Plan of action includes technology relevant to industry and workforce
17	Awareness of need to support students with varied modalities such as Distance Learning
18	Program addresses incoming student needs and participates in many student outreach activities such as providing an introductory course, participating in Hancock Hello, Bow Wow, ongoing communications with counseling, and the Future Teacher’s Club, while simultaneously maintains quality
20	ECS Program offers classes that are accepted to meet GE requirements for both CSU and AHC (ECS 100, ECS 101, ECS 102, ECS 114 and ECS 116)

Concerns regarding the program/discipline:

1	<p>A high percentage of students complete ECS 100, but only 3% go on to complete the capstone ECS 118/119 courses.</p> <table border="1" data-bbox="237 260 1364 386"> <thead> <tr> <th data-bbox="237 260 500 302">Academic Year</th> <th data-bbox="500 260 721 302">ECS 100</th> <th data-bbox="721 260 932 302">ECS 105</th> <th data-bbox="932 260 1143 302">ECS 106</th> <th data-bbox="1143 260 1364 302">ECS 118/119</th> </tr> </thead> <tbody> <tr> <td data-bbox="237 302 500 344">2018-2019</td> <td data-bbox="500 302 721 344">383</td> <td data-bbox="721 302 932 344">82</td> <td data-bbox="932 302 1143 344">81</td> <td data-bbox="1143 302 1364 344">52/30</td> </tr> <tr> <td data-bbox="237 344 500 386">2019-2020</td> <td data-bbox="500 344 721 386">414</td> <td data-bbox="721 344 932 386">69</td> <td data-bbox="932 344 1143 386">49</td> <td data-bbox="1143 344 1364 386">48/25</td> </tr> </tbody> </table> <p>Note that ECS 100 is a GE course and taken by students for CSU and AHC GE Categories.</p>	Academic Year	ECS 100	ECS 105	ECS 106	ECS 118/119	2018-2019	383	82	81	52/30	2019-2020	414	69	49	48/25
Academic Year	ECS 100	ECS 105	ECS 106	ECS 118/119												
2018-2019	383	82	81	52/30												
2019-2020	414	69	49	48/25												
2	<p>Student surveys show that 35% of students are unaware of or have not used the Children's Center Lab Schools.</p>															
3	<p>Lack of easily accessible spaces for students to complete assignments. Current limitations exist in the connection of academic classrooms and lab school access (Space and access are needed for planning, preparation of materials for assignments, student meetings, access to technology) to support program outcomes and course objectives.</p>															
4	<p>The ECS program currently has 3 FT instructional faculty. The ECS program as an FTEF/FTEF ratio of 11.198. To meet student need and maintain program quality, the ECS Program would need to hire several FT Faculty.</p>															
5	<p>Student access to lab schools is limited due to restrictive policies and hours of operation that do not support equitable access. Prior to the pandemic, and within the current hours of operation, students had reduced access when the center was open. For example, students were not able to conduct observation activities during nap time. The hours of operation also provide limitation to access. The center is currently open 7:45-4:45pm based on the academic calendar. Longer hours of operation including evenings (when academic classes are in session would allow more students and instructors to using the lab school. For example, the center is currently not accessible by faculty that do not work in the center. Providing access outside of operational hours (without children) for instructors to use the physical environment as an instructional strategy would support equitable access for students in classes that are scheduled when the centers are closed. Use of observations rooms by students and instructors is prohibitive. The Santa Maria Lab School has three observations rooms for student/instructor use. All three rooms are not operations due to the technology being outdated or not working properly.</p>															
6	<p>Currently, the college does not have policy to address videoing in the classroom, which is hindering the program ability to support student retention and success. Live feed video technology has not been able to be utilized. Not utilizing all the available technology due to privacy concerns, need to address these and resolve or find another method to address the goals of the technology.</p>															
7	<p>Need to train faculty on effective practices and methods in the new formats of Distance Learning, room/zoom, synchronous online, etc.</p>															
8	<p>There are inconsistencies in the pedagogical alignment with what is being taught in the academic classroom and what is being practiced in the lab school. As stated in the Program Review Self Study, there are differences in what is being taught in academic courses and what a student would see in practice in the lab school. Some examples would be the implementation and the practice of anti-biased curriculum, the processes related to health and sanitation, practices that support Dual Language Learners,</p>															

primary caregiving models, and other pedagogical practices that support the implementation of current theoretical perspectives in early care and education.

2. RECOMMENDATIONS

1	Recommend that program will address declines in enrollment from ECS 100 to ECS 105 and attrition as student complete ECS 105, 106 and Practicums. This can occur by: students participating in (1) counseling meetings two times per year, (2) working with instructors teaching the prerequisite courses to announce next course in sequence to their students, and (3) provide recruitment materials provided in ECS classrooms and lab school for student distribution. Continued focus will be given to recruitment of male students.
2	Recommend that the program increase the percentage of students that are familiar with the lab school by providing alternative ways to provide student access such as use of videos, increase hours of operation to include times classes are offered. Provide a virtual tour of the center with narration of basic information. Work on ways to integrate students into the lab school for completion of assignments related to academic coursework. Explore nonpaid CWE and internship opportunities. Provide areas for students to convene, complete assignments, store projects and materials, etc.
3	Recommend providing a student workspace in both lab schools to address student needs to plan, develop, and create curriculum needed to meet to their academic course objectives. Explore space at the LVC Campus to establish a student work area and provide outside access to the existing work room located in building I children's center. Additionally, provide storage I the two assigned work areas to house instructional materials necessary to train students to enter the workforce.
4	The ECS program currently has 3 FT instructional faculty. The ECS program as an FTEF/FTEF ratio of 11.198. To meet student need and maintain program quality, the ECS Program would need to hire several FT Faculty. We recommend hiring a minimum of two FT Faculty to address this shortage.
5	Recommend working with Lab School Director in working toward creating and instituting policy changes that would allow for increased student access, such as changing policy to allow lab school observations at all times (including nap time) as it is important for the current students/future workforce to observe all functions, throughout the day, of a school environment. Further, evening availability and Lompoc Valley campus lab school could provide additional access, thereby supporting equity to those unable to observe during the day or at Santa Maria main campus. Recommend access to lab school on the weekends. Although children might not be present, access with allows students to view environment. Work with IT to ensure that the existing observation rooms are operational and fully functioning.
6	Recommend implementing the utilization of live feed video (Widely used in training environments and empirical research supports the value of its use in andragogy). In the case of AHC lab school, not using live feed video is a lost opportunity to support andragogy (adult learning) where they observe successful child/teacher interactions (pedagogy) of children in their natural environment. Video feed privacy concerns were mitigated by other lab schools (i.e. Ventura Community College ECE Lab School) and

	<p>successfully integrated into their programs. Recommend communicating with those schools and observing their systematic approach to live feed video. While live feed video is appropriate for all students, it is particularly salient for marginalized students who cannot observe in the classroom (for example, due to limitation of number of adults in the classroom, and/or course being taught via zoom that needs real time observation) as they will now have observation access. Additionally, work with Academic Senate and other constituency groups on campus to address the need for livestream video as an instructional support modality.</p>
7	<p>Recommend training for all faculty and staff in the areas of technology in the classroom and lab schools, course requirements, teaching practices, and syllabi-course assignments.</p>
8	<p>Recommend the program will increase pedagogical alignment between the academic program and lab schools by: (1) establishing a monthly standing meeting of Director of Lab School and ECE coordinator/staff. With a goal of creating alignment between academic classroom content and lab school practices, (2) creating on-going system of communication that includes Director of Lab School, ECS coordinator, lead teachers and center staff. (3) Inviting lead teachers and center staff to sit in on academic classes and asking lead teachers and center staff to be guest lecturers in academic classes. Conversely, (4) invite academic faculty to provide staff training sessions on topics needed to support quality processes in the lab school.</p>

VALIDATION TEAM SIGNATURE PAGE

Yvon Frazier	 <u>Yvon Frazier (Dec 9, 2021 12:02 PST)</u>	Dec 9, 2021
Name (printed)	signature	date
Dr. Susan Walsh	 <u>Susan R Walsh (Dec 9, 2021 16:08 PST)</u>	Dec 9, 2021
Name (printed)	signature	date
Dr. Sofia Ramirez-Gelpi	 <u>Sofia Gelpi (Dec 9, 2021 16:19 PST)</u>	Dec 9, 2021
Name (printed)	signature	date
Liz West	 <u>Liz West (Dec 10, 2021 11:28 PST)</u>	Dec 10, 2021
Name (printed)	signature	date
Veronica Sanchez	 <u>Veronica Sanchez (Dec 10, 2021 15:19 PST)</u>	Dec 10, 2021
Name (printed)	signature	date

ECS_Executive Summary

Final Audit Report

2021-12-10

Created:	2021-12-09
By:	Jayme Llamas (jayme.llamas@hancockcollege.edu)
Status:	Signed
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"ECS_Executive Summary" History

-  Document created by Jayme Llamas (jayme.llamas@hancockcollege.edu)
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COURSE REVIEW VERIFICATION

Discipline: Early Childhood Studies Year: 2018-2019

As part of the program evaluation process, the self-study team has reviewed the course outlines supporting the discipline/program curriculum. The review process has resulted in the following recommendations:

1. The following course outlines are satisfactory as written and do not require modification (list all such courses): ECS 113, ECS 120
2. The following courses require minor modification to ensure currency. The self study team anticipates submitting such modifications to the AP&P, FALL 2018 SPRING 2019:
ECS 112
3. The following courses require major modification. The self study team anticipates submitting such modifications to the AP&P committee, FALL 2017 SPRING 2018:
ECS 100, ECS 101, ECS 102, ECS 104, ECS 105, ECS 106, ECS 114, ECS 115, ECS 116, ECS 117, ECS 118, ECS 119, ECS 122, ECS 125, ECS 130, ECS 132, ECS 149, ECS 151, ECS 310, ECS 311, ECS 312, EDUC 130, EDUC 132

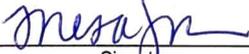
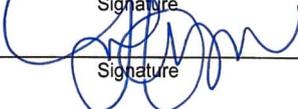
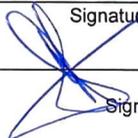
GRADUATION REQUIREMENTS: General Education (GE), Multicultural/Gender Studies (MCGS) and Health & Safety (H&W) Courses.

The following courses were reviewed as meeting an AHC GE requirement. The AP&P GE Criteria and Category Definitions (GE Learning Outcomes) forms were submitted to the AP&P for review on: ECS 100 (approved on 2/05/2018), ECS 101 (approved on 8/16/2018) and ECS 116 (approved on 12/27/2018).

The following courses were reviewed as meeting the MCGS requirement. The AP&P MCGS Criteria and Category Definitions (MCGS Learning Outcomes – To Be Developed) forms were submitted to the AP&P for review on: : ECS 100 (approved on 2/05/2018), ECS 101 (approved on 8/16/2018) and ECS 116 (approved on 12/27/2018).

The following courses were reviewed as meeting the H&W requirement. The AP&P H&W Studies Criteria (To Be Developed) and Category Definitions (H&W Learning Outcomes – To Be Developed) forms were submitted to the AP&P chair for review on: Not applicable.

Course Review Team Members:

<u>Thesa Roepke</u>		10/1/19
Name	Signature	Date
<u>Alice Caddell</u>		10/01/19
Name	Signature	Date
<u>Yvon Frazier</u>		10.01.19
Name	Signature	Date
<u>Lauro Manalo</u>		10-21-2019
AP&P Chair	Signature	Date
<u>Dr. Sofia Ramirez Gelpi</u>		10/24/19
Academic Dean	Signature	Date

PLAN OF ACTION – POST-VALIDATION
(Sixth-Year Evaluation)

DEPARTMENT Applied Behavioral Sciences PROGRAM Early Childhood Studies

Recommendations to improve Program Learning Outcomes and Achievement:

Develop individualized authentic processes to build community for each class that supports the engagement and success of all students to reduce student dropout rates and increase student participation and completion of courses.

Program goals 1 & 4 with associated Strategic Plan Goals SLS 1-8, E1 and IR3

Target date: Spring 2023

Provide opportunities for students to apply the concepts they are learning in their classes with children either such as in our lab schools and/or collaborative early care and education sites in the community.

Program goals 1, 4, & 6 with associated Strategic Plan Goals SLS 1-8, E1, & IR3

Target date: Spring 2023

Adopt more low cost and zero cost quality textbooks for our classes.

Program goals 1, & 4 with associated Strategic Plan Goals SLS 1-8, E1, & IR3

Target date: Spring 2023

The program (Academic and Lab Schools) will make a commitment to reviewing our courses, curriculum, textbooks, instructional materials, and processes using the lens of social justice, equity, diversity, and inclusion. Through a reflective process, develop recommendations for improvement that will be reviewed and included in the Program Annual Update.

Program goals 1, 4, & 6 with associated Strategic Plan Goals SLS 1-8, E1, & IR3

Target date: Fall 2023

Provide access to district funding to support staffing and purchase supplies and equipment to meet PLO and achievement goals.

Program goals 5 & 6 with associated Strategic Plan Goals SLS7, IR1, IR2 & IR3

Target date: Spring 2023

Recommendations to accommodate changes in student characteristics:

Student characteristics have changed based on the information age and course information being readily accessible online. The team recommends that teacher strategies should be modified to support this characteristic and support application strategies (teachable moments).

Program goals 1, 2, 3, 4, & 6 with associated Strategic Plan Goals SLS 1-8, E1, IR2, & IR3

Target date: Fall 2023

Support adult learners whose language may be other than English by looking at bigger college systems to support success such as: Noncredit pathways, support groups, tutoring, LAP, access to materials in their home

language, and others.

Program goal 6 with associated Strategic Plan Goal E1

Target date: Fall 2023

Provide instruction to students in our courses based on their interests and how the application of topics taught are contextualized for student learning to include but not be limited to internships, cooperative work experiences, volunteering, assignment focus, and project-based learning.

Program goals 1 & 6 with associated Strategic Plan Goals SLS 1-2, SLS 6, & E1

Target date: Fall 2023

Investigate ways to support service-based learning as a part of degree/certificate pathways.

Program goals 1 & 6 with associated Strategic Plan Goals SLS 1-2, SLS 6, & E1

Target date: Fall 2023

Provide information to students on campus resources on how to access mental health services.

Program goal 6 with associated Strategic Plan Goal E1

Target date: Spring 2022

Enrollment changes:

Over the last year and a half, distance learning classes have been full. As of fall 2021, face two face courses have lower enrollments. This student characteristics is quite different prior to Covid. The team recommends continuing to offer distance learning classes to support this change.

Program goals 1, 3 & 4 with associated Strategic Plan Goals SLS 1-2, SLS 6, & IR1-3

Target date: Fall 2023

Support timely entry and exit from ECS program. Provide both day and evening degree/certificate pathways.

Provide LVC pathway. Add 8-week fast track pathway.

Program goal 4 with associated Strategic Plan Goals SLS 1-8, E1, & IR3

Target date: Fall 2023

Demographic changes:

Continue to recruit underrepresented student populations such as minority gender, race, & students between the ages of 17-19 and over 50 as reported by the institutional data.

Program goals 1-6 with associated Strategic Plan Goals SLS 1-8, E1, & IR1-3

Target date: Fall 2023

Address retention and success rates of the above-mentioned groups.

Program goals 1-6 with associated Strategic Plan Goals SLS 1-8, E1, & IR1-3

Target date: Fall 2023

Curricular Changes:

- 1) Review of current ECS Emphasis in Elementary Education-Bilingual Bicultural degree and certificate program to meet industry standards. The revision focus would be on diversity studies.
- 2) Research and create a new local degree/certificate program with an emphasis in infant toddler development
- 3) Revise current COR for core courses in degrees/certificates to include updated language from the Curriculum Alignment Project (CAP) that support TPE for the revised Child Development Permit/Early Learning Credential
- 4) Apply a JEDI lens to all ECS Program curriculum, materials, policy and procedures and practices to support social justice, equity, diversity, and inclusion.
- 5) Course textbook adoptions to move towards free or low-cost textbooks and materials.
- 6) Revise ECS 303 by modifying curriculum to support mirrored course for noncredit pathway into credit.
- 7) Develop and certificate pathway for Certified Behavioral Technician with Associates Degree.
- 8) Align the Elementary Teacher Education ADT with Applied Behavioral Sciences
- 9) Create an introduction course to the ECS/EDUC educational pathway to support the Guided Pathway efforts.

Program goal 1 with associated Strategic Plan Goals SLS 1-2, SLS 6, & E1

Target date: Fall 2024

Co-Curricular Changes:

Realign the Elementary Education pathway and ADT through Early Childhood Studies based on workforce/industry standards (Early Learning Credential, Transitional Kindergarten legislation). Updating to EDUC cross listed courses to include pathway options. Add EDUC cross listing on other courses such as: ECS 310-316.

Program goal 1 with associated Strategic Plan Goals SLS 1-2, SLS 6, & E1

Target date: Fall 2024

Neighboring Colleges and Universities:

Build collaborations with Brandman, Laverne, Cal Poly SLO, and Channel Islands to support student transfer rates.

Look at other institutions of higher learning that offer distance learning degrees to offer our students.

Program goal 6 with associated Strategic Plan Goal E1

Target date: Fall 2024

Related Community Plans:

Participate in the QRIS Consortia, Child Development Training Consortium, Teacher Pipeline, CCCECE and maintain the Future Teacher's Club.

Create opportunities for student support in the community that is directly connected to the student.

Advocate on a state level to make the current credentialing process more accessible to all groups of applicants and promote strategies to keep the current workforce employable.

Program goal 6 with associated Strategic Plan Goal E1

Target date: Fall 2024

Facilities:

Maintain current level of classrooms. Provide physical access to student lab areas. Increase remote access to lab school for instructional purposes. Ensure that classroom technology is updated and sustainable for instruction. Ensure that instructional faculty and student lab computers are updated a meet minimal district standard. Reinstate evening hours for the lab schools to support evening track students.

Program goals 2 & 3 with associated Strategic Plan Goals ER1-3

Target date: Fall 2024

Equipment:

Increase current operation budget to support program consumable supplies based on need.

Program goal 2 with associated Strategic Plan Goal IR2

Target date: Fall 2024

Staffing:

Maintain faculty FTEF based on enrollment and FTES. Ensure quality teacher education/experience levels by classroom in the Children's Center Labs Schools to support academic program needs. Provide necessary clerical support for the program-based number of regulatory processes and mandates above what the Department Administrative Assistant provides.

Program goal 5 with associated Strategic Plan Goals SLS 7 & IR1

Target date: Fall 2024

Recommendations provided by the Validation Team (+ Indicates when connected with Pre-Validation Action Items):

Recommend that program will address declines in enrollment from ECS 100 to ECS 105 and attrition as student complete ECS 105, 106 and Practicums. This can occur by: students participating in (1) counseling meetings two times per year, (2) working with instructors teaching the prerequisite courses to announce next course in sequence to their students, and (3) provide recruitment materials provided in ECS classrooms and lab school for student distribution. Continued focus will be given to recruitment of male students. +

Recommend that the program increase the percentage of students that are familiar with the lab school by providing alternative ways to provide student access such as use of videos, increase hours of operation to include times classes are offered. Provide a virtual tour of the center with narration of basic information. Work on ways to integrate students into the lab school for completion of assignments related to academic coursework. Explore nonpaid CWE and internship opportunities. Provide areas for students to convene, complete assignments, store projects and materials, etc. +

Recommend providing a student workspace in both lab schools to address student needs to plan, develop, and create curriculum needed to meet to their academic course objectives. Explore space at the LVC Campus to establish a student work area and provide outside access to the existing work room located in building I children's center. Additionally, provide storage I the two assigned work areas to house instructional materials necessary to train students to enter the workforce. +

The ECS program currently has 3 FT instructional faculty. The ECS program as an FTEF/FTEF ratio of 11.198. To

meet student need and maintain program quality, the ECS Program would need to hire several FT Faculty. We recommend hiring a minimum of two FT Faculty to address this shortage. +

Recommend working with Lab School Director in working toward creating and instituting policy changes that would allow for increased student access, such as changing policy to allow lab school observations at all times (including nap time) as it is important for the current students/future workforce to observe all functions, throughout the day, of a school environment. Further, evening availability and Lompoc Valley campus lab school could provide additional access, thereby supporting equity to those unable to observe during the day or at Santa Maria main campus. Recommend access to lab school on the weekends. Although children might not be present, access with allows students to view environment. Work with IT to ensure that the existing observation rooms are operational and fully functioning.

Recommend implementing the utilization of live feed video (Widely used in training environments and empirical research supports the value of its use in andragogy). In the case of AHC lab school, not using live feed video is a lost opportunity to support andragogy (adult learning) where they observe successful child/teacher interactions (pedagogy) of children in their natural environment. Video feed privacy concerns were mitigated by other lab schools (i.e. Ventura Community College ECE Lab School) and 17 successfully integrated into their programs. Recommend communicating with those schools and observing their systematic approach to live feed video. While live feed video is appropriate for all students, it is particularly salient for marginalized students who cannot observe in the classroom (for example, due to limitation of number of adults in the classroom, and/or course being taught via zoom that needs real time observation) as they will now have observation access. Additionally, work with Academic Senate and other constituency groups on campus to address the need for livestream video as an instructional support modality. +

Recommend training for all faculty and staff in the areas of technology in the classroom and lab schools, course requirements, teaching practices, and syllabi-course assignments. +

Recommend the program will increase pedagogical alignment between the academic program and lab schools by: (1) establishing a monthly standing meeting of Director of Lab School and ECE coordinator/staff. With a goal of creating alignment between academic classroom content and lab school practices, (2) creating on-going system of communication that includes Director of Lab School, ECS coordinator, lead teachers and center staff. (3) Inviting lead teachers and center staff to sit in on academic classes and asking lead teachers and center staff to be guest lecturers in academic classes. Conversely, (4) invite academic faculty to provide staff training sessions on topics needed to support quality processes in the lab school.

The ECS Program agrees with the Executive Summary and Recommendations.

PLAN OF ACTION – Post-Validation

Review and
Approval

Validation Team

Yvon Frazier 
Yvon Frazier (Dec 9, 2021 12:26 PST) Date: Dec 9, 2021

Dr. Susan Walsh 
Susan R Walsh (Dec 9, 2021 16:11 PST) Date: Dec 9, 2021

Liz West 
Liz West (Dec 9, 2021 16:15 PST) Date: Dec 9, 2021

Veronica Sanchez 
Veronica Sanchez (Dec 9, 2021 08:06 PST) Date: Dec 10, 2021

Reviewed:

Department Chair*

Thesa Roepke 
Thesa Roepke (Dec 10, 2021 08:19 PST) Date: Dec 10, 2021

*Signature of Department Chair indicates approval by department of Plan of Action.

Reviewed:

Dean of Academic Affairs

Dr. Sofia Ramirez Gelpi 
Sofia Gelpi (Dec 10, 2021 10:53 PST) Date: Dec 10, 2021

Vice President, Academic Affairs

Dr. Robert Curry 
Robert Curry (Dec 20, 2021 14:13 PST) Date: Dec 20, 2021

EARLY CHILDHOOD STUDIES POST VALIDATION PLAN OF ACTION 12-21

Final Audit Report

2021-12-10

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Transaction ID:	CBJCHBCAABAA8IirTE7Zu0liq_-rCtyqpLrtSmlWDC4q

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Post Validation Plan of Action_ECS

Final Audit Report

2021-12-20

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