

EARLY CHILDHOOD STUDIES YEARLY PLANNING DISCUSSION CURRICULUM AND TEACHING DESIGN

Program Name Early Childhood Studies (ECS) and ECSN **Academic Year** 2024-2025

1. Has your program mission or primary function changed in the last year? Our program mission or function has not changed in the last year. The ECS Leadership Team finalized the revision of the ECS Children's Center Lab School Philosophy Statement that will complement and align with the Early Childhood Studies Vision Statement and Children's Center Lab School Purpose Statement that was vetted in April of 2024. The philosophy statement was vetted in April of 2025 through constituency groups (ECS FT/PTF, Program Director of Lab Schools, Lab School faculty and staff, and ECS Advisory Committee). The statement will be adopted in Fall 2025.
2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

Curricular changes Certificate/Degree Revisions	<p>The ECS Program has analyzed programs, courses, and other aspects that fall under the core topic of Curriculum and Design for currency and relevance, accessibility, and equitable practices. The main conclusions are summarized below.</p> <p>The following degree/certificate program and courses have been deactivated as they were determined to no longer be current and relevant in the discipline: Associates degree in ECS with an emphasis in Elementary Education Certificate of Achievement in ECS with an emphasis in Elementary Education-replaced with the AAT in Elementary Education ECS 130 and ECS 130 were deactivated but will still be offered as EDUC 130 and EDUC 132.</p> <p>The following courses were reviewed for currency, relevancy, accessibility, level on innovation and equitable practices: ECS 105 Observation and Assessment was revised to include updates to textbooks, SLOs, and integration of Teacher Performance Expectations. ECS 106 Introduction to Curriculum was revised to include updates to textbooks (Conversion to OER), SLOs, and integration of Teacher Performance Expectations. ECS 116 Teaching in a Diverse Society was revised to include updates to textbooks (conversion to OER), SLOs, and integration of Teacher Performance Expectations. ECS 125 Curriculum for Afterschool & Recreational Programs (formally Caring for the School Age Child) was revised to include the current industry connection to recreation.</p>
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	<p>ECS 118/ECS 119 were both approved to increase the hours of practicum from 75-85 hours per term to align with the P-3rd grade credentialing requirements. The P-3rd grade credentialing requirements will permit a candidate to receive an exemption for a maximum of 200 practicum hours from a community college to apply towards their 600 upper division practicum hours.</p> <p>ECS 103 (Formally 303) was revised to expand disciplines and include Education with Early Childhood Studies.</p> <p>The following new courses were created and approved by AP & P: ECSN 7149 Work Experience Education EDUN 7149 Work Experience Education</p> <p>The following new programs were created and approved by AP & P: EDUN Instructional Aide-Certificate of Completion Early Childhood Studies Associate Teacher Certificate-Certificate of Achievement Early Childhood Studies Teacher Certificate-Certificate of Achievement Early Childhood Studies Master Teacher Certificate-Certificate of Achievement Early Childhood Studies Site Supervisor Certificate-Certificate of Achievement</p> <p>Additional certificate proposals were approved by the ECS Advisory Committee for future development: Infant Toddler Specialization 15 units Speech Language Pathologist Assistant (SLPA) TBD Special Education Assistant 20 units Registered Behavior Technician (RBT) 12-24 units</p> <p>The ECS program is proposing a revision to the transfer degree that will include the addition of 2 units of ECS 149 to AST in ECE to support the maximum of 200 hours to be applied to the P-3rd grade credential at our level and provide students opportunities to gain experience while completing their degree program requirements.</p> <p>The ECS program will be revising emphasis courses over the next academic year to currency and relevancy and continue to review core courses for opportunities to convert courses textbooks and materials into zero cost or OER options with the goal of being able to offer a zero-cost transfer degree in Early Childhood Education.</p> <p>The ECS Program will initiate a new course proposal to support the Preschool Teacher Apprenticeship Program associated to APRN 400 ECE Teacher Apprenticeship – 1 unit</p>
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	<p>The ECS Program will be submitting all 8 core courses for revisions per AB1111 in the 2025-2026 academic year. ECS 100 is listed in the second phase of CCN followed by ECS 101, 102, 104, 105, 106, 116, and 118 in the third phase. All courses will be submitted when templates are received.</p> <p>The ECS Program will be submitting ECS 118 and ECS 119 for revisions to limit enrollment to students who are 18 or over based on industry standards and would not be offered through CCAP or dual enrollment.</p> <p>The ECS Program conducted an ECS Student Equity Survey in late fall of 2024 to support program faculty in identifying our students' assets, strengths, and area of need. Several of the data points will support curricular modifications that will support equity measures in the courses.</p> <p>Recommendation of an increase in the ECS Program Budget for instructional materials and operational supplies for instructional purposes in the amount of \$5,000.00 annually. These monies are critical to support students in the ECS lab school. These materials are critical to the academic program infrastructure and impact student success and completion towards meeting course objectives (particularly ECS 115, ECS 118, ECS 106, and ECS 119). Additionally, with the growth of ECSN and the EDLV course enrollments, we are recommending a budget be established to purchase instructional materials and supplies in the amount of \$1000.00 annually. Formally ECS Obj. 6 in last annual report.</p>
Articulation Agreements/MOU's	<p>The ECS Program faculty are continuing their conversations with both CSU partners (CPSU/CSUCI) to align our two-year pathway with their Preschool-Third grade Credentialing Program. Our course 8 transfer degree courses have been revised to include TPE language in the COR and our practicum courses have increased hours from 75 hours to 85 hours to support students in being able to complete 200 hours at our level to transfer.</p> <p>The ECS Program continues to work formally with SMBSD and informally with other districts to offer fast track/DE courses in ECS to support their workforce in meeting the legislative mandate of all TK professionals employed in districts to have complete 24 units in ECS/ECS by 2026.</p> <p>The ECS Program and college signed an agreement with Guadalupe Union School District to offer PARN classes to their families beginning fall 2024. The MOU was not acted upon in 2024-2025 but will be initiated again for the 2025-2026 school year. The ECS Program continues to work with other districts to establish similar agreements.</p> <p>The ECS program continues to teach courses at the NCJ with success. Courses offered were ECS 100, ECS 101, ECS 102, ECS 114, and ECS 116. All 5 classes are CalGETC and/or AHC GE approved. We would be</p>

	<p>interested in taking our courses back to the Lompoc Federal Penitentiary if the opportunity exists.</p> <p>The ECS Program continues to utilize workforce partners in the placement of ECS students for ECS 149 placements and completion of course assignments.</p>
Dual Enrollment CCAP	<p>Currently the ECS Program offers concurrent enrollment classes at OAHS (ECS 100, ECS/EDUC 130). During the academic year 2024-2025, the ECS Program added dual enrollment of ECS 100 and ECS 101 at Lompoc High School. The approved faculty member has since transferred from LHS to CHS. We hope to offer the same classes at CHS for the 225-2026 academic year. In the year 2025-2026, we will offer after bell schedule ECS 100 at Righetti High School and another class in Guadalupe for their cohort there. Additionally, we have offered ECS/EDUC 149 to students during the bell schedule at Righetti high school and plan to continue to offer the class next year. The ECS Program continues to work with high schools in our service area to identify qualified high school faculty to teach additional ECS courses at the high school level. There is interest from our faculty in offered DE or Hybrid opportunities before and after bell schedule in hard to service schools such as Cuyama and Santa Ynez High School.</p>
Non-Credit	<p>The ECSN program has completed the second cohort in ECSN with the ELDV support classes. There were 91 (267) students enrolled for the 2024-2025 academic year. The enrollment has almost doubled since the last academic year.</p> <p>Certificates awarded: F24 4 S25 8 Students who reported transitioning to the ECS credit program 4</p> <p>The ECS Program faculty in collaboration with Dean Gelpi launch will begin offering EDUN pathway in the spring of 2026 that will support local school districts in hiring highly qualified Instructional/Bilingual Instructional Aide. We recommend that the EDUN pathway also have ELDV support classes as English competency is required to promote in the EDUN field.</p>
Grant Awards	<p>The ECS Program has been awarded an apprenticeship to support Instructional Aids including IA in TK classrooms. Work will be in the fall of 2024 to plan the aspect of the program and has received an extension to complete the planning grant by September 30, 2025. There is an interest in developing an additional apprenticeship to support the EDUC industry and the Instructional Aide job title.</p> <p>The ECS Program continues to offer student stipends from the Child Development Training Consortium Grant. The college receives 300 units to promote training and retention of the workforce through completion of credit bearing units that lead to a certificate or degree in ECS or ECE.</p>

	<p>All 300 units were expended to qualified students during the 2024-2025 academic year.</p> <p>The ECS Program was awarded \$9,000 as a part of the Innovation Fund to support ECS Program integration into the Children's Center Lab school. The grant project will begin in the summer of 2025 and conclude fall 2025.</p> <p>The ECS Program was awarded legacy funds through the Orfalea Foundation in 2017. These funds are to be expended based on the award deliverables. The ECS Program will be accessing the fund to support observation room upgrades at the Santa Maria Lab School site. A maximum of \$200,000 was used to provide perimeter and internal infrastructure at the LVC Outdoor Classroom. Work is scheduled to be completed by June 2025. The ECS Program and the ABS Department Chair have requested to be made a part of the approval workflow so that decisions made with these funds align with the ECS academic program initiatives.</p> <p>The ECS Program is a recipient and participant in the OER/ZTC grant that supports programs in researching and/or development of OER materials for their course. The ECS Program is working towards offering all 7 course classes in an OER format to move towards a ZTC degree in ECE. The following courses are current ZCT: ECS 100, ECS 101, ECS 102, ECS 104, ECS 106, ECS 116. The following courses are LCT: ECS 103, ECS 105, and ECS 118/119.</p> <p>The ECS Program has also applied and was awarded a DAS apprenticeship planning grant that could bring changes to the function of the ECS and EDUC programs. We are on target to complete the grant deliverables by September 30, 2025.</p> <p>The ECS Program and Lab School anticipate the ending of the CCAMPIS grant (which funds the twilight program) due to DOE funding cuts. Alternative funding will need to be secured to continue to offer the program for our practicum students and other adult learners.</p>
ECS Lab School Connections	<p>The ECS Program, in collaboration with constituents, revised the ECS Children's Center Lab School program philosophy and developed a philosophical framework. Both items were vetted through constituents and approved by the ECS Advisory Committee on April 25, 2025. Distribution and implementation will occur in the fall 2025 semester. The ECS Program continues to strengthen academic program integration into the lab school practices. We meet monthly as a team to collaborate and support the integration of the ECS Academic Program into the Lab school operations.</p>
Outreach Activities	<p>The ECS Program participated in several outreach activities to support comprehensive program planning and increase program quality. We have faculty serving on multiple community councils and committees such as but not limited to First 5 of Santa Barbara County Advisory</p>

	<p>Committee, the local Child Care Planning Council, the state-wide California Community College Early Childhood Educators, the Association of California Community College Teacher Education Programs, and hold memberships with the National Association for the Education of Young Children, as well as we also participated in two Bulldog Bound series with Teacher Spike and our Dialogic Reading Activity with 5 and 6th graders based on the slogan, “Cool kids read, and cooler kids read books to other kids.” We had three students participate in the SKILLS USA under Child Development competition at a regional level with two students advancing to a state level. The students comprised of two CCAP and one AHC traditional college students. We had two gold regional awards and one silver followed by one state gold award. We ended our academic year with our first ever Career Academy that had 13 ECS students learn workforce preparation skills and receive a 60-hour internship with a workforce partner. With the addition of a third FTF member, we plan to reestablish our Future Teachers Club for our students interested in pursuing careers teaching others at any level.</p>												
Financial Resources	<p>The ECS Program is disproportionately under resourced based on the 832 students with an enrollment of 1377 and the addition of 91 students with an enrollment of 267 in the ECSN program. Our current annual budget allocation consists of the following for both instructional and operational supplies:</p> <table><tr><td>Instructional Supplies</td><td>130500</td><td>50.00</td></tr><tr><td>Office/Operational Supplies</td><td>130500</td><td>517.00</td></tr><tr><td>Dues & Memberships</td><td>130500</td><td>150.00</td></tr><tr><td>2024 Lottery Allocation</td><td></td><td>\$2100</td></tr></table> <p>The ECS Program has \$567.00 budget to purchase instructional materials and office/operational supplies. That lends to less than \$.50 per student per class in supplies-this calculation does not include that we have two full-time faculty (1 additional FTF in the hiring process) and 16 PTF that need office supplies and monies for instructional materials. We do receive lottery monies in the amount of \$2100.00, however that amount has not been consistent over the years. Some years that amount was as low as \$600.00. The ECS program needs additional instructional and operational supplies monies to properly serve its students. An additional expense the program has incurred that is not funded for operational and instructional materials is the ECSN program. Currently, the ECS program has assumed those costs leaving us without enough funds to support both programs.</p>	Instructional Supplies	130500	50.00	Office/Operational Supplies	130500	517.00	Dues & Memberships	130500	150.00	2024 Lottery Allocation		\$2100
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1. Is your two-year programming map in place and were there any challenges maintaining the planned schedule? The two-year program maps are in place. We have some revisions needed in the local degrees and certificates to support successful completion of programs. We have also placed many of the emphasis and industry required courses on two-year sequence plans.

ECS 112, ECS 113, ECS 114, ECS 117, ECS 123, ECS 125, ECS 150, and our 300 level courses.

2. Were there any staffing changes?

Instructional Faculty:

Alice Caddell retired in 2023-2024. The ECS program is in the process of hiring her replacement for the 2025-2026 academic year.

ECS Children's Center Lab School Staffing:

The program director in consultation with the instructional faculty is working on hiring qualified lead teachers to support the necessary career ladder, as well as all learners in the classrooms. There have been challenges with recruiting and hiring qualified applicants. Lead Teacher recruitments have yielded small pools that have been successful two out of the last three attempts.

There is an additional need for teachers in the classrooms. Currently, many of those roles are filled with temporary hires or student workers.

Challenges hiring highly qualified permanent classrooms teachers and high turnover of student workers are impacting the Lab Schools' ability to operate a career ladder hiring and promotion system. A researched based career ladder provides opportunities for student workers to gain confidence and competence while working with highly qualified teachers in classrooms. As the student workers gain confidence and competence, they are promoted into higher level student worker roles and receive an increase in hourly rate. Currently, there is a lack of higher-level student workers resulting in staffing coverage and challenges. The staffing shortages combined with gaps in the career ladder system affect the quality of adult learner experiences.

The ECS Program recommends using the ECS Lab School Organizational Chart to hire levels of teachers and student workers and sustain funding to support the staffing patterns. Intentionality in scheduling stable classroom teams to provide consistency for adult learners is necessary to provide learning opportunities for all learners to increase confidence and produce competence.

3. What were your program successes in your area of focus last year? Our area of focus last year was under the core topic of Innovative Scheduling. Through our exploration of the Innovative Scheduling Topic last year, we found that we could maximize our enrollments by looking at classroom access, times of class offerings based on the heat maps, and frequency of our core and expanded emphasis courses.

By exploring our processes and modalities, classroom usage patterns, current heat maps, and frequency of course offerings, we were able to increase our enrollment through innovative scheduling changes. Such changes provided opportunities to review our current scheduling practices to support student success and program completion.

As the program faculty and chair developed the schedule, they were intentional in balancing the types of modalities needed based on past data. Last year the program explored the use of 8-week fast track DE modality courses offered based on the course sequence so that a student could complete the major core 8 courses from summer-to-summer verses the traditional two-year pattern. Fifteen students began (although others joined for full capacity enrollments) and consistently enrolled in one course to the next. We will continue this practice for future

students. We have 10 of those students currently enrolled in our summer practicum. The fast-track course scheduling model was highly effective.

The program studied the college heat maps and noted that the 8:00am timeslot had less general education courses being offered than later timeslots. Based on the heatmap data, the program has begun to offer ECS 100 and ECS 101 at 8:00am. The program offered one section of ECS 100 both in the fall and spring this year and both sections filled almost immediately. The courses were scheduled in the smaller classroom in the fall and the program was able to move the course to the larger classroom for the spring.

We have been able to secure funds to provide access to our instructional prep room (I-212) from our academic classroom (I-213). The door was previously sealed during the renovation of Building I in 2014. Once sealed, and over time, the ECS program struggled with scheduling our lab and application-based courses in I-213 so they were moved to I-115. Our lab and application-based courses have lower course maximums which resulted in our higher course maximum GE courses being scheduled in the smaller classroom. Each scheduling would result in the loss of 5-10 enrollments. Over the years, that have equated to 100's of students and loss of FTEs. With the opening of the door between I-213 and I-212, we will be able to offer our lower enrollment capped courses into our smaller I-213 classroom rather than scheduling them in the I-115 classroom, which holds 5-10 more students per class to our enrollment and increasing efficiency.

This year we noticed that our sections were filling up faster and students were enrolled in the correct course sequence to meet prerequisite requirements. We also had a reduction in the number of course cancellations due to low enrollment. The program efficiency rate was 9.81 in 2021-2022 and reached 11.22 during the 2024-2025 academic year. It was noted in the enrollment data that the formally cross-listed ECS/EDUC courses reduced the efficiency of enrollment as well as offering sections of ECS 149 based on unit counts. All those courses provided low enrollments which disproportionately affected efficiency rates. We extended our dual enrollment opportunities to Lompoc High School and expanded our ECS course offerings at the North County Jail campus from one course to 4 courses. We participated in our first Career Academy with 13 ECS students.

Learning Outcomes Assessment

- a. Please summarize the key results from this year's assessment.

The key results from this year's assessments included the following trends:

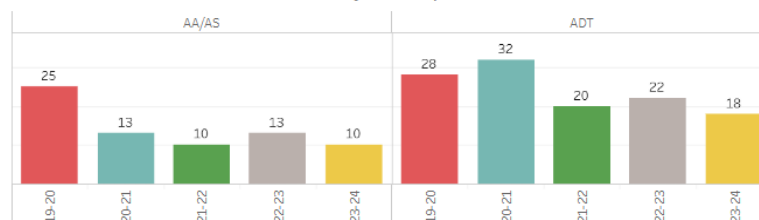
PLO #	Met	Difference
PLO 1	80.87%	+10.87%
PLO 2	84.21%	+14.21%
PLO 3	91.11%	+21.11%
PLO 4	92.38%	+22.28%
PLO 5	86.67%	+16.67%
PLO 6	93.33%	+23.33%

- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data. In summary, my reflections regarding the analysis and interpretation of the learning assessment and data demonstrated that across program learning outcomes, 80-93% of our students met the outcomes. As a result, we were minimally +10.87 percent above the baseline data. I did notice that our first PLO on understanding and apply child development theories and principles was the lowest performing metric. I know that our ECS 100 course has the highest number of enrollments across majors and disciplines. ECS 100 is also offered as dual enrollment, at extended campuses, as distance education, and CalGETC approved for area 4. This course has the most diverse student population of all our other courses. ECS 100 is also taught by more PTF than FTF. All these anecdotal observations may contribute to the lower than other course met data.
- c. Please summarize recommendations and/or accolades that were made within the program/department.

- i. Our ECS program enrollment remains stable with more students taking courses but the number of courses they take (headcount) fell slightly over last year. ECS had a total enrollment of 1377 and headcount of 832-up from the last reporting period of 832. Program FTES went up from 130.3 to 137.8. Our degree and certificate awards are increasing annually.

ii. ECS Program Degrees

Program: Early Childhood Education & Early Childhood Studies | Degree
Summary - Unduplicated



Current year 2024-2025

AST-ECE 20

AS-ECS 7

ECS Certificates 2

*Without auto awarding

- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning. The ECS Program reviewed all their primary core courses and how they were associated with the ECS Program Learner Outcomes. We streamlined the assessment process so that each core course assesses one of the program outcomes and our capstone ECS 118/119 assesses all six. Additionally, the

program faculty identified one key assessment for each course that met the assessment requirements. During the fall of 2025, full-time faculty and the ECS Coordinator will offer professional development to other instructors in the discipline as to how to enter data, what key assessments to use by course, and how to determine competency for the students by assessment.

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

- a. Which courses were reviewed for regular and substantive interactions (RSI)?
The following courses were reviewed for substantive interactions (RSI) over the past year.

ECS 100 Child Growth and Development

ECS 101 Child, Family and Community

ECS 102 Health, Safety and Nutrition

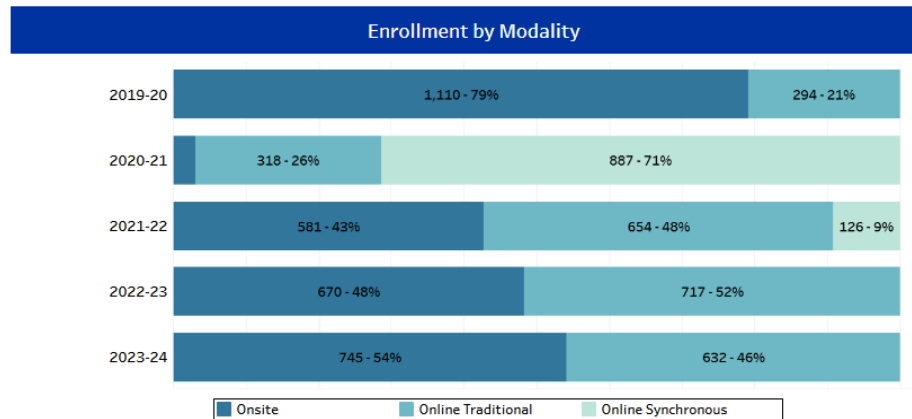
ECS 104 Principles and Practices

- b. What were some key findings regarding RSI?

Some key findings were that our courses provide many (more than the minimum) opportunities for both instructor-student and student-student contact weekly. The courses utilize both weekly modules, class discussions, and small group discussions. The courses offer project-based learning with multiple learning strategies. Most instructors utilize lecture and instructional videos for students. Combinations of quizzes, activities, videos, articles, discussion prompts, and virtual applications are implemented to support multiple learning styles.

Some areas of possible improvement include consistent messaging throughout courses using weekly announcements. Implementation of grading rubrics across sections of DE courses, and timely feedback on assignments to support student success.

Our plan for improvement is to support faculty in attending professional development activities related to distance education and instruction. We plan to continue to peer review our courses. We also ensure that faculty teaching distance education courses have successfully completed the 30 pedagogical DE training.



CTE two-year review of labor market data and pre-requisite review

- a. Does the program meet documented labor market demand? Yes. The data collected is not necessarily representative of northern Santa Barbara County. Santa Barabara county numbers for occupations listed are higher than the state and national job outlook collections.

According to the Occupational Outlook Handbook (<https://www.bls.gov/ooh/education-training-and-library>), the following outlook by job is as follows:

Occupation	Median Pay	Job Outlook 2022-2032
Social Workers (CWS)	\$28.07/hr	7%
TK/K Teachers	\$63K	1%
Preschool Teachers	\$37K	4%
Special Education/Preschool	\$65K	0%
Teacher Assistants	\$35K	0%

According to the Employment Development Department in the State of California (<https://labormarketinfo.edd.ca.gov/>), the following employment outlook by job is as follows:

Occupation	Median-75% Pay	% Change 2020-2023
Childcare Workers	\$18.47-19.87	4.7%
Education Administrators/Preschool Childcare Programs	\$29.85-\$38.43	15.2%
TK/K Teachers	\$63K	13.4%
Preschool Teachers	\$22.15-25.09	22.1%
Special Education/Preschool	\$73K	22.9%
Teacher Assistants	\$35K	Not available

- b. How does the program address needs that are not met by similar programs? The program offers classes based on the needs of students and recommendations from industry partners. The program has been utilizing the night ECS lab school program to place 20-25% of students taking practicum and need of non-traditional programming to support the completion of course assignments. The program has received approval to offer four stackable certificates to meet industry standards for associate teacher,

teacher, master teacher, and site supervisor. The certificates also include GE courses to support degree obtainment-which will provide important throughput data to address students' persistence in the program.

- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

ECS Program Completion/Success Rates by Course

		2019-20		2020-21		2021-22		2022-23		2023-24	
AHC	ALL	72%	82%	74%	88%	71%	86%	72%	87%	74%	89%
		2019-20		2020-21		2021-22		2022-23		2023-24	
Grand Total		73%	83%	74%	87%	68%	84%	65%	83%	67%	82%
ECS100	ALL	68%	81%	70%	86%	62%	84%	68%	86%	66%	81%
ECS101	ALL	64%	78%	68%	85%	63%	82%	68%	85%	70%	85%
ECS102	ALL	84%	87%	80%	90%	60%	78%	48%	75%	64%	78%
ECS104	ALL	80%	87%	76%	90%	65%	81%	50%	76%	65%	84%
ECS105	ALL	76%	83%	68%	83%	67%	89%	46%	68%	50%	70%
ECS106	ALL	90%	94%	90%	100%	80%	91%	78%	95%	88%	95%
ECS111	ALL	70%	85%	71%	100%	50%	50%	73%	87%	80%	93%
ECS112	ALL			94%	100%	64%	76%			92%	100%
ECS113	ALL	100%	100%					44%	83%		
ECS114	ALL	57%	89%			86%	86%	45%	50%	73%	76%
ECS115	ALL	70%	70%	71%	81%	92%	100%	69%	92%	68%	86%
ECS116	ALL	72%	82%	78%	88%	80%	88%	64%	82%	62%	87%
ECS117	ALL			93%	93%					54%	75%
ECS118	ALL	94%	98%	87%	94%	90%	94%	89%	93%	94%	94%
ECS119	ALL	84%	96%	100%	100%	75%	81%	94%	94%	80%	80%
ECS120	ALL	83%	88%	67%	88%	76%	81%	78%	78%		
ECS122	ALL	79%	82%	75%	79%	73%	82%	89%	89%	74%	95%
ECS123	ALL							80%	80%		
TOTAL	ALL	73%	83%	74%	87%	68%	84%	65%	83%	67%	82%

ECS Program Completion/Success Rates by Course DE (See graph on next page)

		2019-20	2020-21	2021-22	2022-23	2023-24
Grand Total		73% 83%	74% 87%	68% 84%	65% 83%	67% 82%
ECS100	ON Sync		72% 89%	72% 90%		
	ON Trad	55% 73%	67% 82%	67% 87%	70% 87%	70% 87%
	Onsite	71% 84%		55% 79%	66% 86%	63% 78%
ECS101	ON Sync		71% 87%			
	ON Trad	56% 70%	64% 83%	63% 81%	68% 84%	74% 84%
	Onsite	69% 83%		63% 87%	67% 86%	64% 86%
ECS102	ON Sync		80% 90%	50% 78%		
	ON Trad			60% 73%	52% 69%	52% 67%
	Onsite	84% 87%		70% 100%	38% 93%	78% 90%
ECS104	ON Sync		76% 90%	62% 86%		
	ON Trad			73% 80%	46% 74%	69% 85%
	Onsite	80% 87%		54% 79%	59% 83%	59% 83%
ECS105	ON Sync		68% 83%	56% 72%		
	ON Trad				30% 58%	29% 55%
	Onsite	76% 83%		71% 96%	71% 84%	73% 85%

Based on the data review for student success and completion rates above, it was noted that our overall completion and success rates were slightly lower than the college average.

AHC 74% and 89%

ECS 67% and 82%

The data showed that students taking Distance Education courses were more successful than the students enrolled in face-to-face courses. This is a change in data from previous years.

TRAD ECS 100 63% and 78%

DE ECS 100 70% and 87%

TRAD ECS 101 64% and 86%

DE ECS 101 74% and 84%

TRAD ECS 102 52% and 67%

DE ECS 102 78% and 90%

TRAD ECS 104 59% and 83%

DE ECS 104 69% and 85%

TRAD ECS105 79% and 85%

DE ECS 105 39% and 55%

TRAD ECS 106 88% and 95%

DE ECS 106 not offered DE

TRAD ECS 116 69% and 88%

DE ECS 116 60% and 87%

Possible contributing factors: More PTF teaching face-to-face courses. Students do not submit assignments but attend class meetings. Completion of 30-hour pedagogical training has contributed to increased student success in distance education courses.

- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 years for CTE programs and every 5 years for all others? The program has reviewed course prerequisites and advisories during the 2024-2025 academic year of our core classes. We will continue to review emphasis and industry classes through the 2025-2026 academic year.
- e. Have recommendations from the previous report been addressed? Several of the recommendations from the previous year have been made. There are still some recommendations that have not been addressed or in progress but have not been completed. Additional information about progress for each recommendation is presented below:

Recommendations from Previous 2023-2024 Academic Year		
1	Recommend that the program address declines in enrollment from ECS 100 to ECS 105 and attrition as students 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 the next course in sequence to their students, and (3) providing recruitment materials provided in ECS classrooms and lab school for student distribution. Continued focus will be given to recruitment of male students.	Completed 2024-2025
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, increasing 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. The ECS Program is working with the college to update the observation rooms located in the SM Lab School. They are currently not functioning and have not been updated since 2014.	Partially met
3	Recommend providing a student workspace in both lab schools to address student needs to plan, develop, and create curriculum needed to meet 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	Partially met

	storage in the two assigned work areas to house instructional materials necessary to train students to enter the workforce. The Santa Maria Campus planning spaces have been created. The LVC planning spaces are in progress.	
4	The ECS Program has 9.5 full-time faculty members and currently has 2. There is a desperate need to hire additional faculty. The program requests a minimum of 2 FTF to address this shortage.	Partially met
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 always allow lab school observations (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 allows students to view the environment. Work with IT to ensure that the existing observation rooms are operational and fully functioning. The observation room updates are scheduled to be completed by August 2025. Funding to operate the Twilight Program was not renewed after August 30th. Additional funding streams need to be secured to continue the necessary operations.	Partially met
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 successfully integrated into their programs. I recommend communicating with those schools and observing their systematic approach to the 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 the Academic Senate and other constituency groups on campus to address the need for livestream video as an instructional support modality. The observation room updates are scheduled to be completed by August 2025.	Partially met
7	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.	Complete 2024-2025
8	Recommend the program will increase pedagogical alignment between the academic program and lab schools by: (1) establishing a monthly	Met-will continue as ongoing goal

	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 an 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. Monthly collaboration meetings have been scheduled and conducted on a regular basis. Ongoing communication strategies are improving. ECS faculty have invited children's center lab school teachers to attend their classes, as well as have provided start-up training at the beginning of both the fall 2024 and spring 2025 semesters for all lab school staff.	
9	The ECS academic program will research, create, and implement with ECS Students asset mapping and equity surveys that will identify barriers to access and successful completion of our courses and programs. When reviewing student learning outcome and throughput data sets, it was determined that student assets and barriers are present, but not clearly defined. The ECS Program would like to hear from the students to properly address strengths and barriers. This objective is aligned with the plans below and critical to student retention and success to progress through courses, certificates, programs, and transfer.	Met Fall 2024
10	The Lompoc Valley Center Lab School does not have an ECS academic program aligned Outdoor Classroom to provide appropriate learning instruction for both our youngest and oldest students. The current state of the Outdoor Classroom is not developmentally appropriate for either. The current space provided for instruction does not meet minimum industry/workforce standards, affecting our ability to properly prepare individuals to enter the workforce. This objective is aligned with the plans below and critical to student retention and success to progress through courses, certificates, programs, and transfer.	Partially met
11	The ECS Program operates on an annual program budget of less than \$600.00. The budget is used to purchase printer ink and minimal office supplies to last the academic year. Additional monies are needed to support the ECS academic program with recruitment, success, retention, and making critical upgrades to the lab environment for students. The lab school has a line item of \$5000.00 annually to support academic instruction. These monies are not overseen by the ABS department and have not been available to the academic program. The ECS Program is asking for those monies to be reflected in the ECS program department budget.	Not Met

New recommendations for 2025-2026 Academic Year	
ECS OBJ-1	Recommend that program outreach and publicity materials be updated both written and, on the website, to reflect current information about ECS programs and services and inclusive of underrepresented student populations such as but no limited to male students and older nontraditional students. The website needs to be updated to include current ECS Children's Center Lab School photos, a virtual tour of the facilities (Provide a virtual tour of the center with narration of basic information), faculty and staff photos, ECS Children's Center Lab School Purpose Statement and Program philosophy. Revise publications and media to reflect the name of the children's center to be referred to as the Early Childhood Studies Children's Center Lab School or ECS Lab School for short.
ECS OBJ-2	Recommend that the program increase the percentage of students that are familiar with the lab school by nonpaid WEE and internship opportunities in the ECE Lab School. <i>Not included in resource allocation will be addressed with scheduling of courses and recruitment of students.</i>
ECS OBJ-3	Recommend providing a student workspace at the LVC Lab School to address student needs to plan, develop, and create curriculum needed to meet their academic course objectives. Explore space at the LVC Campus to establish a student work area. Additionally, provide storage in the two assigned work areas to house instructional materials necessary to train students to enter the workforce. Additionally, the LVC Children's Center Lab School does not have an appropriate space to provide meal preparation and meal service to children that is also taught in our ECS academic coursework. Our ECS industry requires student preparation in food safety, food preparation, menu planning and implementation, and the process for serving nutrition foods to children (ECS 102).
ECS OBJ-4	Recommend that faculty work with the Dean and Program Director of the ECS Lab School to stabilize classrooms staffing patterns by hiring permanent highly qualified teachers of children that also have knowledge and experience supporting adult learners. The ECS Program depends on consistent highly qualified lead teachers, teachers, and higher-level student workers (Levels 4 and 5) to provide a quality learning environment for all students. Students in the lab must be able to conduct their assignments in a lab school that demonstrates ECS Program outcomes and operates from model environments and best practices. The ECS Lab School has been faced with continuous turnover both in the teacher and higher-level student worker positions over the past several years. Many of the teaching positions consist of temporary workers and classrooms must combine to meet permitting and regulatory requirements which has a direct impact on instruction and ECS student success. Additionally, the student workers are assigned based on level, education, and experience so that staff members with a Master Teacher Permit or higher are always present in the children's classrooms while adult students are present (Cal. Code Regs. tit. 5 § 58055). If funding is a barrier to hiring and properly staffing classrooms over time, both the ECS Program and the others will work towards securing additional funds to support the efforts of maintaining a quality career ladder system that

	supports adult learners. <i>Not included in resource allocation-will be addressed with student-parent tuition through funding sources</i>
ECS OBJ-5	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 successfully integrated into their programs. I recommend communicating with those schools and observing their systematic approach to the 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 the Academic Senate and other constituency groups on campus to address the need for livestream video as an instructional support modality. The observation room updates are scheduled to be completed by August 2025. <i>Not included in resource allocation-close to completion</i>
ECS OBJ-6	Recommend that the ECS Program pursues NAEYC Academic Program Accreditation to align with one or more of our higher education CSU partners to support students who transfer to these programs with curriculum alignment.
ECS OBJ-7	Recommend the program will increase pedagogical alignment between the academic program and lab schools by: (1) Continuing monthly standing meeting of Director of Lab School, ECS coordinator/staff, Faculty, and Dean. With a goal of creating alignment between academic classroom content and lab school practices, (2) creating an 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) invites the academic faculty to provide staff training sessions on topics needed to support quality processes in the lab school. <i>Not included in resource allocation-ongoing processes</i>
ECS OBJ-8	The ECS Program, along with the ECS Advisory Committee, recommend the development of new programs to meet industry needs. The following programs are certificates are: Infant Toddler Specialization (15 units), Speech Language Pathology Assistant (SPLA TBD), Special Education Assistant (20 units), and Registered Behavioral Technician (RBT) Certificate (12-15 units).
ECS OBJ-9	Hire a PT CSEA for ECS/EDUC/ECSN/EDUN clerical support for 20 hours per week
ECS OBJ-10	Extend the current ABS Department Administrative Assistant II from 10 months to 12-month position due to size of department and number of courses offered in the summer session that require administrative support such as: Budget transfers, purchasing, shopping, support for 15 + faculty members and other duties not listed.
ECS OBJ-11	Hire 3 Instructional Assistants to support adult learners in the ECS Lab School. 1 position for the LVC Lab School, 1 position for the SM Lab School Preschool age group, and 2 positions for the SM Lab School Infant/Toddler age group. The purpose of the addition of staffing is to support the integration of the ECS Academic Program in

	absence of the faculty director positions and conversion of Children’s Center Faculty from faculty to CSEA.
ECS OBJ-12	Develop and implement an action plan to address data and outcomes provided from the ECS Student Equity Survey conducted in the fall of 2024 and apply a JEDIA lens to all courses and make revisions as needed. <i>Not included in resource allocation-ongoing processes</i>
ECS OBJ-13	Increase throughput rates from ECS 100-ECS 105-ECS 106-ECS 118 with ECS 104 being a baseline indicator of enrollment. <i>Not included in resource allocation-ongoing processes</i>
ECS OBJ-14	Recommendation of an increase in the ECS Program Budget for instructional materials and operational supplies for instructional purposes in the amount of \$5,000.00 annually. These monies are critical to support students in the ECS lab school. These materials are critical to the academic program infrastructure and impact student success and completion towards meeting course objectives (particularly ECS 115, ECS 118, ECS 106, and ECS 119). Additionally, with the growth of ECSN and the EDLV course enrollments, we are recommending a budget be established to purchase instructional materials and supplies in the amount of \$1000.00 annually. Formally ECS Obj. 6 in last annual report.

Yearly Planning Resource Requests by Objectives:

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	ECS OBJ-1: Revision of ECS Program promotional materials and website to meet industry needs and support student access to information.
Planning years:	2025-2026
Description: Recommend that program outreach and publicity materials be updated both written and, on the website, to reflect current information about ECS/ECSN programs and services and inclusive of underrepresented student populations such as but no limited to male students and older nontraditional students. The website needs to be updated to include current ECS Children’s Center Lab School photos, a virtual tour of the facilities (Provide a virtual tour of the center with narration of basic information), faculty and staff photos, ECS Children’s Center Lab School Purpose Statement and Program philosophy. Revise all publications and media to reflect the name of the children’s center to be referred to as the Early Childhood Studies Children’s Center Lab School or ECS Lab School for short. <i>Persons responsible: ECS Program Faculty, Public Affairs, Program Director of ECS Lab School, and other CSEA support staff as needed</i>	
What college plans are associated with this Objective? (Please select from the list below): <input checked="" type="checkbox"/> Ed Master Plan <input checked="" type="checkbox"/> Student Equity Plan <input checked="" type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input checked="" type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input checked="" type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	ECS OBJ-3: Expand facilities at the LVC ECS Lab School to include a workspace for adult students Storage for ECS Program instructional and operational materials, and a working food prep cooking area for children’s meal service.
Planning years:	2025-2026 (Carry over from last year but has been expanded to include food prep/cooking facilities)
Description: Recommend the LVC ECS Lab School Facilities be expanded to provide areas for students to convene with faculty and staff, complete assignments, store projects and materials. Additionally provide a functional food prep/kitchen area to meet industry requirements in the field of early care and education along with the ECS 102 course: Health, Safety, & Nutrition. <i>Persons responsible: ECS Program Faculty, Program Director of ECS Lab School, LVC Campus Director, Facilities personnel, and other CSEA support staff as needed</i>	
What college plans are associated with this Objective? (Please select from the list below): <input checked="" type="checkbox"/> Ed Master Plan <input checked="" type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan <input checked="" type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	ECS OBJ-6: Recommend that the ECS Program seek NAEYC Academic Program Accreditation.
Planning years:	2025-2026
Description: The ECS Program recommends that we seek NAEYC Academic Program Accreditation to align with one or more of our higher education CSU partners programs to support students who transfer to these programs with curriculum alignment. <i>Persons responsible: ECS Program Faculty & Dean of Academic Affairs</i>	
What college plans are associated with this Objective? (Please select from the list below): <input checked="" type="checkbox"/> Ed Master Plan <input checked="" type="checkbox"/> Student Equity Plan <input checked="" type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input checked="" type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	ECS OBJ-8: Create 4 new programs/certificates to meet industry demand. Listed under Core Topic Curriculum and Teaching Design
Planning years:	2025-2026
Description: The ECS Program, along with the ECS Advisory Committee, recommends the development of new programs to meet industry need. The following programs are certificates: Infant Toddler Specialization (15 units), Speech Language Pathology Assistant (SPLA TBD), Special Education Assistant (20 units), and Behavioral Technician Certificate (12-15 units). <i>Persons responsible: ECS Program Faculty and industry partners</i>	
What college plans are associated with this Objective? (Please select from the list below): <input checked="" type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input checked="" type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input checked="" type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	ECS OBJ-9: Hire a PT CSEA for ECS/EDUC/ECSN/EDUN clerical support for 20 hours per week
Planning years:	2025-2026
Description: Hire a PT CSEA for ECS/EDUC/ECSN/EDUN clerical support for 20 hours per week. Currently the position has been partially funded as a student worker or by FWS funds. <i>Persons responsible: ECS Program Coordinator, ABS Department Chair, Dean of Academic Affairs & Human Resources</i>	
What college plans are associated with this Objective? (Please select from the list below): <input checked="" type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input checked="" type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input checked="" type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	ECS OBJ-10: Extend ABS Department Administrative Assistant II from a 10-month position to a 12-month position.
Planning years:	2025-2026

Description:

Extend the current ABS Department Administrative Assistant II from 10 months to 12-month position due to size of department and number of courses offered in the summer session that require administrative support such as: Budget transfers, purchasing, shopping, support for 15 + faculty members and other duties not listed. *Persons responsible: ABS Department Chair, Dean of Academic Affairs & Human Resources*

What college plans are associated with this Objective? (Please select from the list below):

☒ Ed Master Plan
 ☐ Student Equity Plan
 ☐ Guided Pathways
 ☐ AB 705/1705
☐ Technology Plan
 ☐ Facilities Plan
 ☐ Strong Workforce
 ☐ Equal Employment Opp.
☒ Title V

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	ECS OBJ-11: Hire 3 Instructional Assistants to support ECS academic instruction in the ECS Lab Schools.
Planning years:	2025-2026 (Carry over from last year-ECS Obj 2)

Description:

Hire 3 Instructional Assistants to support adult learners in the ECS Lab School. 1 position for the LVC Lab School, 1 position for the SM Lab School Preschool age group, and 2 positions for the SM Lab School Infant/Toddler age group. The purpose of the addition of staffing is to support the integration of the ECS Academic Program in absence of the faculty director positions and conversion of Children's Center Faculty from faculty to CSEA. *Persons responsible: ECS Faculty, ABS Department Chair, Dean of Academic Affairs, & Human Resources*

What college plans are associated with this Objective? (Please select from the list below):

☒ Ed Master Plan
 ☒ Student Equity Plan
 ☒ Guided Pathways
 ☐ AB 705/1705
☐ Technology Plan
 ☐ Facilities Plan
 ☒ Strong Workforce
 ☐ Equal Employment Opp.
☐ Title V

See separate resource request Excel Spreadsheet.

Area of Focus Discussion

CURRICULUM AND TEACHING DESIGN

Curriculum and Teaching Design analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices. activities include the following:

1. What data were analyzed and what were the main conclusions?

The ECS Program has analyzed programs, courses, and other aspects that fall under the core topic of Curriculum and Design for currency and relevance, accessibility, and equitable practices. The main conclusions are summarized below.

The following degree/certificate program and courses have been deactivated as they were determined to no longer be current and relevant in the discipline:

Associates degree in ECS with an emphasis in Elementary Education

Certificate of Achievement in ECS with an emphasis in Elementary Education-replaced with the AAT in Elementary Education

ECS 130 and ECS 130 were deactivated but will still be offered as EDUC 130 and EDUC 132.

The following courses were reviewed for currency, relevancy, accessibility, level on innovation and equitable practices:

ECS 105 Observation and Assessment was revised to include updates to textbooks, SLOs, and integration of Teacher Performance Expectations.

ECS 106 Introduction to Curriculum was revised to include updates to textbooks (Conversion to OER), SLOs, and integration of Teacher Performance Expectations.

ECS 116 Teaching in a Diverse Society was revised to include updates to textbooks (conversion to OER), SLOs, and integration of Teacher Performance Expectations.

ECS 125 Curriculum for Afterschool & Recreational Programs (formally Caring for the School Age Child) was revised to include the current industry connection to recreation.

ECS 118/ECS 119 were both approved to increase the hours of practicum from 75-85 hours per term to align with the P-3rd grade credentialing requirements. The P-3rd grade credentialing requirements will permit a candidate to receive an exemption for a maximum of 200 practicum hours from a community college to apply towards their 600 upper division practicum hours.

ECS 103 (Formally 303) was revised to expand disciplines and include Education with Early Childhood Studies.

The following new courses were created and approved by AP & P:

ECSN 7149 Work Experience Education

EDUN 7149 Work Experience Education

The following new programs were created and approved by AP & P:

EDUN Instructional Aide-Certificate of Completion

Early Childhood Studies Associate Teacher Certificate-Certificate of Achievement

Early Childhood Studies Teacher Certificate-Certificate of Achievement

Early Childhood Studies Master Teacher Certificate-Certificate of Achievement

Early Childhood Studies Site Supervisor Certificate-Certificate of Achievement

Additional certificate proposals were approved by the ECS Advisory Committee for future development:

Infant Toddler Specialization 15 units

Speech Language Pathologist Assistant (SLPA) TBD

Special Education Assistant 20 units

Registered Behavior Technician (RBT) 12-24 units

The ECS program is proposing a revision to the transfer degree that will include the addition of 2 units of ECS 149 to AST in ECE to support the maximum of 200 hours to be applied to the P-3rd grade credential at our level and provide students opportunities to gain experience while completing their degree program requirements.

The ECS program will be revising emphasis courses over the next academic year to currency and relevancy and continue to review core courses for opportunities to convert courses textbooks and materials into zero cost or OER options with the goal of being able to offer a zero-cost transfer degree in Early Childhood Education.

The ECS Program will initiate a new course proposal to support the Preschool Teacher Apprenticeship Program associated to APRN 400 ECE Teacher Apprenticeship – 1 unit

The ECS Program will be submitting all 8 core courses for revisions per AB1111 in the 2025-2026 academic year. ECS 100 is listed in the second phase of CCN followed by ECS 101, 102, 104, 105, 106, 116, and 118 in the third phase. All courses will be submitted when templates are received.

The ECS Program will be submitting ECS 118 and ECS 119 for revisions to limit enrollment to students who are 18 or over based on industry standards and would not be offered through CCAP or dual enrollment.

The ECS Program conducted an ECS Student Equity Survey in late fall of 2024 to support program faculty in identifying our students' assets, strengths, and area of need. Several of the data points will support curricular modifications that will support equity measures in the courses.

Recommendation of an increase in the ECS Program Budget for the purpose of purchasing instructional materials and operational supplies for instruction in the amount of \$5,000.00 annually. These monies are critical to support students in the ECS lab school. These materials are critical to our academic program infrastructure and impact student success and completion towards meeting course objectives (particularly ECS 115, ECS 118, ECS 106, and ECS 119). Additionally, with the growth of ECSN and the EDLV course enrollments, we are recommending a budget be established to purchase instructional materials and supplies in the amount of \$1000.00 annually.

2. Based on data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

The ECS Program took the data analysis one step further and administered an ECS Student Equity Survey before the end of the fall semester in 2024. The survey was conducted in collaboration with Institutional Effectiveness. The program has not had the opportunity to

critically analyze the data for trends and make connections to the revision of curriculum and programming. As part of our next year's goals, the program will take a deep dive into the collection of data (which included many comments from students) and move forward with the integration of any recommend curricular changes. The curriculum changes will coincide with the CCN revisions.

All our courses are included in both phase II and phase III of the common course numbering rollout. We will be revising the curriculum through that process and will also be revising supporting any findings from the survey. We are also in the process of converting our core 8 ECS classes into ZCT and OER. Our plan is to provide a free cost degree to our students by the 2026-2027 academic year.

3. What are your plans for change or *innovation*?

One of our plans for change and innovation is to implement 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 the lab school faculty and staff. **The observation room updates are scheduled to be completed by August 2025.** *Not included in resource allocation-close to completion*

4. How will you *measure* the results of your plans to determine if they are successful?

The results will be measured through the number of students completing our courses and accessing our ECS Lab School as part of their academic coursework. Additionally, the program will track the number of times a course instructor schedules the use of live video streaming as a part of their instruction in their classroom.

5. What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction? All faculty teaching in the DE modality have completed the 30-hour pedagogical training. The department faculty meet regularly to share instructional ideas and best practices during department meetings. ECS faculty participate with other ECE faculties around the state to discuss innovative ways to demonstrate regular and substantive interactions through online course delivery. The faculty have access to a larger Canvas Commons network that has OER classes posted from other instructors teaching our classes across the country and frequently use Canvas Commons as a resource. The department uses the Distance Education Peer Review process. One of the current recommended changes to instruction is to implement personalized lectures and instructional videos for students. Faculty have noticed that students do not tend to engage in longer videos sessions. The faculty plans to structure instructional videos so that they do not exceed 5 minutes in length.

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings. The program will not complete Validation this year. The Program is scheduled for validation in the academic year 2027-2028.


New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number:	ECS OBJ-8: Create 4 new programs/certificates to meet industry demand.

Planning years:	2025-2026 to 2027-2028
Description: The ECS Program, along with the ECS Advisory Committee, recommends the development of new programs to meet industry need. The following programs are certificates: Infant Toddler Specialization (15 units), Speech Language Pathology Assistant (SPLA TBD), Special Education Assistant (20 units), and Behavioral Technician Certificate (12-15 units). <i>Persons responsible: ECS Program Faculty and industry partners</i>	
What college plans are associated with this Objective? (Please select from the list below): <input checked="" type="checkbox"/> Ed Master Plan <input checked="" type="checkbox"/> Student Equity Plan <input checked="" type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input checked="" type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	ECS OBJ-14: Recommendation to increase the ECS and ECSN Academic Program Budget to support instruction and innovation for students.
Planning years:	2025-2026 (Carry over from last year-ECS Obj 6)
Description: Recommendation of an increase in the ECS Program Budget for the purpose of purchasing instructional materials and operational supplies for instruction in the amount of \$5,000.00 annually. These monies are critical to support students in the ECS lab school. These materials are critical to our academic program infrastructure and impact student success and completion towards meeting course objectives (particularly ECS 115, ECS 118, ECS 106, and ECS 119). Additionally, with the growth of ECSN and the EDLV course enrollments, the program recommends a budget be established to purchase instructional materials and supplies in the amount of \$1000.00 annually. <i>Persons responsible: ECS Coordinator, ECS Faculty, ECS Lab School Program Director, Dean of Academic Affairs (2), CAEP staff, Vice President of Business Services</i>	
What college plans are associated with this Objective? (Please select from the list below): <input checked="" type="checkbox"/> Ed Master Plan <input checked="" type="checkbox"/> Student Equity Plan <input checked="" type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input checked="" type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

See separate resource request Excel Spreadsheet.

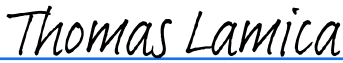
Program Review Signature Page:


Theresa Roepke (Jun 6, 2025 11:29 PDT)

Program Review Lead

06/06/2025

Date


Thomas Lamica (Jun 6, 2025 12:04 PDT)

Program Dean

06/06/2025

Date



07/17/2025

Vice President, Academic Affairs

Date











ECS-ECSN Curriculum and Teaching Design Discussion 2024-2025 TR FINAL

Final Audit Report

2025-07-17

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By:	Sandra Orozco (sorozco@hancockcollege.edu)
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