

# YEARLY PLANNING DISCUSSION

## Enrollment & Efficiency Topic

**Program Name** Early Childhood Studies (ECE) **Academic Year** 2023-2024

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 program has revised the purpose statement of the Children’s Center Lab School to align with the ECS Program. The purpose statement was revised and vetted (4-24-24) through constituency groups (ECS FT/PTF, Program Director of Lab Schools, Lab School faculty and staff, and ECS Advisory Committee).
2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements) The ECS Program had noteworthy changes over the past year. A summary of the changes is listed below:

Curricular changes Certificate/Degree Revisions	<p>Disencumbered ECS 130 and ECS 132 from EDUC 103 and 132. Launched proposals to sunset both ECS 130 and ECS 132. Launched proposal to sunset the ECS AS certificate and degree in Elementary Education.</p> <p>The ECS Program revised the following courses to include Teacher Performance Expectations (TPEs) to align with the upcoming P-3<sup>rd</sup> grade credential and transition the courses into OER/ZTC: ECS 100, ECS 101, ECS 102, &amp; ECS 104. The following courses are scheduled for revision in fall 2024: ECS 105, ECS 106, ECS 116, and ECS 118.</p> <p>The ECS Program will be launching 5 stackable certificates that aligns with the CTC Child Development Permit Matrix and CTE Pathways to employment, as well as support the reskilling of the workforce. The certificates were approved at the last ECS Advisory Meeting in April 2024. Certificates proposals will be: Associate Teacher 12 units, Teacher 24 units, Master teacher 32 units, Infant Toddler Specialization 18 units, and Registered Behavior Technician (RBT) 12-24 units.</p>
Articulation Agreements/MOU’s	<p>The ECS Program faculty are in conversations with both CSU partners (CPSU/CSUCI) to align our two-year pathway with their Preschool-Third grade Credentialing Program. Special emphasis has been given to the transfer of a maximum of 200 practicum hours for student with our AST in ECE.</p> <p>The ECS Program is working with 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 2025.</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 ECS Program is working with other districts to establish the same agreements.</p>

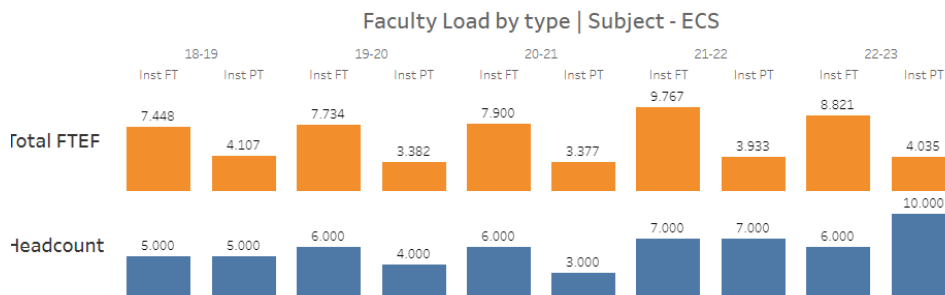
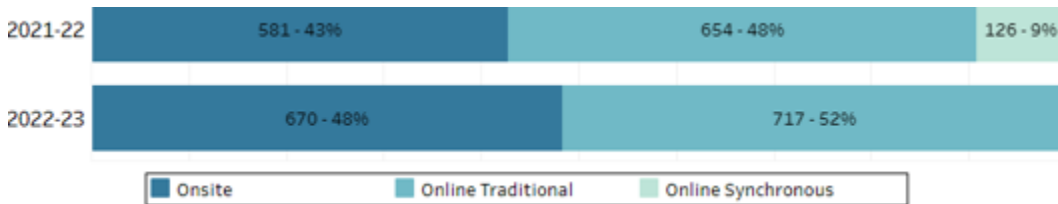
	The ECS Program continues to utilize workforce partners in the placement of ECS students for ECS 149 placements and completion of course assignments.
Concurrent Enrollment	Currently the ECS Program offers concurrent enrollment classes at OAHS (ECS 100, ECS/EDUC 130). Beginning in the fall of 2024, the ECS Program will be offering ECS 100 (with plans to add ECS 101, EDUC 130, and EDUC 132) at Lompoc High School. The ECS Program continues to work with high school in our service area to identify qualified high school faculty to teach additional ECS courses at the high school level.
College Now	The ECS Program offered ECS 102 at OAHS in the spring of 2024 zero period. The ECS Program continues to work with high schools in our service area to offer ECS classes outside of the bell schedule. The ECS Program currently has 12 courses that are available to high school students as College Now.
Non-Credit	<p>The ECSN program has completed the first cohort in ECSN with the VESL support classes. There were 52 (170) students enrolled for the 2023-2024 academic year.</p> <p>The ECS Program faculty in collaboration with Dean Gelpi launch a new EDUN pathway that will support local school districts in hiring highly qualified Instructional/Bilingual Instructional Aide. The EDUN program will also serve the EDUC and ECS credit programs as a pipeline into credit bearing coursework to address the critical teacher shortage.</p>
Grant Awards	<p>The EDUC in collaboration with the ECS Program has been award an apprenticeship to support Instructional Aids including IA in TK classrooms. Work will be in the fall of 2024 to plan aspect of the program.</p> <p>The ECS Program continues to offer student stipend 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>The ECS Program students are eligible for ARPA Fund student stipends when successfully completing ECS 115, 119, and 151 course on Infant Toddler Development.</p> <p>The ECS Program was awarded legacy funds through the Orfaea 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.</p>
Lab School Connections	The ECS Academic Program has implemented an automated log in system for students accessing the lab schools. The system is identical to other lab sites on campus. The system will allow for the collection of date pertaining to the number of students access the lab schools & reason for being there (associated courses). The ECS Program in collaboration with constituents created a purpose statement to align the ECS Program and

	lab school functions. The ECS Program continues to strengthen academic program integration into the lab school practices that has been impacted because of COVID.
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- Is your two-year program map in place and were there any challenges maintaining the planned schedule? The ECS program has a two-year map for the transfer degree in ECE that functions as intended. ECS faculty have identified a handful of students annual that are not enrolled in the correct classes to support the two-year transfer schedule. In many of these cases, students do not take ECS 100 and ECS 104 their first semesters and in others, students do not enroll in ECS 105 and ECS 101 their second semester. This error causes students to have to take ECS 118 in the summer term as a fast track course prior to transfer. The ECS Program will work with counseling to inform students of the correct first semester class sequence, as well as identify students in ECS 100 to advise of next semester’s class sequence.

The ECS local degrees do have some misalignment with course sequencing. The misalignment occurred with the elective courses and prerequisites. To limit the number of errors, the ECS Program Coordinator worked with ECS faculty and Dean Gelpi to revise the program maps for all certificate and degrees. As a result, several classes were moved into an annual or two-year cycle. The revised maps were forwarded to the Guided Pathways project coordinator.

- Were there any staffing changes?  
The ECS Program had two FTF retirements during 2023-2024. Alice Caddell retired from teaching in the academic program. Karan Demchak retired from teaching in the Lab School and from teaching PT in the academic program. Both faculties were certified to teach in the DE modality. Because of Alice’s retirement, the ECS Program has hired 4 additional PTF. The Lab School is replacing Karan’s position with a CSEA Lead Teacher. A replacement for Alice has not been approved, but desperately needed to support the number of courses offered (particularly in DE). The data below show the need for qualified DE faculty.



- What were your program successes in your area of focus last year?

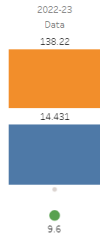
The ECS area of focus last year was not completed as a free year due to the 5 core topics schedule. The ECS Program conducted a traditional 6-year program review the year prior. Since the 6-year program review, the ECS Program had the following successes:

1	<p>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. <b>The ECS Program has participated in two counseling meetings and has ongoing consultation with the Chair of Counseling to support students' enrollments in correct sequences. The ECS Program Coordinator worked with FT/PTF to provide students with accurate enrollment information and met directly with students to ensure course sequence was being followed. The ECS Program updated all program maps in the spring of 2024. ECS Faculty continue to address the declines in program enrollment by attrition. A student equity survey will be administered in the fall of 2024 to gain a better understanding of student assets and barriers to progressing through the programs. ECS Faculty will continue to attend college outreach activities such as the Career Fair, Bulldog Bound, BowWow, Hancock Hello and others.</b></p>
2	<p>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. <b>The ECS Program has created and implemented a system for students to access the lab school. The system includes three options for access along with a student friendly map to increase their self-sufficiency. The ECS Program has made requests to occupy faculty office space and the Prep Room located in the Santa Maria lab school to provide a space for students to convene, complete assignments, and story projects. 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.</b></p>
3	<p>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. <b>The ECS Program has made a request to access the prep room located in I-200 for instructional purposes. Additionally, the program has asked to have the door that used to be in between the I-213 classroom and the prep room reinstalled to gain</b></p>

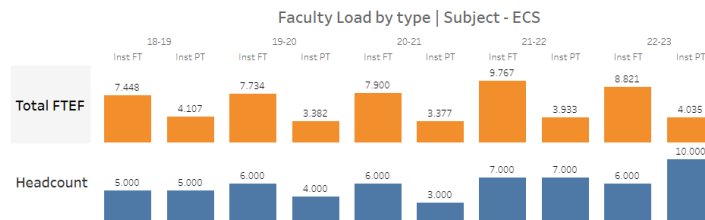
access the prep space and use for instruction. The prep room is currently being used for storage. Storage needs to be relocated. The ECS Program has updated the student computer and printer and will purchase a more user-friendly desk that can be moved around.

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. **Since the 6-year program review was completed the ECS Program has experience the retirement of one of the 3 FTF instructors. Enrollment data as of 2022 shows FTEs of 130 and headcount of 771. Enrollment data as of 2023 shows and increase in FTEs of 158 and a headcount of 907. That is a 23% increase in enrollments.**

FTE/FTEF is as follows:



The ECS Program has the need for 9.5 full-time faculty members and currently have 2. **There is a desperate need to hire additional faculty. The program requests a minimum of 2 FTF 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 always (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.

The ECS Program developed an **Observation and Lab Access Procedure for students and faculty to use for student access to the lab school. The procedure was created**

	<p>using a JEDIA lens to support students in independently obtaining access with limited barriers to the students and reduce impacts to the lab school faculty and staff.</p> <p><b>Observation rooms are not functioning to support student access to the lab school in Santa Maria. The technology is outdated, and the audio options are not working properly. Both students and faculty are not able to utilize this critical support for academic instruction.</b></p>
6	<p>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. 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> <p><b>With the updating of observation rooms in the Lab School, the ECS Program is requesting to add the live feed video to support academic instruction both courses needed access to child observations as part of the course student learning objectives. The infrastructure for live feed video access was available from the last upgrade in 2014.</b></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> <p><b>FTF have completed the DE Pedagogical Training and are versed in using a high flex classroom. ECS Faculty have meet with Lab School faculty and staff 2 times a year to provide training on course requirements (ECS 106, ECS 118 &amp; ECS 119) as well as to develop the Children’s Center Lab School Purpose Statement. The last training was to support ECS Program experience planning for children and environment planning the classrooms for children.</b></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</p>

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. (5) Provide an ECS academic program aligned outdoor classroom space at the Lompoc Valley Center Lab School.

**Bi-monthly meetings with the program director were scheduled and held. Meetings will continue monthly through next academic year. Ongoing communication with lab school connected constituents has occurred, but not on a regular and consistent basis. The ECS Program seeks to establish a meeting schedule based on a minimum of one time per semester. Faculty would like to receive invitations to attend Lab School trainings and be more of an active participant in the trainings. We would also like to receive regular updates on funding changes that affect the workforce and need to be analyzed for potential course curricular changes.**

**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.**

## Learning Outcomes Assessment

- a. Please summarize key results from this year’s assessment and reflections around the data.

The key results from this year’s assessment show that students many students are not successfully completing the pre-requisite courses to advance in the course sequence. ECS Program faculty are analyzing throughput data from ECS 100-ECS 105-ECS 106 to ECS 118. Data from 2022-2023 showed a baseline of students taken from ECS 104 86 students in 2021-2022 and 28 students enrolling in ECS 118 in 2022-2023. Some of the throughput impacts may be related to external barriers such as lack of childcare, need for employment, and success in general education courses such as ENGL, MATH, and Sciences with labs. The students have also conveyed that they are unable to complete their lab hours associated with practicum due to employment conflicts with the hours of operation of the lab schools. Finally, DE courses have strong enrollments. Many students report that they are unable to come to campus but will take classes online to work with their schedule. They also report that 8-week classes are preferred.

**Early Childhood Studies**

1 - ECS1- Understand and apply child development theories and principles.	Planning Stage	70.00%	94.63%
2 - ECS2- Identify and implement observation, documentation and other assessment strategies.	Planning Stage	70.00%	96.27%
3 - ECS3- Value and cultivate collaborative family and community relationships.	Planning Stage	70.00%	86.90%
4 - ECS4- Identify, develop and implement developmentally appropriate curriculum and teaching practices to positively guide children's be...	Planning Stage	70.00%	96.43%
5 - ECS5- Develop self-reflective habits and grow as members of the early childhood profession to understand the complexities of workin...	Planning Stage	70.00%	96.43%
6 - ECS6- Develop an environment that honors the diversity of the learning community - through empowerment, equity, respect and dignity.	Planning Stage	70.00%	96.43%

- b. Please summarize recommendations and/or accolades that were made within the program/department. Based on the data and faculty reflections, the ECS Program will be conducting an equity survey to further identify students’ strengths and challenges.

Work with the college and Lab School Director to find ways to increase hours of operation of the lab schools. Students are asking for night time lab hours to stay employed during the day. Increase DE core course offerings for students and investigate offering an 8-week fast track accelerated program to meet workforce demand.

- c. Please review and attach any *changes* to planning documentation, including PLO rubrics, associations, and cycles planning. Course sequencing plans are attached.

**No changes will be made to planning documentation, rubrics, and cycles planning at this time.**

**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 ECS Courses have been reviewed for regular and substantive interactions:

Distance Learning Course - Peer Review-RSI		
Course	Date Reviewed	Comments
ECS 100	7/22/2024	Applied DE Rubric-Course complies
ECS 101	7/22/2024	Applied DE Rubric-Course complies
ECS 102	7/22/2024	Applied DE Rubric-Course complies
ECS 104	7/22/2024	Applied DE Rubric-Course complies

- b. What were some key findings regarding RSI?  
The following courses are scheduled for review fall 2024

ECS 105: Observation and Assessment	Fall 2024
ECS 106: Intro to Curriculum	Fall 2024
ECS 117: Strategies for Bilingual Learners	Fall 2024

**Strengths:** The courses reviewed contained many opportunities for student-student contact.

**Areas of possible improvement:** Use of instructor weekly summaries that would be delivered by announcement to provide an overview of important course content used in discussions

- c. What is the plan for improvement? The plan for improvement is to continue to review courses and make recommendations. The following faculty have completed the DE Pedagogical Training: Yvon Frazier, Magdalena Ramos, and Thesa Roepke

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

- a. Does the program meet documented labor market demand? 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	\$17.85/hr	3%
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 Pay	Job Outlook 2022-2032
Social Workers (CWS)	\$31.25/hr	9.7%
TK/K Teachers	\$79K	8.4%
Preschool Teachers	\$24.17/hr	22.1%
Special Education/Preschool	No data given	0%
Teacher Assistants	\$17/hr	6.2%
Education Administrators/Childcare Center	32.94/hr	15.2%

The national data is not aligned with the state data. The state data is showing a 22.1% growth in Preschool Teachers followed by a 15.2% increase in early care and education administrators. There is also a local area need for Transitional Kindergarten teachers and teacher assistants.

- b. How does the program address needs that are not met by similar programs?

We have a collaboration with the Santa Maria Bonita School District to train their TK teachers and assistants to meet legislative mandates.

We have a lab school to support academic instruction.

We use ECS 149 to provide cooperative work education experiences.

We have a robust Early Childhood Studies Advisory Committee.

The ECS Program is providing innovative program maps to meet the demand of students who are working in the field. The DE course modality is in high demand followed by night courses and courses offered in a fast track format.

The ECS Program has begun to participate in the Bulldog Bound activities with our Teacher Spike lesson plan.

The ECS Program continues to support the Future Teacher Club.

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

to offer more classes, provide multi-entry level job entry certificates and degrees to address the high demand for preschool teachers, teacher assistants, social workers, TK/UPK teachers and administrators. The ECS Program student in person success percentages range from 59%-89% in 2022-2023 and student retention percentages range from 83%-93% during the same year. ECS Program faculty will be researching courses that have a lower success rate (ECS 102, ECS 104, and ECS 101) to address barriers for success through a student equity survey in 2024-2025.

- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others? ECS Program faculty have reviewed course prerequisites and advisories this year and recommend no changes to the current requisites.
- e. Have recommendations from the previous report been addressed? Yes. This report addresses the recommendations from the previous 6-year program review. Recommendations identified in the 2022-2023 Annual Update are listed below:

<b>New Program Planning Initiative (Objective) – Yearly Planning Only</b>	
<b>Title (including number):</b>	<p><b>ECS Obj 1: Expansion of Children’s Center Lab School Hours of Operation</b>            Description: ECS and EDUC students need to have equitable access to the lab schools to complete course assignments and lab hours associated with specific courses. Many students are working or going to school during the day and not able to access the lab schools. Day classes can access the lab school for their classes, but night access for classes is limited. Currently, the center operates off the academic calendar and is open M-F 7:30-5:00pm. There is limited after business hours operations at the Santa Maria Campus M-R from 6:00-10:0pm and none at the Lompoc Valley Center. This objective is aligned with the plans below and critical to student retention and success to progress through courses, certificates, programs, and transfer.</p>
<b>Planning years:</b>	2024-2026
	<p><b>What college plans are associated with this Objective? (Please select from the list below):</b></p> <p><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</p> <p><input type="checkbox"/> Technology Plan    <input checked="" type="checkbox"/> Facilities Plan    <input checked="" type="checkbox"/> Strong Workforce    <input type="checkbox"/> Equal Employment Opp.</p> <p><input type="checkbox"/> Title V</p>
<b>Title (including number):</b>	<p><b>ECS Obj 2: ECS Instructional Assistants (3)</b>            Description:            With the decision to no longer replace Children’s Center Faculty, there is a need to provide academic support while students are in the lab school environment to meet the mission and vision of the college. Additionally, faculty need an academic contact for extending instructional practices in the lab school environment. The ECS Program has looked at other lab models on campus and would like to duplicate them. The ECS Program requests 3 CSEA Instructional Assistants dedicated to providing instructional support, tutorial, and clerical duties related to the ECS Academic Program faculty and</p>

	students while in the Lab School environment. This objective is aligned with the plans below and critical to student retention and success to progress through courses, certificates, programs, and transfer.
<b>Planning years:</b>	2024-2026
	<p><b>What college plans are associated with this Objective? (Please select from the list below):</b></p> <p><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</p> <p><input type="checkbox"/> Technology <input checked="" type="checkbox"/> Strong Workforce</p>
<b>Title (including number):</b>	<p><b>ECS Obj 3: ECS Student Equity Survey</b></p> <p><b>Description:</b> The ECS academic program will research, create, and implement with ECS Students asset mapping and equity survey 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.</p>
<b>Planning years:</b>	Fall 2024
	<p><b>What college plans are associated with this Objective? (Please select from the list below):</b></p> <p><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</p> <p><input type="checkbox"/> Technology <input checked="" type="checkbox"/> Strong Workforce</p>
<b>Title (including number):</b>	<p><b>ECS Obj 4: ECS Lab School Observation Rooms (3) Upgrade to Include Live Stream Video (Santa Maria Campus)</b></p> <p><b>Description:</b> The Lab School observation rooms located in Building I are not functioning to support student access to the lab school in Santa Maria. The technology is outdated, and the audio options are not working properly. Both students and faculty are not able to utilize this critical support for academic instruction. The current system needs to be analyzed, consultation with an IT expert needs to be secured to identify user needs and how to meet those needs with current technology. Equipment and upgrades need to be purchased and installed. This objective is aligned with the plans below and critical to student retention and success to progress through courses, certificates, programs, and transfer.</p>
<b>Planning years:</b>	2024-2026
	<p><b>What college plans are associated with this Objective? (Please select from the list below):</b></p> <p><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</p>

	<input checked="" type="checkbox"/> Technology <input checked="" type="checkbox"/> Strong Workforce
<b>Title (including number):</b>	<b>ECS Obj 5: Provide an ECS academic program aligned outdoor classroom space at the Lompoc Valley Center Lab School (Lompoc Valley Center Campus)</b> <b>Description:</b> 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.
<b>Planning years:</b>	2024-2027
	<b>What college plans are associated with this Objective? (Please select from the list below):</b>  <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 checked="" type="checkbox"/> Technology <input checked="" type="checkbox"/> Strong Workforce
<b>Title (including number):</b>	<b>ECS Obj 6: Purchase instructional materials to support program learner outcomes student obtainment and maintain student materials associated with the lab school and instruction.</b>  <b>Description:</b> 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 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.
<b>Planning years:</b>	2025-2026
	<b>What college plans are associated with this Objective? (Please select from the list below):</b>  <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 checked="" type="checkbox"/> Technology <input checked="" type="checkbox"/> Strong Workforce

<b>Title (including number):</b>	<b>ECS Obj 7: Open door from Prep Room in Building 1-200 through to the academic classroom I-213 for ECS Program instruction.</b>  <b>Description:</b> When the renovations to building I-200 were completed in 2014, the door that connected the academic classroom I-213 (formally J-16) to the Prep room in I-200 was closed and walled in. Since the closure and outside of Covid, instructors and students are not able to access the room for instructional purposes; thus, limited the courses that need access to instruction materials, sink, and storage with the prep room. Smaller classes with a Prep room component must be taught in I-115 due to access.
<b>Planning years:</b>	<b>2024-2026</b>
	<b>What college plans are associated with this Objective? (Please select from the list below):</b>  <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  Technology <input checked="" type="checkbox"/> Strong Workforce
<b>Title (including number):</b>	<b>ECS Obj 8: Hire replacement for the retirement of A. Caddell and 1 more FTF to support current date for FTE/FTEF 22-23 (FT 8.1/PT4.035) and headcount of (10).</b>
<b>Planning years:</b>	<b>2024</b>
	<b>What college plans are associated with this Objective? (Please select from the list below):</b>  <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  Technology <input checked="" type="checkbox"/> Strong Workforce
<b>Title (including number):</b>	<b>ECS Obj 9: Hire CSEA Admin Assistant II to support academic instruction for ECS Program AND extend ABS Department Admin Assistant to 12 months to support clerical and administrative duties.</b>
<b>Planning years:</b>	<b>2024-2025</b>
	<b>What college plans are associated with this Objective? (Please select from the list below):</b>  <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  Technology <input checked="" type="checkbox"/> Strong Workforce
<b>Title (including number):</b>	<b>ECS Obj 10: Faculty stipends to support research of curricular supports, degrees, and certificate models that will align with the CSU P-3<sup>rd</sup> grade teaching credential including the 200-practicum integration.</b>
<b>Planning years:</b>	<b>2024-2026</b>

	<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p><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</p> <p>Technology   <input checked="" type="checkbox"/> Strong Workforce</p>
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See separate Resource Request Excel.

## Area of Focus Discussion Template

### INNOVATIVE SCHEDULING

**Innovative Scheduling** embraces mapping, scheduling, and student outcomes. This focus includes a review of modalities, times, days, and sequence of courses. It supports areas of interest. It is based on student success, retention, and completion/graduation data. Sample activities include the following:

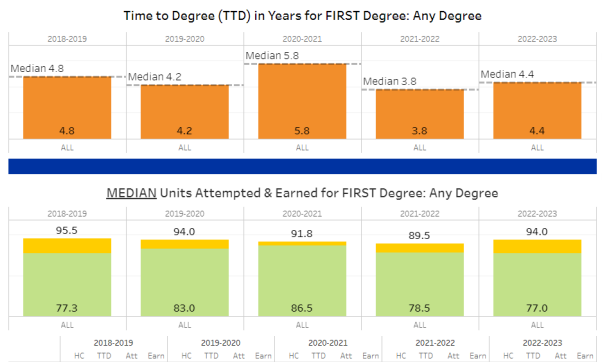
**Possible topics:**

- Review scheduling matrices – program map alignment, successes, and challenges.
  - Collaborate with guided pathways success teams to assess scheduling conflicts and bottlenecks within and across disciplines that impact student completion.
  - Assess mix of teaching modalities – mornings-afternoons-evenings; weekends; face-to-face, hybrid, and distance learning. NOTE: Hybrid is the combined use of various teaching modalities.
  - Address scheduling conflicts or dependencies across disciplines or general education areas.
  - Student access – cultivate majors, support cohorts and interdisciplinary connections.
  - Review units and time to course and program completion.
1. What data were analyzed and what were the main conclusions? All ECS Program Maps were examined and revised to support students timely progress through programs. Heat maps were examined to determine potential scheduling conflicts with other disciplines. Students enroll in T2 and T4 ECS/GE courses consistently. Winter intersession produces full sections of ECS 101 and ECS 102. Degree and certificate data were reviewed showing an increase of degree and certificate awards from last year's data. Time to completion and median number of units were also explored. Other aspects of workforce and academic data was discussed in the annual update.
  2. Based on the 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? Students will need to have access to DE courses to meet program requirements. Additionally, the workforce is in need to training preschool teachers, teacher assistants, and administrative professional. Fast track programs that are offered in a hybrid modality would support the program in mitigating challenges for both success and access. Extending the hours of operation of the lab schools would also support success and access of our student in course completion. The ECS Program will launch 5 stackable certificates that align with the State of CA Department of Education Child Development Permit Matrix to address throughput percentages and incentivize students to continue to take classes towards a degree. Other aspects of workforce and academic data was discussed in the annual update.

Enrollment data by core courses:

	2019-20	2020-21	2021-22	2022-23	2023-24
ECS100	421	380	397	412	413
ECS101	215	193	193	214	197
ECS102	75	103	125	110	168
ECS104	110	98	86	105	100
ECS116	82	74	93	94	99
ECS105	70	76	66	81	82
ECS106	48	58	44	41	41
ECS118	49	31	50	28	36
ECS114	28		22	20	67
ECS122	38	24	11	19	19
ECS149		12	40	34	24
ECS151	17	8	27	27	20
ECS115	20	21	12	13	22
ECS119	25	15	16	17	15

Time to degree data:



Degree/Certificate Awards:

Degree Description Detail		18-19	19-20	20-21	21-22	22-23
AS	Early Childhd Studies General	13	18	12	7	8
	Elementary Education				1	
	Preschool Infant/Toddler	2	9			4
	Prog Director Admin Emphasis			2		1
	Special Education	2	1	1	1	1
AS-T	EarlyChildhood Ed for Trnsfr UC			2	1	4
	EarlyChildhoodEd for Trnsfr CSU	23	28	31	20	19

Total 37

Program: Early Childhood Education & Early Childhood Studies | Certificate Description Detail - Unduplicated

		18-19	19-20	20-21	21-22	22-23	
C3	Certificate 30-60semester unit	Early Childhd Studies General	5	4	2	2	5
		Elem Educ Bilingual/Bicultural					1
		Elementary Education				1	
		Preschool Infant/Toddler	1	1			1
		Special Education			2		
Grand Total		6	5	4	3	6	

Total 6

3. What are your plans for change or innovation?

The ECS Program Plans for innovation would be to update our observation rooms at the Santa Maria Lab School campus to include live feed video and the ability for students to utilize technology to be able to scrub back through a limited time video to watch selections of video again. We are also seeking equitable access to the Lab School facilities based on when students

can access. The ECS Program will be conducting an ECS Student Equity Survey to identify student assets and barriers to course and program completion. We are exploring fast track courses in DE modalities to meet industry and student needs. We are working on growing our concurrent enrollment/College Now offerings and plan to offer courses (based on need) in the community. We are exploring internships, WEE, and other placement options for our students to provide real industry experiences and compliment what students are learning in our courses. Other aspects of workforce and academic data was discussed in the annual update.


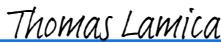

4. How will you *measure* the results of your plans to determine if they are successful? We will measure the results of our plans to determine if they are successful by reviewing data sets on student success, retention, completion, time to degree obtainment, modality selection in the schedule, and workforce (ECS Advisory Committee) feedback. Additional measurements of results will be determined successful by completion of the 10 program objectives defined in the ECS Annual Update.

**Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.**

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners). Our findings were vetted through related faculty, industry and higher education partners, as well as our Advisory Committee members.
2. Are there specific recommendations regarding the core topic responses from the validation team? Not currently. They agreed.

***ECS program objectives and resource requests are documented within the Annual Update narrative portion above.***

Program Review Signature Page:

 <small>Thessa Koepke (Aug 8, 2024 08:28 PDT)</small>	Aug 8, 2024
Program Review Lead	Date
 <small>Thomas Lamica (Aug 9, 2024 14:43 PDT)</small>	Aug 9, 2024
Program Dean	Date
	Aug 9, 2024
Vice President, Academic Affairs	Date


















































TOTAL

TOTAL














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# Early Childhood Studies Yearly Planning Discussion Core Topic Innovative Scheduling 2023-2024 TR FINAL

Final Audit Report

2024-08-09


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