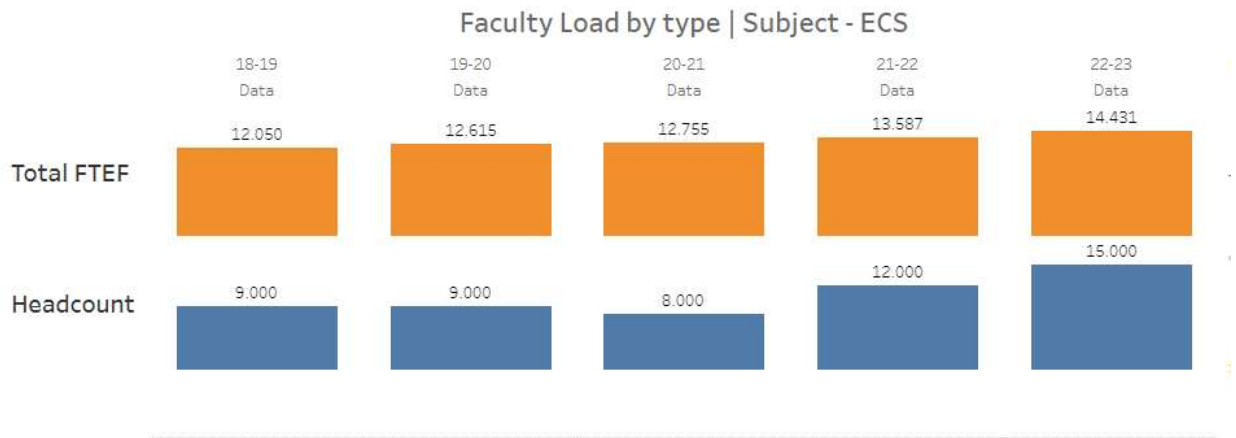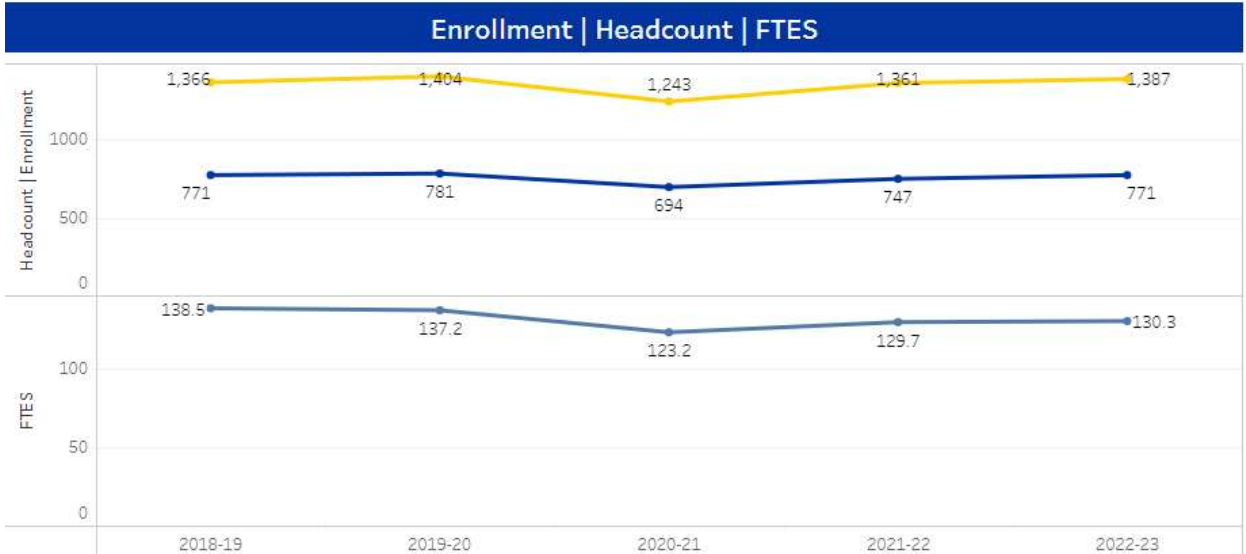# YEARLY PLANNING ANNUAL UPDATE

General Questions

Program Name Early Childhood Studies (ECS) Academic Year <u>2022-2023</u>

1. Has your program mission or primary function changed in the last year? The ECS program mission and primary function has not changed.

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements) The ECS program experienced two noteworthy changes over the past year to degrees and certificates. The ECS program supported two new certificates that were offered in the Noncredit program under a new ECSN descriptor. Additionally, the ECS program launched one revision to ECS 303 and ECS 117. ECS 303 was revised to a 100-level course and will articulate to CSU/US and go from 2 to 3 units. ECS 117 was revised to meet industry demand and support teaching strategies for dual language learners. A new course was created to meet diversity and social justice curricular demands titled *ECS 123: Achieving Social Justice, Diversity, Equity, and Inclusion in the Classroom*. ECS 123 was offered for the first time in the fall of 2022. ECS 117 with a Dual Language Learner focus has yet to be offered. The ECS degree/certificate with an emphasis in Elementary Education Bilingual/Bicultural has been revised to be an emphasis in Elementary Education Diversity Studies. AP&P approved the changes in their summary report and will be offered on or after Fall 2023. The ECS Program increased concurrent enrollment offerings and articulation. EDUC 130/ECS 130 was offered as concurrent enrollment at Orcutt Academic High School during 2022-2023. The program also increased College Now available courses to high school students. High school students could graduate from high school with 5 core course classes in ECS (18 units) qualifying them for entry level employment in the Early Care and Education workforce. An additional 15 units are available as electives in most local ECS Program certificates and degree options. The ECS Program received approval for two courses to articulated to CSU/UC. ECS 303 (now ECS 103) and ECS 123 were approved for CSU/IGETC transfer.

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule? The ECS Program has 2-year program maps in place. The program faced challenges where a couple courses did not follow the 2-year program map with scheduling, and the GP mapping needed to be revised. It would be helpful to have a clear system communicated to constituents that provides for revisions to program maps that can be completed in a timely manner. There is student and industry interest in fast track degree/certificate options. The program will be researching program maps for 8 week and 12 week course offerings to package into to fast track program (LVC was identified as a possible campus).

4. Were there any staffing changes? The ECS Program did not have any significant staffing changes. We did have one retirement of a long time PTF member but were able to recruit and hire other qualified PTF to meet the demand for course offerings. Current program enrollment is:

Enrollment | Headcount | FTES

	2018-19	2019-20	2020-21	2021-22	2022-23
Enrollment	1,366	1,404	1,243	1,361	1,387
Headcount	771	781	694	747	771
FTES	138.5	137.2	123.2	129.7	130.3

Faculty Load by type | Subject - ECS

	18-19 Data	19-20 Data	20-21 Data	21-22 Data	22-23 Data
Total FTEF	12.050	12.615	12.755	13.587	14.431
Headcount	9.000	9.000	8.000	12.000	15.000

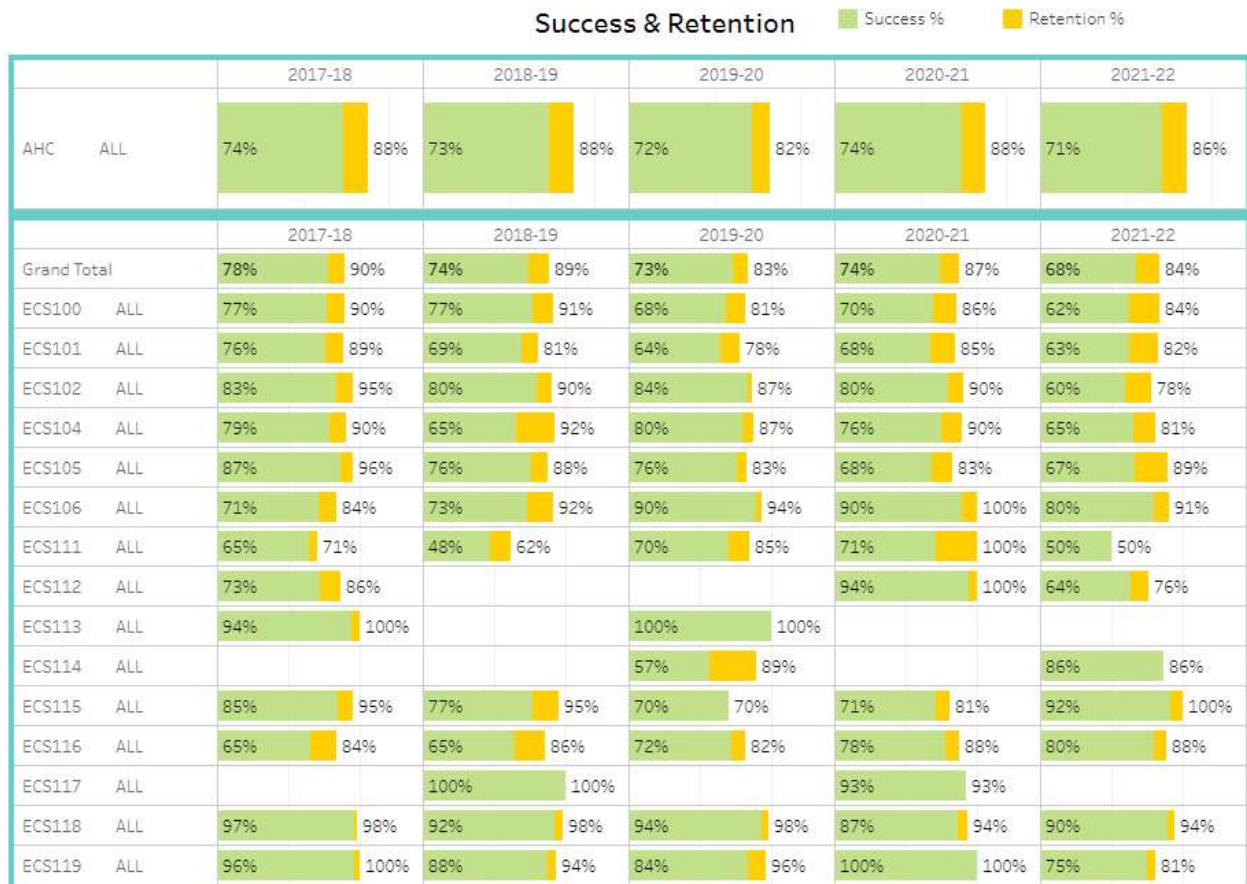|	18-19			19-20			20-21			21-22			22-23		
	FTEF	Overload	Total	FTEF	Overload	Total	FTEF	Overload	Total	FTEF	Overload	Total	FTEF	Overload	Total
ECS	9.43	2.62	12.05	8.88	3.73	12.62	8.71	4.05	12.76	9.54	4.05	13.59	10.1	4.33	14.43
Grand Total	9.43	2.62	12.05	8.88	3.73	12.62	8.71	4.05	12.76	9.54	4.05	13.59	10.1	4.33	14.43

Based on the current enrollment and FTEF (10.1) with 3FTF in the program, the ECS program would need additional 6-7 fulltime faculty to effective teach the courses and retain students while successfully completing their courses. The ECS program must rely heavily on part-time faculty to meet the demand for classes. With more classes shifting back into pre-pandemic face-to-face modality, the ECS Program is having a difficulty time finding faculty to teach day sections of our core courses.

5. What were your program successes in your area of focus last year? The ECS Program did not assess an area of focus for 2022-2023. The 6-year program review for ECS was completed in 2021-2022.

    a. The program completed several action items initiated from the ECS Advisory Committee. A summary of the actions is outlined below:

        i. Completed course content review on two classes to support implementation of the JEDI lens and updated materials.
        ii. Reinstated Twilight Program in ECS Lab School to meet demand of adult students enrolled in evening classes and close equity gaps between day and evening students.
        iii. Purchased SWIVL devices to support live feed access to Lab School.
        iv. DEI Task Force met to discuss and provide support in the process of revisiting ECS Academic Program/Lab School Philosophy.
        v. First ECSN cohort complete first certificate of Family Childcare in noncredit program.
        vi. Reestablished Future Teacher's Club.
        vii. Created and implemented TK Course Sequencing Plan.
        viii. UPK TK SMBSD Grant was funded.
        ix. Integrated Teacher Program Planning (ITEP) Grants were funded with both CSUCI and CPSU

    b. The program still needs to address the following ECS Advisory recommendations:
        i. Continue to review ECS courses with Jedi Lens and revise to support student retention and success.
        ii. Reinstate door to academic classroom (I-213) student prep room.
        iii. Purchase instructional equipment and materials for the LVC Lab site.
        iv. Hire ECS Program support staff-formally listed as an Administrative Assistant. Faculty and program needs determined that an Instructional Lab Assistant would better meet need. A minimum of two instruction lab assistants would be needed. One for LVC and 1 for Santa Maria.
        v. Implementation of SWIVL devices into Lab school to support disproportionate impacts between in person and DE course modalities.
        vi. Expand hours of operation of Lab School to support student accessibility constraints. M-F hours in the summer, Twilight hours for toddlers and preschoolers both in LVC and SM campuses.
        vii. Revise ECS Program/Lab School Philosophy to support JEDI lens and current practices.
        viii. Work on ECS Academic Program NAEYC Accreditation.
        ix. Create program certificates to support workforce career ladder than align with Commission on Teacher Credentialing Child Development Permit Matrix.
        x. Update COR to include CAP alignment and inclusion of TPE's.
        xi. Revise ECS 311 to be Lang/Literacy Focused to support TPE's and Early Learning Credential.

xii. Review and revise ECSN courses to support current workforce and industry standards.

Learning Outcomes Assessment

c. Please summarize key results from this year's assessment. Key results from this year's assessment showed that most students were successful in meeting student learning outcomes assigned to courses. In looking at success/retention percentages, several course classes showed lower number of students that stayed enrolled in classes and from those students, lower numbers of students successfully completed the courses.

Success & Retention — Success % — Retention %

		2017-18		2018-19		2019-20		2020-21		2021-22	
AHC	ALL	74%	88%	73%	88%	72%	82%	74%	88%	71%	86%

		2017-18		2018-19		2019-20		2020-21		2021-22	
Grand Total		78%	90%	74%	89%	73%	83%	74%	87%	68%	84%
ECS100	ALL	77%	90%	77%	91%	68%	81%	70%	86%	62%	84%
ECS101	ALL	76%	89%	69%	81%	64%	78%	68%	85%	63%	82%
ECS102	ALL	83%	95%	80%	90%	84%	87%	80%	90%	60%	78%
ECS104	ALL	79%	90%	65%	92%	80%	87%	76%	90%	65%	81%
ECS105	ALL	87%	96%	76%	88%	76%	83%	68%	83%	67%	89%
ECS106	ALL	71%	84%	73%	92%	90%	94%	90%	100%	80%	91%
ECS111	ALL	65%	71%	48%	62%	70%	85%	71%	100%	50%	50%
ECS112	ALL	73%	86%					94%	100%	64%	76%
ECS113	ALL	94%	100%			100%	100%				
ECS114	ALL					57%	89%			86%	86%
ECS115	ALL	85%	95%	77%	95%	70%	70%	71%	81%	92%	100%
ECS116	ALL	65%	84%	65%	86%	72%	82%	78%	88%	80%	88%
ECS117	ALL			100%	100%			93%	93%		
ECS118	ALL	97%	98%	92%	98%	94%	98%	87%	94%	90%	94%
ECS119	ALL	96%	100%	88%	94%	84%	96%	100%	100%	75%	81%

d. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.
Upon reflection and analysis of the learning outcome and assessment data and review of data collected by institutional effectiveness, there were areas of disproportionate impact identified as having a disproportionate impact in our ECS 104, 105, and 106 courses.

		2017-18		2018-19		2019-20		2020-21		2021-22	
Grand Total		78%	90%	74%	89%	73%	83%	74%	87%	68%	84%
ECS100	Female	76%	90%	76%	91%	67%	81%	69%	86%	63%	85%
	Male	82%	91%	89%	94%	72%	83%	74%	82%	65%	77%
	Non-Binary	100%	100%	67%	67%	100%	100%	67%	100%	0%	
ECS101	Female	75%	88%	69%	81%	65%	78%	68%	86%	63%	82%
	Male	85%	96%	69%	88%	59%	82%	73%	73%	62%	92%
	Non-Binary			67%	67%	50%	50%	0%		100%	100%
ECS102	Female	85%	95%	80%	90%	84%	87%	79%	90%	61%	78%
	Male	80%	100%	100%	100%	50%	50%	100%	100%	53%	80%
	Non-Binary	0%	100%			100%	100%				
ECS104	Female	79%	90%	66%	93%	79%	87%	76%	90%	64%	81%
	Male	83%	100%	50%	83%	100%	100%	100%	100%	100%	100%
	Non-Binary					100%	100%	0%			
ECS105	Female	88%	95%	77%	88%	76%	82%	68%	82%	66%	89%
	Male	71%	100%	71%	86%			100%	100%	100%	100%
	Non-Binary					67%	100%	100%	100%		
ECS106	Female	70%	83%	74%	92%	91%	94%	89%	100%	78%	90%
	Male	100%	100%	67%	83%	0%	100%	100%	100%	100%	100%
	Non-Binary							100%	100%	100%	100%
TOTAL	Female	77%	89%	74%	89%	74%	84%	74%	88%	68%	84%
	Male	82%	95%	78%	91%	65%	78%	79%	83%	67%	84%
	Non-Binary	50%	100%	67%	67%	85%	90%	62%	77%	80%	80%

Based on the data review students who identified as female in ECS 104 were 81% likely to complete the course with 64% successful. Students would identify as female in ECS 105 were 89% likely to complete the course with 66% being successful. ECS 106 students who identified at female were 90% likely to complete the course with 78% earning a passing grade. On the other hand, the same classes showed 100% completion and success rates in students who identified as male.

Based on the program's interpretation of the data, completion rates for most students in other core classes (which range from 77%-100%) and success rates (61%-100%) fall within the average for the college. In the courses identified above the complete rates range from 78%-90%, however success rates 64%-78% which is below the college average. The program will investigate other data points to determine course of action such as modality, OER Textbook, and overall course instruction to address the disproportionate impacts to students. The impact lower percentages of success further impact the program and percentage of program completion, as 104, 105, and 106 are feeder and in some cases prerequisites for advancement in the program course sequence.

Based on the data collected by course, data shows that the total number of ECS students decreases from 83 in ECS 104 (Entry class) to 49 in ECS 118 (Capstone class). Based on this data, the program loses 59% of its students from program entry to program completion. That percentage is also based on if the students attend full-time and follow the course sequencing plan.

Success & Retention — Success % (green), Retention % (yellow)

		2018-19		2019-20		2020-21		2021-22		2022-23	
AHC	ALL	73%	88%	72%	82%	74%	88%	71%	86%	72%	87%

		2018-19		2019-20		2020-21		2021-22		2022-23	
Grand Total		74%	89%	73%	83%	74%	87%	68%	84%	65%	83%
ECS100	ALL	77%	91%	68%	81%	70%	86%	62%	84%	68%	86%
ECS101	ALL	69%	81%	64%	78%	68%	85%	63%	82%	68%	85%
ECS102	ALL	80%	90%	84%	87%	80%	90%	60%	78%	48%	75%
ECS104	ALL	65%	92%	80%	87%	76%	90%	65%	81%	50%	76%
ECS105	ALL	76%	88%	76%	83%	68%	83%	67%	89%	46%	68%
ECS106	ALL	73%	92%	90%	94%	90%	100%	80%	91%	78%	95%
ECS111	ALL	48%	62%	70%	85%	71%	100%	50%	50%	73%	87%
ECS112	ALL					94%	100%	64%	76%		
ECS113	ALL			100%	100%					44%	83%
ECS114	ALL			57%	89%			86%	86%	45%	50%
ECS115	ALL	77%	95%	70%	70%	71%	81%	92%	100%	69%	92%
ECS116	ALL	65%	86%	72%	82%	78%	88%	80%	88%	64%	82%
ECS117	ALL	100%	100%			93%	93%				
ECS118	ALL	92%	98%	94%	98%	87%	94%	90%	94%	86%	89%
ECS119	ALL	88%	94%	84%	96%	100%	100%	75%	81%	88%	88%
ECS120	ALL	63%	69%	83%	88%	67%	88%	76%	81%	78%	78%
ECS122	ALL	67%	88%	79%	82%	75%	79%	73%	82%	89%	89%
ECS123	ALL									80%	80%

		2018-19		2019-20		2020-21		2021-22		2022-23	
TOTAL	ALL	74%	89%	73%	83%	74%	87%	68%	84%	65%	83%

First time AHC students
Persistence % fall to spring

	Fall 2018				Fall 2019				Fall 2020				Fall 2021				Fall 2022			
	HC	Persist #	Persist %	Impact	HC	Persist #	Persist %	Impact	HC	Persist #	Persist %	Impact	HC	Persist #	Persist %	Impact	HC	Persist #	Persist %	Impact
Female	53	43	81%		69	43	62%		44	30	68%		50	38	76%		52	38	73%	
Male	1	0	0%		2	1	50%		3	1	33%		1	1	100%		4	3	75%	
Non Binary	1	0	0%		1	1	100%										4	3	75%	
Grand Total	55	43	78%		72	45	63%		47	31	66%		51	39	76%		60	44	73%	

Persistence

	2017-18	2018-19	2019-20	2020-21	2021-22
ECS100	387	382	412	378	390
ECS101	232	228	210	187	186
ECS102	83	99	75	99	118
ECS104	100	97	108	97	83
ECS116	107	95	77	72	92
ECS105	92	81	69	73	63
ECS106	77	80	47	57	42
ECS118	58	52	48	31	49

e. Please summarize recommendations and/or accolades that were made within the program/department. The ECS Program recommends reviewing the student data and addressing equity gaps within courses.

f. Please review and attach any _changes_ to planning documentation, including PLO rubrics, associations, and cycles planning. No changes were made 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 Course_s) Enrollment by modality

Enrollment by Modality

Year	Onsite	Online Traditional	Online Synchronous
2018-19	1,123 - 82%	243 - 18%	
2019-20	1,110 - 79%	294 - 21%	
2020-21		318 - 26%	887 - 71%
2021-22	581 - 43%	654 - 48%	126 - 9%
2022-23	670 - 48%	717 - 52%	

Legend: ■ Onsite ■ Online Traditional ■ Online Synchronous
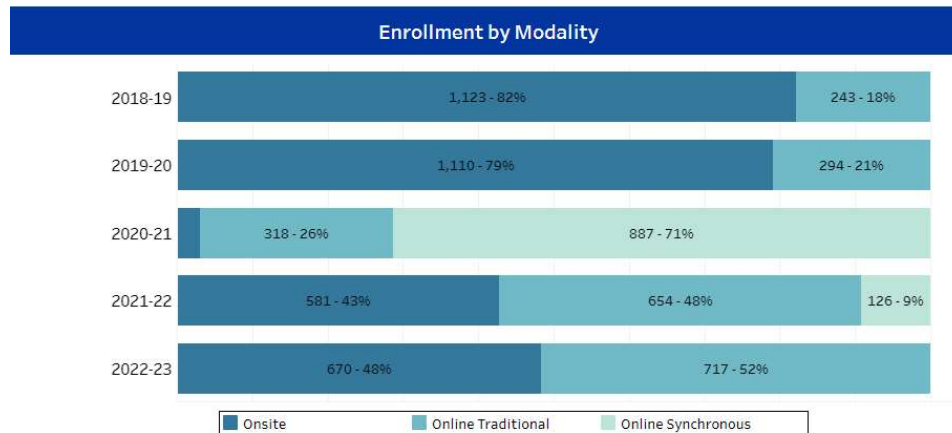
a. Which courses were reviewed for regular and substantive interactions (RSI)? The following ECS courses were peer reviewed by the ABS department in 2020-2021.
   a. ECS 100 11/6/2020
   b. ECS 101 11/6/2020
   c. ECS 116 12/4/2020
   d. ECS 120 12/4/2020
   e. ECS 118/119 3/26/2021

b. What were some key findings regarding RSI? The peer review process did not identify any key findings related to RSI. The Department will review the courses listed above in 2023-2024 and review new DE modality offerings at the same time. New DE offerings include ECS 102, ECS 104, ECS 105, and ECS 106.

   • Some strengths: Courses contain video lectures and assignment orientation for students. Courses have orientations that involve students finding embedded icons that need to be located and locations reported. Courses offer all groups and small group interactive discussions. Rubrics were used and feedback to students was frequently given.

   • Some areas of possible improvement: Videos are longer in duration. Chunking materials. Use of embedded rubrics may enhance student experience.

c. What is the plan for improvement? The plan for improvement is to have ECS faculty complete the DE courses offered by the DE Coordinator to support course development and implementation.

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

a. Does the program meet documented labor market demand? Yes.

When the employment outlook data was reviewed, there was 15% job growth for preschool teachers with an associate degree in early childhood studies/education. Our local area is in desperate need of a workforce that can work both in licensed childcare facilities and Transitional Kindergarten classrooms. To meet industry standards, employers need employees to complete a minimum of 6 units of ECS core ECS coursework up to 24 units to meet regulatory requirements for their entry level positions. There is a national shortage of qualified ECE workers to provide care and education of young children. The ECS Program will need to work towards offering courses when students are able to take them. Provide a variety of modalities that support working students. Increased access to lab school to include extended day and night options.

b. How does the program address needs that are not met by similar programs? Yes. Our program also offers the community and workforce courses to meet specializations necessary to obtain different types of employment (i.e. Courses in infant toddler, special education, and administration) conditions. These courses are not readily offered by our community college partners in the North and South of our service area. We are also the only community college in our region to offer course work to serve Dual Language Learners and address the needs for social justice curriculum. We are currently the only regional community college with a certificate/degree emphasis in Diversity Studies.

c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain. Our overall ECS Program success and retention rates are at or above the greater college community.

TOTAL	ALL	78%	90%	74%	89%	73%	83%	74%	87%	68%	84%
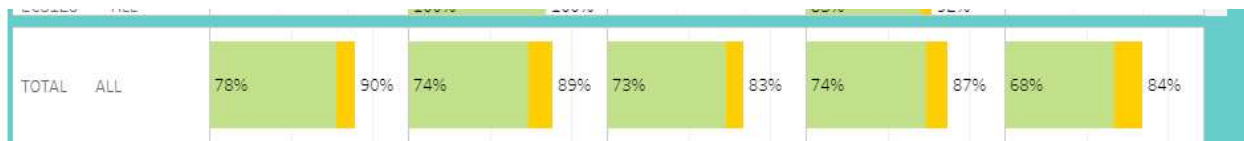
Enrollment by core courses (AST)

	2017-18	2018-19	2019-20	2020-21	2021-22
ECS100	387	382	412	378	390
ECS101	232	228	210	187	186
ECS102	83	99	75	99	118
ECS104	100	97	108	97	83
ECS116	107	95	77	72	92
ECS105	92	81	69	73	63
ECS106	77	80	47	57	42
ECS118	58	52	48	31	49

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? Yes. The program conducted its 6-year comprehensive program review in 2021-2022 and found that all course prerequisites and advisories met Title 5 requirements. Some of the courses still have ENGL 514 as an advisory. The program faculty will remove the advisory at the next cycle of course review.

e. Have recommendations from the previous report been addressed? Yes

New Program Planning Initiative – Yearly Planning Only	
Title:	*Future Teacher's Club*
Planning years:	*2023-2024*

Description:
The success levels of our courses have indicated that students need to have a learning community to support successful completion of classes and programs. The ECS Program along with Education program have created a Future Teacher's Club to support a teacher pathway learning community. The club (learning community) is seeking a space where students can gather that contains resources and instructors can host office hours to provide tutoring.

Resources:
Priority Level: Low   Medium   <u>**High**</u>
Resource Type: <u>**Equipment**</u> Staff <u>Faculty</u> <u>Supplies and Materials</u>
Quantity: 1
Per Item Price: Start-up $600.00 with $300.00 annually   **Price with taxes/shipping, etc.:** $300.00
Description:
Physical location preferably located in the lab school(s) where the ECS Program can be visible to students and provide opportunities for the development of a learning community. Equipment needed would be seating, bookshelf, locking cabinet, bulletin board, computer and printer. Funding

would also be necessary for outreach. A small amount of money would be needed to support office supplies and instructional materials.

New Program Planning Initiative – Yearly Planning Only	
Title:	**Expansion of Children's Center Lab School Hours of Operation**
Planning years:	**2023-2024**

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.

Resources:

Priority Level: Low   Medium   **High**
Resource Type: Human Resources   Staff
Quantity: 1
Per Item Price: $ **CSEA Teacher/Student workers**   **Price with taxes/shipping, etc.:**   TBD
Description:
Complete a student equity survey and resource analysis of the cost to expand operational hours to support ECS program success and retention in sequenced classes (ECS 100, ECS 105, ECS 106, and ECS 118/119. Formulate a plan to secure funding and structure to support expansion of operational hours.

New Program Planning Initiative – Yearly Planning Only	
Title:	**ECS Instructional Assistant**
Planning years:	*2023-2024*

Description:
To support student access and success/retention while in the lab school environment and meet the mission and vision of the college, the ECS Program requests a CSEA Instructional Assistant dedicated to providing instructional support, tutorial, and clerical duties related to the ECS Academic Program faculty and students while in the Lab School environment.

Resources:

Priority Level: Low   Medium   **High**
Resource Type: **Human Resources**   Staff
Quantity: 1
Per Item Price: $ **CSEA Instructional Assistant**   **Price with taxes/shipping, etc.:** $3400.00-
4430.00 per month
Description:
        10-11-month CSEA instruction assistant position to support the academic program faculty and
                            students when utilizing the lab school.

New Program Planning Initiative – Yearly Planning Only	
Title:	**ECS Student Equity Survey**
Planning years:	**2023-2024**

Description: The ECS academic program will research, create, and implement with ECS Students an
        equity survey that will identify barriers to access and success in our courses.

Resources:

Priority Level: Low   Medium   **High**
Resource Type: Equipment   **Staff**   Faculty   Supplies and Materials
Quantity: 1
Per Item Price: $100.00   **Price with taxes/shipping, etc:**
Description: Copying/design costs

ECS Yearly Planning Update2022-2023 Signature Page:

_____
Thesa Roepke (Jan 23, 2024 14:37 PST)
Program Review Lead

Jan 23, 2024
_____
Date

_____
Sofia Ramirez Gelpi
Sofia Ramirez Gelpi (Jan 23, 2024 14:47 PST)
Program Dean

Jan 23, 2024
_____
Date

_____
Vice President, Academic Affairs

Jan 25, 2024
_____
Date

ECS Yearly Planning Update 2022-2023 FINAL

Final Audit Report   2024-01-26

Created:	2024-01-23
By:	Sandra Orozco (sorozco@hancockcollege.edu)
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