

ECS/ECSN YEARLY PLANNING DISCUSSION

General Questions

Program Name Early Childhood Studies (ECE) **Academic Year** 2025-2026

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 is in the second year of implementation 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. The ECS Program has added a full-time faculty member, Monica Thorpe, to their instructional team.
2. Were there any noteworthy changes to the program over the past year? (e.g., 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	The ECS Program revised the following courses to include CCN Phase IIB mandate, perform course review of emphasis courses aligned with the CA Commission for Teacher Credentialing Child Development Permit Matrix, and transition the courses into OER/ZTC: CCN Phase IIB: ECS 100 Child Growth and Development is now named CDEV C1000 Child Growth and Development and will be effective Summer 2026. The following courses were reviewed for currency, relevancy, accessibility, level of innovation and equitable practices as prioritized based on the Child Development permit matrix for Master Teacher Permit or higher: ECS 111, ECS 112, ECS 113, ECS 115, ECS 120 (2 units-3units), ECS 150, & ECS 151. The following courses were revised to transition from publisher's content to OER/ZTC and will be effective in the summer/fall of 2026: CDEV C1000, ECS 104, ECS 105, ECS 112, ECS 115, ECS 150, & ECS 151 Faculty will transition the last core class (ECS 118/119) to OER/ZTC by fall 2026, making the AST-in ECS a zero-cost degree based on major courses. New Courses created and approved to be effective spring 2027: RBT 300 Registered Behavior Technician and RBTN 7300 NC Registered Behavior Technician.
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	The ECS Program has received approval from DAS for its Early Care and Education Teacher Apprenticeship Standards. The ECS Program has also created, and AP & P has approved a new APRN 400 class that provides a 1-unit repeated course to support the RSI for each semester the apprentice is enrolled in coursework and working at the approved employer site. The course will be effective in Fall 2026. The ECS Program revised or developed the following programs: New: Early Childhood Studies Applied Behavior Studies Certificate of Achievement (16 units) Revised: Early Childhood Studies: Program Director/Administration Emphasis Certificate of Achievement Modification: Update TOP and CIP codes. Early Childhood Studies: Program Director/Administration Emphasis associate in science Modification: Update TOP and CIP codes. The ECS program revised the Family Childcare Preparation certificate of completion and created a new short-term certificate.
Articulation Agreements/MOU's	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 students with our AST in ECE. Our practicum courses (ECS 118 and 119) were revised to increase practicum hours from 75 to 85 hours per course. The ECS Program continues to support SMBSD to offer fast track/DE courses in ECS to provide their TK workforce in meeting the legislative mandate of all TK professionals employed in districts to complete 24 units in ECS/ECS. SMBSD is on their 5th cohort of residency students. The ECS Program continues to utilize workforce partners in the placement of ECS students for ECS 149 placements and completion of course assignments. The ECS Program has secured the ECS Program Labs Schools as an employer for the newly approved Apprenticeship for the Early Care and Education Teacher. The ECS Associate Teacher Certificate was added as a WDB approved program for ETPL.
Concurrent Enrollment (CCAP)	Currently, the ECS Program offers concurrent enrollment classes at OAHS (ECS 100, ECS/EDUC 130). 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 continues to be interest from our faculty in offering DE or Hybrid opportunities before and after the bell dule in hard-to-serve schools such as Cuyama and Santa Ynez High School.

College Enrichment	The ECS Program offered ECS 100 and ECS 101 both at RHS after bell schedule and in Guadalupe at the Rec center in the fall 2025 and spring 2026. 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 like College Now.
Justice Connected Programs	The ECS Program offered ECS 100, ECS 101, ECS 116, and ECS 102 at the North County Jail. The ECS Program is interested in expanding its course offerings at the Federal Penitentiary and Juvenile Hall.
Non-Credit	The ECSN program has completed the third cohort in ECSN with the VESL support classes. There were 75 head counts (260 enrollment) students enrolled for the 2025-2026 academic year. This enrollment is flat compared to last year, indicating that this level of enrollment may be the typically annual enrollment moving forward. There are plans to expand this program into LVC and Guadalupe. Family Childcare Licensure Certificates awarded: F25 3 S26 6 Intro to Early Childhood Studies Certificates awarded: F25 1 S26 5 Students who transitioned into the ECS credit program: 3
Grant Awards	The ECS Program did not receive the DAS Apprenticeship Implementation Award for this funding cycle. We recommend reapplying when the grant becomes available. The ECS Program has applied for CCAMPIS funds and plans to include apprentices as part of the staffing patterns. The ECS Program, in collaboration with the ECS Lab Schools, applied for \$200,000 in funding from First 5 of Santa Barbara County to complete the Preschool Outdoor Classroom Project at LVC. Notification of awards will be in June 2026. 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. The ECS Program was awarded legacy funds through the Orfalea Foundation in 2017. We have asked to have access to the budget to make decisions based on academic funding priorities moving forward.

	Continued funding through the Innovation Fund in the amount of \$10,000 will be extended into the next academic year to provide opportunities to support building connection and curricular alignment between the ECS Lab School and the ECS Academic Program. 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 has transitioned all 8 course classes to an OER/ZTC format and will be able to offer several ZTC certificates and a free transfer degree in ECE. The following courses are current ZCT: ECS 100, ECS 101, ECS 102, ECS 104, ECS 105, ECS 106, ECS 116 and ECS 118/119, ECS 115, ECS 151, ECS 120, & ECS 150. The following courses are LCT: ECS 103
Lab School Connections	By implementing the student lab electronic sign in/sign out system, the ECS Program was able to obtain the number of students that have accessed the lab school for course work for 2025-2026. Based on the number of students who logged into the system, 1064 students utilized the ECS lab schools for the purpose of applying program outcomes and course objectives. Additionally, the lab received over 400 visits from community-based serve organizations or visitors during the same year. The ECS Program hopes to increase the number of students over the next year to 1500 or more students based on pre-Covid numbers.
Credit for Prior Learning (CPL)	The ECS Program will begin by looking at our curriculum and industry certifications and work experience to determine if CPL can be established for a course. Faculty will conduct a curriculum review over the next program year to inform whether CPL will be possible.
Outreach Activities	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 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 three 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 two students participate in the SKILLS USA under Child Development competition at a regional level with two students advancing to a state level. One student qualified for the USA state level Skills. We will work towards re-establishing our student club for the academic year 2026-2027 for our students interested in pursuing careers in the ECS industry. Additionally, faculty provided outreach and support to the ECS Children's Center Lab School through targeted professional development activities in both the fall and spring semesters. We also hosted the Child Development Conference and served as a sponsor,

	where 300 industry-connected participants attended a variety of workshops including tours of the lab school.
Financial Resources	The ECS Program is disproportionately under resourced based on the 880 students with an enrollment of 1583 and the addition of 79 students with an enrollment of 260 in the ECSN program. Our current annual budget allocation consists of the following for both instructional and operational supplies: Instructional Supplies 130500 50.00 Office/Operational Supplies 130500 517.00 Dues & Memberships 130500 150.00 2024 Lottery Allocation \$2100 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 three full-time faculty and 14 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. The ECS program needs additional instructional and operational supplies for 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. Lastly, the workforce has recently revised many of its regulations and curriculum and will no longer be providing printed copies at no cost to instructors. These resources will need to be replaced, which will require \$5000.00 in replacement costs across instructors, courses, and the lab school. Last year, the ECS Program received significant financial resources from the Strong Workforce and CTEA. Investments were made in technology with the upgrade to our observation rooms, equipment and materials for the ECS instruction Prep Room, and support in establishing both Lab School Teacher work areas and faculty offices in Building I.
External ECS/ECS Lab School Audit	The college contracted with an external discipline expert to conduct and audit the ECS Program and ECS Lab School operations. The conclusion of the audit identified significant findings presented through three prioritized tiers of recommendations for improvement. Tiers addressed the following areas: Health and safety of children/adult learners, non-compliance with local and state regulatory agencies, quality service provision for children and adult learners, qualifications of teach staff, communication and collaboration between both the ECS Program and ECS Lab School, family fee assessment, enrollment process and prioritization, as well a procedural implications that affect all users of the ECS Lab School. The results of this audit clearly demonstrate the ECS Program review findings over the last three consecutive reporting periods and have a direct impact on student retention and success measures. Immediate action is warranted to meet compliance measures, as well as provide a quality learning environment for all learners.

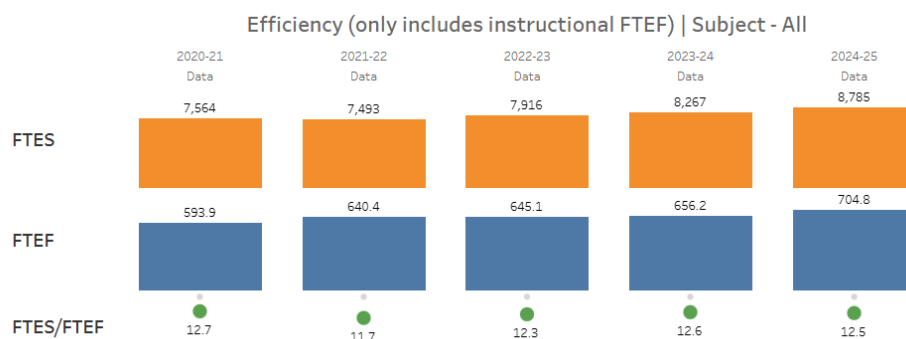
- Is your two-year programming map in place and were there any challenges maintaining the planned schedule? The ECS program has a two-year map for the transfer degree in ECE that functions as intended. ECS faculty have identified a handful of students annually that are not enrolled in the correct classes to support the two-year transfer schedule. We continue to monitor SEP data and course sequencing plans to ensure that students are taking the core 8 transfer degree ECS courses in the correct order.

Over the past academic year, the ECS Program Coordinator has worked with Academic Affairs and the Articulation Officer to modify the local degree/certificate course sequencing plans to inform appropriate scheduling practices. Most emphasis courses have now been moved to once every two-year scheduling pattern.

This academic year presented a new scheduling challenge to our program maps. The Common Course Numbering (CCN) Phase IIB courses went active for the summer and the upcoming fall 2026 terms. As such, ECS 100 Child Growth and Development has now become CDEV C1000 Child Growth and Development. Early data show decreased enrollment in the CDEV course which can impact the course sequencing. Strong college promotional efforts will be needed to inform past, current, and future students of this change.

- Were there any staffing changes?

The ECS program had two staffing changes over the 2025-2026 academic year. The ECS Program hired a new ECS Instructional Full-time Faculty effective August 2026. Monica Thorpe joined our teaching team. The last Children's Center Faculty Teacher retired effective May 2026. Future Children's Center lab teachers will be hired as Teacher II CSEA positions. The program has experienced challenges with vetting a highly qualified pool of Children's Center teacher candidates for the last several recruitments, resulting in delays in hiring and placement of students for practicum. The program data below shows the need for 9.5 qualified faculty based on the data showing an FTE/FTEF of 704.8 and 12.5.



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

The program successes in the focus area (Teaching and Design) from last year were:

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

APRN 400: Early Care & Education Teacher

RBT 300: Registered Behavior Technician
RBT 7300: Registered Behavior Technician NC

The following courses were revised and approved by AP & P:

CDEV C1000 Child Growth & Development
ECS 103 Introduction to Early Childhood Studies & Education
ECS 125 Curriculum for Afterschool & Recreational Programs
ECS 111 Admin I: Programs in Early Childhood Education
ECS 112 Introduction to Young Children with Disabilities
ECS 113 Curriculum and Strategies for Children with Special Needs
ECS 115 Care and Education for Infants and Toddlers
ECS 120 Adult Supervision and Mentoring in Early Childhood Education
ECS 150 Admin II: Personnel and Leadership in Early Childhood Education
ECS 151 Infant Toddler Development

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

ECS Associate Teacher Certificate of Achievement-Spring 2026
ECS Teacher Certificate of Achievement-Spring 2026
ECS Master Teacher Certificate of Achievement-Spring 2026
ECS Applied Behavioral Studies-Fall 2027
Early Childhood Studies NC: Family Childcare Licensure Preparation Certificate of Completion-Fall 2026

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

Early Childhood Studies NC: Family Friend & Community Care Certificate of Completion-Fall 2026

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.

Common Course Numbering (CCN) has been placed on hold until further notice. The remaining 7 courses on the CCN list for phase III will remain as is until direction is received from the Chancellor's Office. Even so, the ECS Program has concerns about the CSU/UC articulation if current suggested templates are implemented.

Program faculty have completed the process of identifying OER/ZTC instructional materials for the remainder of the ECS courses in the transfer degree in Early Childhood Education. Both ECS 105 and ECS 118/119 have been transitioned to OER/ZTC. Effective Fall 2026, the AST in ECE will be zero cost for textbooks.

Other program success last year that are not included in the focus topic:

1. Successful creation of two new programs
2. Negated disproportionate impacts on course thresholds.
3. Submission of the DAS Implementation Grant
4. Career Academy Collaboration with local industry

5. Increase in total student enrollments.
6. Launching of EDUN program
7. Research completion for new SLPA program.
8. Use of prep room for instruction
9. Emphasis course revisions
10. Launching of three level stackable ECS Certificates
11. Revision of ECSN Certificates and additional of new program
12. Completion of CCN Phase IIB-CDEV C1000
13. Transition of two more core ECS classes to OER/ZTC
14. Finalization of observation room upgrades
15. Completion of currency/relevancy review of 7 ECS courses

Recommendations from Previous 2024-2025 Academic Year		
1	The ECS Program has 9.5 full-time faculty members and currently has 3. There is a need to hire additional faculty. The program requests a minimum of 2 FTF to address this shortage. The district replaced A. Caddell with M. Thorpe in 2025. Additional faculty are still needed to support student retention and success measures.	Partially met
2	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 live videos. 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 have been completed. There are a couple of issues with installation that need to be addressed. Faculty are waiting for training. Current live feed access in adult classrooms has not been realized. IT stated that the project and training will be fully actualized by Summer 2026.	Partially met
3	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 an on-going system of communication that includes Director of Lab School, ECS coordinator, faculty, teachers and center staff. (3) Inviting lead teachers and center staff to sit in on academic classes and	Ongoing

	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 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. An independent audit was completed that substantiated the need for realignment. An action plan to address deficiencies is forth coming over the next three months.	
4	The Lompoc Valley Center Lab School does not have an ECS academic program aligned with 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. The ECS Academic Program participated with the ECS Lab School in a First 5 of Santa Barbara County Nature Explore planning grant to prioritize zones and create a physical drawing to use for bidding purposes. The drawing was finalized for the preschool yard in May 2026. The ECS Program applied for funding that will allow for Outdoor Classroom implementation. Funding notice will be given in June 2026.	Partially met
5	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. The ECS Program did not receive a budget augmentation this academic year. The program did receive substantial funding from Strong Workforce and CTEA to address program needs. Monies went to provide access to the Prep Room, updated Prep Room equipment for student/instructor use, purchasing door locks, and creating a student gathering space in the lobby area by faculty classrooms. Additional monies were designated to the observation room for upgrades. Monies were expended June 2026. A budget augmentation is still needed to continue minimal operations of the program.	Not met
6	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	Partially met

	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. The ECS Program revised faculty for contact information on the website. Program information has been updated. Further design is needed to add apprenticeship, ECS Program mission and vision, and connections added for industry. The ECS Lab School revisions identified have not been addressed.	
7	Recommend that the program increases the percentage of students that are familiar with the lab school by nonpaid WEE and internship opportunities in the ECE Lab School. Not included in resource allocation will be addressed with scheduling of courses and recruitment of students. The ECS Program placed several ECS 149 WEE students in the ECS Lab Schools over the past academic year. Internships still need to be actualized in the next academic year.	Partially met
8	Recommend providing a student workspace at the LVC Lab School to address students' 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). The Dean of LVC met with the ECS Coordinator to discuss the program needs for a kitchen at LVC and food service for children. Further discussion is needed. The ECS Program has not addressed the need for a student workspace. This goal will continue next academic year.	Not met
9	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 have a direct impact on instruction and ECS student success. Additionally, the	Partially met

	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 FY 2024-2025 Revised 6.4.2025 supports adult learners. Not included in resource allocation will be addressed with student-parent tuition through funding sources. An independent audit was completed that substantiated the need for qualified teaching staff to oversee TBA students while in the lab school. An action plan to address deficiencies is forth coming over the next three months. The ECS Program is recommending that the college explore educational cohort models to support math and English completion.	
10	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. Discussions with faculty will continue into the next academic year. The program already has a Program Portfolio that measures student competency across program outcomes and core courses. The ECS Program submitted a CCAMPIS Grant with a deliverable of achieving NAEYC Academic Program Accreditation. Grant awards will be made in September 2026.	Partially met
11	The ECS Program, along with the ECS Advisory Committee, recommends the development of new programs to meet industry needs. The following programs are certificates: Infant Toddler Specialization (15 units), Speech Language Pathology Assistant (SPLA TBD), and Special Education Assistant (20 units). The RBT program was approved by AP & P in April 2026. The remaining programs will be created in the 2026-2027 academic year.	Partially met
12	Hire a PT CSEA for ECS/EDUC/ECSN/EDUN clerical support for 20 hours per week. The ECS Program is currently using 1-2 student workers to support program operations. Hiring a CSEA position will provide stability and equal access to all ECS Faculty.	Not met
13	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. The ABS Department Chair worked with the Dean to secure additional one-time funding for the Admin Assistant through June 2026. The ABS Program has 15 sections of course that run through the summer that require administrative support. In the absence of the Administrative Assistant, the programs cannot operate effectively.	Partially met
14	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	Suspended; modified for 2026-2027

	integration of the ECS Academic Program in FY 2024-2025 with the absence of the faculty director position and conversion of Children's Center Faculty from faculty to CSEA. This item will be suspended and replaced in the 2026-2027 needs list.	
15	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. Significant progress was made over the 2025-2026 academic year. Observation room upgrades were completed, faculty participated in the Grading for Equity Series, ADA changes were made by instructors using the Canvas Learning Management System, faculty deployed strategies to have faster grading practices to support timely feedback to students, core ECS courses were transitioned to OER/ZTC, and discussions were had about extending hours of operation in the ECS Lab School to provide more TBA placements. Continued investigation of progression data (GE courses) will be needed. We will continue to support JEDIA strategies during the 2026-2027 academic year.	Partially met
16	Increase throughput rates from ECS 100-ECS 105-ECS 106-ECS 118 with ECS 104 being a baseline indicator of enrollment. Data reviewed in 2025-2026 indicated that there were no areas identified with a disproportionate impact. This item has been met.	Met
17	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 supporting 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. During the 2025-2026 academic year, the ECS Program received significant financial resources from Strong Workforce and CTEA. Investments were made in technology with the upgrade to our observation rooms, equipment and materials for the ECS instruction Prep Room, and support in establishing both Lab School Teacher work areas and faculty offices in Building I. Institutionalization of a budget augmentation is necessary to maintain essential program operations.	Temporarily met with Strong Workforce and CTEA
New recommendations from the 2025-2026 Academic Year (in addition to last year's partially met & unmet recommendations)		
1	Revising curriculum based on current industry practices and relevancy	ECS Faculty
2	Seeking financial support to complete the Outdoor Classroom Project at LVCCC (ECS OBJ-1)	ECS Leadership Team
3	Advocate for CCN Phase III to have course templates align with our local program outcomes and course objectives and support effective articulation with local CSU/UC partners.	ECS Faculty

4	Implement DAS approved Apprenticeship program for Early Care and Education Teacher (ECS OBJ-2)	ECS Faculty/College Apprenticeship Coordinator
5	Create an ECS Lab School Faculty Student Instructional Support position that will continue to work on ECS academic program instructional methodology within the ECS Lab School. These positions can be supported by off load stipend but recommended to be a percentage of faculty load due to the nature of the work and close alignment with instruction and number of students. (ECS OBJ-3)	ECS Faculty/Dean of Academic Affairs
6	Assess and create a plan for equitable student access at both LVC and SM ECS Lab Schools.	ECS Leadership Team
7	Continue to investigate stackable certificate awards to determine general education course completion impacts on ECS degree awards and provide innovative targeted strategies to support degree completion. (ECS OBJ-4) CORE TOPIC	ECS Faculty/Dean of Academic Affairs
8	Support funding faculty stipends and purchase of instructional materials to address findings identified in the ECS Lab School Audit (ECS OBJ-5 and ECS OBJ-6)	ECS Leadership Team
9	Complete NAEYC Academic Program Accreditation Self-Study ECS OBJ-7) CORE TOPIC	ECS Faculty
10	Establish an annual program budget to support instructional/operational materials for the ECSN program. The budget augmentation was approved by the non-credit advisory committee at the spring 2026 meeting.	Department Chair of ABS, Dean of Academic Affairs

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 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. Based on a target rate of 70%, the SPOL data is shared in the table below.

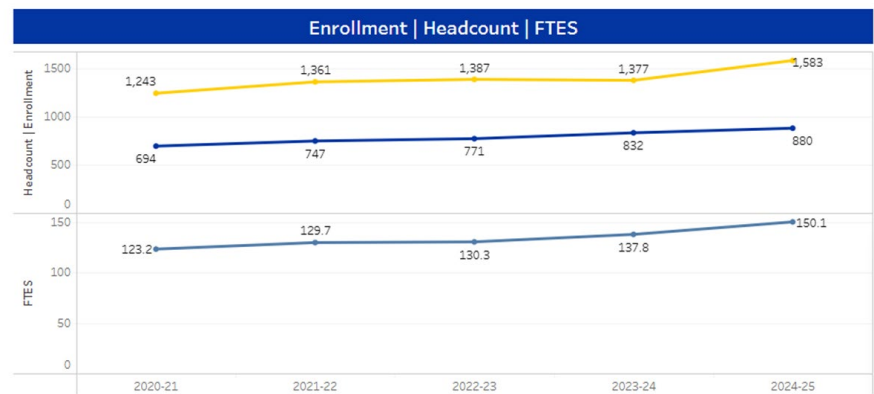
Program Learner Outcome #	Met (based on 70%)	Difference
PLO 1 (ECS 100)	93.87	+23.87
PLO 2	97.10	+27.10
PLO 3	98.02	+28.02
PLO 4	97.14	+27.14
PLO 5 (ECS 118)	94.03	+24.03
PLO 6	95.12	+25.12

Based on a review of the data, most students are meeting the outcome above or slightly above the college average. It was noted that PLO #1 had the lowest met percentage

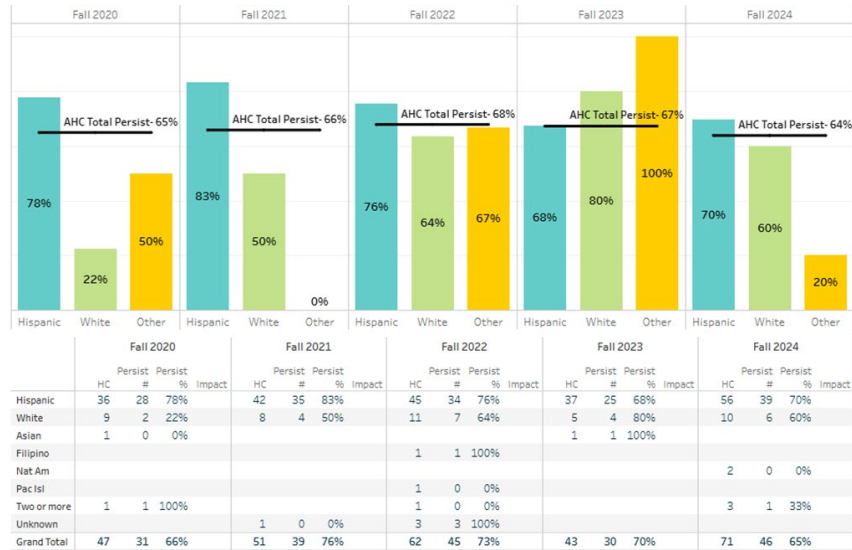
and is our highest enrollment class (ECS 100). The next lowest percentage is for PLO #5, which is assigned to our capstone (ECS 118) course. Differences in data that are not reflective in the percentages could also be students that are taking ECS 100 and ECS 101 for GE Area 4 that are not ECS majors. Some of the impacts of throughput 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.

- 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 investigate offering a cohort-based Math course in collaboration with the Math Department to address lower graduation numbers. Faculty will also investigate offering an infant toddler specialization by increasing course sections annually as recommended by the ECS advisory committee, as well as offering additional emphasis courses at the LVC campus. Additional data points are shared below.

PROGRAM REVIEW: ENROLLMENT & HEADCOUNT

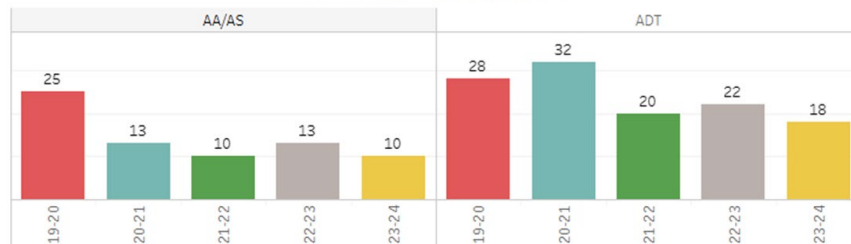


First time AHC students
Persistence % fall to spring



The number of students enrolled in the pre-requisite courses coupled with the high PLO obtainment indicates that the ECS program should have higher completion rates. Faculty speculate that the students are getting lost in the general education portion of the program. We hope to have more data next year with the start of the three leveled certificates which require four categories of general education (ENGL, MATH/Science with lab, Social Sciences, and Fine Arts/Humanities) and align with the Child Development Permit Matrix.

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



Degree Description Detail

		19-20	20-21	21-22	22-23	23-24
AS	Early Chldhd Studies General	18	12	7	8	10
	Elementary Education			1		
	Preschool Infant/Toddler	9		2	4	1
	Prog Director Admin Emphasis		2		1	
	Special Education	1	1	1	1	
AS-T	EarlyChildhood Ed for Trnsfr UC		2	1	4	1
	EarlyChildhoodEd for Trnsfr CSU	28	31	20	19	17

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

		19-20	20-21	21-22	22-23	23-24
C3	Certificate 30-60semester unit					
	Early Chldhd Studies General	4	2	2	5	5
	Elem Educ Bilingual/Bicultural				1	
	Elementary Education			1		
	Preschool Infant/Toddler	1			1	
	Special Education		2			
Grand Total		5	4	3	6	5

- c. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning. There are no changes to the planning documentation, PLO Rubrics, associations, and cycles planning.

Distance Education (DE) Modality Course Design Peer Review Update

- a. Which courses were reviewed for regular and substantive interactions (RSI)? The following ECS Courses have been reviewed for regular and substantive interactions: The following courses were reviewed during the 2025-2026 academic year.

21697	ECS 106	Yvon Frazier	Fall 2025
20342	ECS 100	Michelle Clayton	Fall 2025
20633	ECS 105	Thesa Roepke	Fall 2025
42140	ECS 111	Yvon Frazier	Spring 2026
10115	ECS 118	Thesa Roepke	Summer 2026
10963	ECS 149	Yvon Frazier	Summer 2026
10116	ECS 119	Thesa Roepke	Summer 2026

- b. What are some key findings regarding RSI?

All courses reviewed met or exceeded minimum standards for regular and substantive contact. Strengths and possible areas of improvement are shared below.

- Some strengths: Use of weekly announcements. Use of both class and small group discussions to provide student-student engagement opportunities. All the courses reviewed provided students with instructional videos that reviewed assignment requirements. Some courses provided video lectures and supplemental activities for students and instructor-based engagement.
 - Some areas of possible improvement: Some of the courses reviewed contained long video segments that due to length may cause students to disengage. Other feedback included creating short lecture-based videos to enhance course content and instructor-student engagement.
- c. What is the plan for improvement? Instructors will continue to participate in professional development opportunities to learn new innovations in online instruction.

As courses are being updated with changes to the COR, instructors will develop shorter video segments for lectures.

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

- a. Does the program meet documented labor market demand? Yes
- b. How does the program address needs that are not met by similar programs? Our ECS/ECSN programs address needs that are not met by similar programs by providing an onramp from the non-credit ECSN program to the ECS program. Additionally, the ECS program offers workforce education and training opportunities through stackable certificates that align with the State of California Commission on Teacher Credentialing Child Development Permit Matrix.
- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? The ECS/ECSN Programs are effective in meeting employment and industry needs. Maintaining and increasing the number of students who progress through the major and complete their programs will be a focus through 2030 to keep up with the increased demand for a skilled workforce. It is noted from the data below that we will need to continue to offer courses and programs to address the employment needs in both educational administrators (infant toddler) and preschool teachers except for special education. Both SOC areas show 9.1 percent and 18.2 percent growth rate over the next several years.

The State of California Employment Development Department (EDD) Occupational Profile data shows that the employment outlook for childcare workers, educational administration, and preschool teachers, except special education to need employees over the next ten years. The data below is based on 1st quarter data from

<https://labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=childcare&careerID=&menuChoice=occExplorer&geogArea=0604000083&soccode=399011&search=Explore+Occupation>

Childcare Workers

(SOC Code : 39-9011)

in Santa Barbara County

Attend to children at schools, businesses, private households, and childcare institutions. Perform a variety of tasks, such as dressing, feeding, bathing, and overseeing play. Exclude "Preschool Teachers" (25-2011) and "Teacher Assistants" (25-9041).

Hourly Mean \$20.52-21.80

Projection of Employment: 750 new jobs based on 1,240 current job openings

With a 0% growth rate from 2022-2032, the 0% growth rate is directly related to an increase in unit requirements and employers seeking employees with certificates and degrees.

Education Administrators, Preschool and Child Care Center/Program
(SOC Code : 11-9031)

in Santa Barbara County

Plan, direct, or coordinate the academic and nonacademic activities of preschool and childcare centers or programs. Exclude "Preschool Teachers" (25-2011).

Hourly Mean \$35.86-\$39.49

Projection of Employment: 110-120 new jobs based on 80 current job openings

With a 9.1% growth rate from 2022-2032

Preschool Teachers, Except Special Education
(SOC Code : 25-2011)

in Santa Barbara County

Instruct children (normally up to 5 years of age) in activities designed to promote social, physical, and intellectual growth needed for primary school in preschool, day care center, or other child development facility. May be required to hold State certification. Exclude "Child Care Workers" (39-9011) and "Special Education Teachers" (25-2041 through 25-2043).

Hourly Mean \$23.79-\$28.69

Projection of Employment: 770-910 new jobs based on 1,010 current job openings

With an 18.2% growth rate from 2022-2032

Total industries employing this occupation in Santa Barbara County verses the State of California:

Industry Title	Number of Employers in Santa Barbara County	Percent of Total Employment for Occupation in State of California
Child Day Care Services	9,138	44.5%
Private Elementary and Secondary	15,744	20.8%
Religious Organizations	29,724	11.5%
Civic and Social Organizations	14,165	4.2%
Individual and Family Services	44,223	2.7%
Grantmaking and Giving Services	737	1.6%
Social Advocacy Organizations	19,046	1.2%

- 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? The following courses were reviewed this year for currency and relevancy in the field of early care and education:

The following new courses were created and approved by AP & P to meet industry needs: APRN 400: Early Care & Education Teacher, RBT 300: Registered Behavior Technician, & RBT 7300: Registered Behavior Technician NC

The following courses and programs were review for currency and relevancy including review of course pre-requisites: The following courses were revised and approved by AP & P: CDEV C1000 Child Growth & Development, ECS 103 Introduction to Early Childhood Studies & Education, ECS 125 Curriculum for Afterschool & Recreational Programs, ECS 111 Admin I: Programs in Early Childhood Education, ECS 112 Introduction to Young Children with Disabilities, ECS 113 Curriculum and Strategies for Children with Special Needs, ECS 115 Care and Education for Infants and Toddlers, ECS 120 Adult Supervision and Mentoring in Early Childhood Education, ECS 150 Admin II: Personnel and Leadership in Early Childhood Education, & ECS 151 Infant Toddler Development

The following new programs were created and approved by AP & P: ECS Associate Teacher Certificate of Achievement-Spring 2026, ECS Teacher Certificate of Achievement-Spring 2026, ECS Master Teacher Certificate of Achievement-Spring 2026, ECS Applied Behavioral Studies-Fall 2027, & Early Childhood Studies NC: Family Childcare Licensure Preparation Certificate of Completion-Fall 2026

The following new programs were revised and approved by AP & P: Early Childhood Studies NC: Family Friend & Community Care Certificate of Completion-Fall 2026

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

e. Have recommendations from the previous report been addressed?

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 for 20 units. These programs are scheduled to be completed in the 2026-2027 academic year.

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics. This section is only used if there are new planning initiatives and resources requested.**

New Program Planning Initiative (Objective) – Yearly Planning Only
ECS OBJ-1: Seeking financial support to complete the Outdoor Classroom Project at LVCCC
2026-2027

Description:

The ECS Program is seeking financial support to complete the Outdoor Classroom Project at the LVCCC. The anticipated funding need is \$150,000.00. The Outdoor Classroom Project serves the ECS Program, community at large, and student-parents. *Persons responsible: ECS Program Faculty, Program Director of ECS Lab School, Allan Hancock College Foundation, and other community partners as needed.*

What college plans are associated with this Objective? (Please select from the list below):Ed Master PlanStudent Equity Plan

Guided Pathways

AB 705

Technology Plan

Facilities Plan

Strong Workforce

Equal Employment Opp.

Title V**New Program Planning Initiative (Objective) – Yearly Planning Only**

ECS OBJ-2: Implement DAS approved Apprenticeship program for Early Care and Education Teacher
2026-2027

Description:

The ECS Program was approved and registered with the DAS Early Care and Education Teacher Apprenticeship Program. As part of the registration, faculty resources are needed to implement the apprenticeship program in alignment with the DAS Standards. The program will be audited by DAS at the end of its first year (Spring 2027). *Persons responsible: ECS Program Faculty, Dean of Academic Affairs, Director of Special Projects, Program Director of ECS Lab School, DAS Advisory Committee, and other college administrative systems as needed.*

What college plans are associated with this Objective? (Please select from the list below):Ed Master PlanStudent Equity Plan

Guided Pathways

AB 705

Technology Plan

Facilities Plan

Strong Workforce

Equal Employment Opp.

Title V**New Program Planning Initiative (Objective) – Yearly Planning Only**

ECS OBJ-3: Create an ECS Lab School Faculty Student Instructional Support position that will continue to work on ECS academic program instructional methodology within the ECS Lab School.
2026-2027

Description:

Create an ECS Lab School Faculty Student Instructional Support position that will continue to work on ECS academic program instructional methodology within the ECS Lab School. These positions can be supported by off load stipend but recommended to be a percentage of faculty load due to the nature of the work and close alignment with instruction and number of students. *Persons responsible: ECS Program Faculty, Dean of Academic Affairs & Human Resources*

What college plans are associated with this Objective? (Please select from the list below):Ed Master PlanStudent Equity Plan

Guided Pathways

AB 705

Technology Plan

Facilities Plan

Strong Workforce

Equal Employment Opp.

Title V**New Program Planning Initiative (Objective) – Yearly Planning Only**

ECS OBJ-5: Support funding faculty stipends to address findings identified in the ECS Lab School Audit

2026-2027

Description:

The ECS Program is seeking financial support to compensate faculty for additional job responsibilities associated with the findings identified in the ECS Lab School Audit (Spring 2026). Additionally, allocating monies for instructional materials \$5000.00 (Foundations, Frameworks, Child Assessments, CLASS Observation tools/materials, WEST ED PITC videos and instructional materials and other materials to support coursework. Instructional materials purchased will support academic instruction in the lab school environments. *Persons responsible: ECS Program Faculty and Dean of Academic Affairs*

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

Student Equity Plan

Guided Pathways

AB 705

Technology Plan

Facilities Plan

Strong Workforce

Equal Employment Opp.

Title V**New Program Planning Initiative (Objective) – Yearly Planning Only**

ECS OBJ-6: Support funding to purchase instructional materials that address findings identified in the ECS Lab School Audit

2026-2027

Description:

The ECS Program is seeking financial support to purchase instructional materials \$5000.00 (Foundations, Frameworks, Child Assessments, CLASS Observation tools/materials, CDE/CDSS materials, WEST ED PITS videos, NAEYC Documents and Publications, and instructional materials not yet identified to support coursework. Materials would be placed distributed for student, staff, and faculty use in the following locations: 2 lab classrooms LVCCC, LVC 2-101, I-115, I-213, 6 lab classrooms at SM. Instructional materials purchased will support academic instruction in the lab school environments. *Persons responsible: ECS Program Faculty and Dean of Academic Affairs*

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

Student Equity Plan

Guided Pathways

AB 705

Technology Plan

Facilities Plan

Strong Workforce

Equal Employment Opp.

Title V**New Program Planning Initiative (Objective) – Yearly Planning Only**

ECS OBJ-10: Establish an operational budget to fund instructional and operational materials to instruct the ECSN program and courses.

2026-2027

Description:

The ECSN program does not have an operational budget to purchase necessary supplies and materials to effectively operate the program. We are asking for \$1,000.00 annually to cover the costs of operational and instructional materials. *Persons responsible: Department Chair of Applied Behavioral Sciences, Dean of Academic Affairs, and other college administrative systems as needed.*

What college plans are associated with this Objective? (Please select from the list below):Ed Master PlanStudent Equity Plan

Guided Pathways

AB 705

Technology Plan

Facilities Plan

Strong Workforce

Equal Employment Opp.

Title V

ECS/ECSN Area of Focus Discussion

EDUCATION AND INDUSTRY PARTNERSHIPS

Education and Industry Partnerships – review relationships with four-year institutions including preparation for transfer and changes in major requirements to assess employment as well as review employment and the needs of employers and regional partners.

1. What data were analyzed and what were the main conclusions? Over the course of the 2025—2026 academic year, the ECS Coordinator and Articulation Officer reviewed the course data located in the ASSIST data base to check the status of articulation to four-year institutions. All core 8 ECS courses articulate along with several other emphasis courses offered as part of our local ECS degrees. During the review, it was determined by the Articulation Officer that ECS 132/EDUC 132 (now only EDUC 132) was no longer articulated. The Articulation Officer made a request to CPSU to reestablish articulation with EDUC 132. The results are pending and will need to be followed up in the fall with the new Articulation Officer. All core 8 ECS courses articulate along with several other emphasis courses offered as part of our local ECS degrees.

Program faculty reviewed all core courses and emphasis courses (electives) associated with the transfer degree in Early Childhood Education and several local degrees in Early Childhood Studies and made changes to the courses based on currency and relevancy in the field of early care and education.

The ECS Program revised the following courses to include CCN Phase IIB mandate, perform course review of emphasis courses aligned with the CA Commission for Teacher Credentialing Child Development Permit Matrix, and transition the courses into OER/ZTC:
CCN Phase IIB: ECS 100 Child Growth and Development is now named CDEV C1000 Child Growth and Development and will be effective Summer 2026.

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 students with our AST in ECE. Our practicum courses were revised to increase practicum hours from 75 to 85 hours per course.

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?

In looking through a lens of equity, the ECS/ECSN program reviewed its current operations, courses, scheduling practices, and program offerings. Based on the outcome of the review, the ECS program will address and focus on the perceived challenges of access to instructional materials, education-life balance, and progression through the major. Possible next steps are discussed below.

ECS students have difficulty accessing course materials. To address this challenge, the following courses were revised to transition from publisher's content to OER/ZTC and will be effective in

the summer/fall of 2026: CDEV C1000, ECS 104, ECS 105, ECS 112, ECS 115, ECS 150, & ECS 151. Faculty will transition the last core class (ECS 118/119) to OER/ZTC by fall 2026, making the AST-in ECS a zero-cost degree based on major courses.

Another perceived challenge for our students is being able to balance home, work, and educational responsibilities. The ECS Program will begin by looking at our curriculum and industry certifications and work experience to determine if CPL can be established for a course. Faculty will conduct a curriculum review over the next program year to inform whether CPL will be possible. Additionally, students who need to complete course assignments and practicum hours frequently request night access to the ECS lab schools. The academic program in consultation with the Dean and Program Director of the lab schools will investigate expanding hours of operation of the centers so that adult learners have equitable access. The highest demand is for day and evening access in the Santa Maria area.

To address the perceived challenge for employers in being able to hire highly qualified employees, we will begin to actively seek funding for the newly approved DAS for its Early Care and Education Teacher Apprenticeship Standards. Upon implementation, this program will support our local workforce by providing employees to meet the demand, as well as support students who are working in the field to successfully complete their 12 units in Early Childhood Studies.

Preliminary data shows that we have many students finishing their ECS classes but are not completing the program. The ECS Program began offering stackable certificates this year that align with industry certifications. The industry certifications require general education classes as part of their progression. We hope to learn more about where students are stopping in their general education journey based on the certificate awarding over the 2026-2027 academic year. Based on the data, faculty will design and implement targeted supports and interventions so that students can progress through the general education courses and complete their programs. Anecdotally, students are stating they are having difficulty with ENGL, MATH, and science with labs.

3. What are your plans for change or *innovation*? The ECS Program plans for change are to: Complete the NAEYC Accreditation of Higher Education Programs to demonstrate evidence of excellence in instruction and

Investigate data from stackable certificate awards related to the completion of general education course completion and its impact on ECS degree completion. Based on the results of the data, ECS faculty in collaboration with Counseling, Math, English, and Science faculty will work towards providing innovative targeted strategies to increase student success. Sample ideas of innovative practices would be cohort models for ECS students like how athletics provides cohort models, creation of learning communities, group tutoring sessions, and embedded tutors.

4. How will you *measure* the results of your plans to determine if they are successful? The innovation strategies will be measured through certificate and degree completions over the next two academic years 2026-2027 and 2027-2028.

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years?

New Program Planning Initiative (Objective) – Core Topic Only
ECS OBJ-4: Create and implement innovative targeted strategies to support ECS degree completion inclusive of Math, English, and Science with a lab courses.
2026-2027
(The academic years this will take to complete) 2026-2027 to 2028-2029
Description: The ECS Program is seeking financial support to continue to investigate stackable certificate awards to determine general education course completion impacts on ECS degree awards and provide innovative targeted strategies to support degree completion. <i>Persons responsible: ECS Program Faculty, Dean of Academic Affairs, Department Chairs (Math, English, and Sciences), Counseling, Institutional Effectiveness, and other college administrative supports.</i>
What college plans are associated with this Objective? (Please select from the list below): <u>Ed Master Plan</u> <u>Student Equity Plan</u> Guided Pathways <u>AB 705</u> Technology Plan Facilities Plan <u>Strong Workforce</u> Equal Employment Opp. <u>Title V</u>

New Program Planning Initiative (Objective) – Core Topic Only
ECS OBJ-7: Complete NAEYC Academic Program Accreditation Self-Study
2026-2027
(The academic years this will take to complete) 2026-2027 to 2029-2030
Description: The ECS Program is seeking financial support in the amount of \$3500.00 to purchase the NAEYC Academic Program for Accreditation self-study materials and pay a faculty to complete the self-study process. <i>Persons responsible: ECS Program Faculty and Dean of Academic Affairs</i> https://www.naeyc.org/accreditation/higher-ed/accreditation
What college plans are associated with this Objective? (Please select from the list below): <u>Ed Master Plan</u> Student Equity Plan Guided Pathways AB 705 Technology Plan Facilities Plan <u>Strong Workforce</u> Equal Employment Opp. <u>Title V</u>

ECS/ECSN 2025-2026 Program Review Signature Page


Theresa Kiepke (Jul 23, 2026 18:14:34 PDT)

Program Review Lead

Jul 23, 2026

Date

Thomas Lamica

Program Dean

Jul 23, 2026

Date



Vice President, Academic Affairs

Jul 27, 2026

Date

ECS-EDUC_Program Review 2025-2026_education&industry partnerships

Final Audit Report

2026-07-27

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