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

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

Please Refer to last year's Annual Update/Program Review and only make updates to the following fields if they have changed/justify a new program resource need.

I. Alignment of the Program with the AHC Mission

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

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

> No change.

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

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

> No change.

II. Student Success, Program Accessibility and Program Capacity

*NO data analysis required this year.

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

> No change.

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

> The Early Childhood Studies program completed course review in 2018-2019. As a result of course review, the program has revised both its course and programs to reflect alignment with CID and CAP systems. Revised courses and programs will be effective fall 2020.
>
> Even with the COVID-19 challenges, the ECS Program has over 50 students who have petitioned for graduation this academic year.

III.   Quality and Innovation in the Program and Curriculum Review

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

> No change.

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

> No change.

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

> No change.

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

> No change.

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

> No change.

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

> COR have been reviewed. The ENGL advisories need to be removed based on AB 705 requirements. Corequisites for ECS 105 and 106 with each requiring co enrollment in 1.0 unit of ECS 149 needs to be considered.

IV.   Focus and Engagement of the Program

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

> New challenges have emerged based on the COVID-19 social distancing restrictions to both our face to face and DL courses. Students are not permitted to access both our campus lab schools and community collaboration childcare/education sites for the completion of both lab hours, CWE and course requirements. As a result, student success has become a challenge along with impacts to student access and equity. Faculty are faced with challenges on providing students opportunities to practice course concepts due to limited instructional materials and strategies that can successfully be delivered in the remote modality. We are also experiencing challenges with students' access to technology and barriers to student's success due to distractions that occur while the student is attending both remote and DL modalities. Lastly, students and faculty are experiencing increased levels of stress from multiple environmental inputs.

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

> Internal conditions: Emergency Remote Instruction modality, closure of lab school due to social distancing, remote work status and limited access to the campus.
>
> External conditions: Closure of community collaboration childcare and education sites and COVID-19 Pandemic.

Data for Program with Vocational TOP Codes (CTE):
http://www.hancockcollege.edu/institutional_effectiveness/reports.php
Please review the data and comment on any trends.

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

No change.

d.   Industry employment and wage trends

Childcare is an essential need, and are currently a lack of qualified workers to fills the positions that are available.

e.   TOP code employment CORE indicator report

No change.

f.   Advisory committee recommendations

The advisory committee recognized and supported the need for a noncredit pathway into credit coursework. Additionally, the need for CWE-experience opportunities for students to apply course work outcomes was supported. With the impacts of Covid-19 and the ability to place students in programs to observe children, alterative instructional modalities are needed.

V.   Continuous Improvement of the Program
a.   Status of Final Plan of Action – Post Validation
     Summarize the progress made on the recommendations from your last comprehensive program
     review plan of action

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

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

Source	Specific Resource	Est. Amount $	Impact on program or course outcomes
TPP Grant	Brochures, financial support for the Future Teacher's Club and STEAM instructional materials	$8500.00	Three new courses were created and approved to support STEAM instruction (ECS 313, 314 and 315) Promotional materials were updated Future Teacher's Club continued for another program year

c. List any new or modified recommendations below, including rationale for these in the table.

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

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

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

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