

HAWAI'I COMMUNITY COLLEGE  
PROGRAM ANNUAL REVIEW REPORT

**Early Childhood Education Program**

**February 16, 2017**

**Review Period  
July 1, 2015 to June 30, 2016**

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***Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit and Institutional Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/files/program-unit-review/>***

***Please remember that this review should be written in a professional manner. Mahalo.***

**PROGRAM DESCRIPTION**

<b>Describe the Program</b>	
<p>Provide the short description as listed in the current catalog.</p>	<p>The Early Childhood Education Program is a two year comprehensive program designed to provide attitudes, skills and knowledge for people who work with young children and their families in a variety of early childhood programs. The Certificate of Completion (C.C.) or Certificate of Achievement (C.A.) prepares students for support roles in early childhood programs. An Associate in Science (A.S.) degree prepares students to be teachers or lead practitioners in early childhood programs.</p>
<p>Provide and discuss the program's mission (or goals and objectives if no program mission statement is available).</p>	<p><b>Mission Statements</b></p> <p>*To provide training and education programs for the development of competent and nurturing caregivers and teachers for all Hawai'i's young children and their families.</p> <p>*To provide quality education and care services for the children of students, faculty, and staff in the Community College. These services will represent the best of current practices and will serve as a practicum for programs related to early childhood education as well as providing a demonstration of quality care and education for the at large community.</p> <p>The Center provides early education and care for children 18 months to 5 years of age and serves children of students, faculty, and staff from Hawai'i Community College and the University of Hawai'i at Hilo. The Center is nationally accredited by the National Association for the Education of Young Children (NAEYC) and serves 8 toddlers and 15 preschoolers. The Center served as a laboratory site for approximately 5-6 students this year and a site for numerous other Early Childhood Education, Liberal Arts and Nursing students to complete course assignments and observations. The budget numbers included in the program data under efficiency do NOT include the cost for the Children's Center.</p>

Comprehensive Review information: **Required for ARPD Web Submission**

Provide the year and URL for the location of this program's last Comprehensive Review on the HawCC Program/Unit Review website: <a href="http://hawaii.hawaii.edu/files/program-unit-review/">http://hawaii.hawaii.edu/files/program-unit-review/</a>	
Year	AY 2011-14
URL	<a href="http://hawaii.hawaii.edu/files/program-unit-review/docs/2014_eced_program_review.pdf">http://hawaii.hawaii.edu/files/program-unit-review/docs/2014_eced_program_review.pdf</a>
Provide a short summary regarding the last Comprehensive Review for this program. Discuss any significant changes to the program since the last Comprehensive Review that are not discussed elsewhere in this review.	<p>The last Comprehensive Review was done for FY 2011- 2014. During that time the overall health of the program was affected by the retirement of a key faculty member. A new faculty member was hired in Spring 2014 with the prediction the Efficiency Indicator would improve from "Unhealthy" to "Cautionary" in the next year-- which indeed it did. However, this cycle was again repeated in FY 2015-2016 with the retirement of the remaining key faculty and the hiring of another new faculty member, leaving the program under the guidance of two full-time instructional faculty hired within the past 2 years.</p> <p>During AY 2015-16, changes were made to faculty assignments to accommodate delivery of crucial coursework for student graduation. When a lecturer gave notice of unavailability one week before the start of the Spring 2016 semester, the faculty and Children's Center staff worked cooperatively to ensure students received and completed their required coursework. ECED 190 and 291 shared overlapping instructional hours at the seminar level while maintaining the required student teaching hours of each course. Both faculty members and Children's Center staff work extensively to carry out the mission of the program.</p>

## QUANTITATIVE INDICATORS

### ARPD

### Data

**Please attach a copy of the program's ARPD data tables and submit with the Program Review document.**

a) If you will be submitting the Program Review document in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.

**OR**

b) If you will be submitting the Program Review document in digital form, attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right side, just above the datatables.

Program data can be found on the ARPD website: <http://www.hawaii.edu/offices/cc/arpd/>

## ANALYSIS OF THE PROGRAM'S DATA

**Analyze the program's ARPD data for the review period.**

Describe, discuss, and provide context for the data, including the program's health scores in the following categories:

**Demand**

This domain stayed with an "Unhealthy" marker. The marker may continue to stay in this category due to the ratio of the number of current and replacement positions available to the number of majors. There were 7 positions and 66 majors. However, the positions are based on only one CIP code; that of Director. This position is not indicative of the majority of available openings in the ECE community. Most positions are Teachers and Teacher's Aides. This ratio will always reflect as "Unhealthy" until a more accurate scope of positions are available through additional CIP codes.

Some students may declare an ECE major when they are just starting in college as a way to begin their coursework. Some students take classes to improve their parenting skills or their interactions with the young children in their lives. Whether or not the students go on to complete a certificate or degree, the information gained through the beginning courses will have a positive impact on young children in the community.

The number of classes has remained consistent. The number of classes taught in a year enables the student attending in East Hawaii to feasibly complete the program in four semesters, provided life and finances are in sync. The challenge continues to be providing courses to the students in West Hawai'i. The ECE online courses are offered at HawCC and through other campuses on a coordinated, rotating schedule. This has assisted majors in completing their degrees by providing a fuller spectrum of courses. The enrollment also increased in all of the entry level courses. It is hopeful that these students will continue through to completing their AS degrees. Several students drive to Hilo from Waimea, Honoka'a, Ka'u, and Puna to gain needed coursework. This shows commitment.

Classes are offered every semester as the faculty calculates the need, based on student STAR reports and personal inquiries. ECED 105 & 131 are offered every semester online. ECED 245 was offered online in Fall 2015 by a retired faculty member to facilitate consistency. And, a lecturer was hired to teach the ECED 190, a vital course in practicum experience. In Spring 2016, a second faculty member was hired.

The ECE courses also contribute to the broader education of students outside of the major. Each semester, the ECE Program offers two courses, either face-to-face or online, that fulfill General Education requirements in Social Sciences. All other ECE classes can also be considered as elective classes for the AA, AS and AAS degrees. ECED 131 is a Designated General Education Course.

<p><b>Efficiency</b></p>	<p>The Efficiency marker went from “Cautionary” to “Unhealthy” for this reporting year. The average class size increased by 8% based on 15 classes. This figure should take into account the differences in class capacity. When the two lower capacity practicum classes (caps of 10 each) are removed from the equation, the average class size is higher.</p> <p>The number of majors to FTE BOR Appointed Faculty was found to be “unhealthy” at 65.5. However, the number of faculty was listed as 1, when, in actuality, a new faculty was hired in mid-year. This would alter that number to 43.7 per 1.5 faculty. The Analytic FTE Faculty at 36.8 would still be slightly under the healthy range. Two FTE Faculty for 65.5 would have made it a “Healthy” marker.</p> <p>Although 27 credit hours is the usual faculty load, one faculty member had reassigned time to carry out PACE and perform program coordinating responsibilities. So, less classes were available in East Hawai’i in the Fall semester and none were available in West Hawai’i in both semesters. A lecturer was hired to teach the ECED 190 in the Fall to take over from the retired faculty. ECED 245 online was offered by a retired faculty member.</p>
<p><b>Effectiveness</b></p>	<p>This marker went from “Healthy” to “Cautionary”. Effectiveness was influenced by several factors. The program was still adjusting to all of the transitions from the long-term faculty retirements, the shift in the way that the ECED 190 was delivered, and the hiring of a new faculty member in Spring 2016.</p> <p>Also, in Spring 2016, the lecturer for ECED 190 resigned with a week’s notice. She left for a full time position in the ECE community. (That position would not be reflected on the ARDP because of the CIP codes.) This action, consequently, required the more senior faculty to deliver a reorganized format of ECED 190 and ECED 291 with a combined seminar time to ensure that classes required for graduation would be available.</p>
<p><b>Overall Health</b></p>	<p>The marker for this category is “Unhealthy”. Since one of the indicators is “Cautionary”, it is unclear how this marker is ascertained. There is no glossary on what formula is used to determine overall health.</p>
<p><b>Distance Education</b></p>	<p>One Distance Education was was offered by the HawCC ECE program for the AY 2015-16. Several ECE courses were offered online through other UH system campuses. One faculty began the intensive Online Course Development training offered through Hawaii CC’s Instructional Technology Support Office. With both faculty trained in creating online courses through the OCDP program at the college, it is the vision to provide 1-2 online courses per semester to facilitate student completion within a timely fashion per the STAR pathways.</p>

<p><b>Perkins Core Indicators</b> (if applicable)</p>	<p>This is not applicable at this time as program did not utilize the Perkins Grant therefore indicators are not accurate.</p>
<p><b>Performance Funding Indicators</b> (if applicable)</p>	<p>The only information available data with this indicator is Pell Recipients which is 38.</p>
<p>Describe any trends, and any internal and/or external factors that are relevant to understanding the program's data.</p>	<p>The ARDP data is a compilation of information that is necessary for the college to determine the efficacy of its programs. The data does not reflect the human variable side of what happens in people's lives throughout the course of a two year program. The apparent fluctuations in percentages do give hint to the flux of our students' daily lives. The data does reveal the majority of ECE major students are attending the program at a part-time level.</p> <p>ECE program's graduates find employment in the profession fairly quickly during their last semester or after graduation. The ECE community has many positions that are not reflected by the CIP code provided in the ARDP. The program faculty and staff would like to see more CIP codes included so that the data could be more accurate in the "New &amp; Replacement Positions" category.</p>
<p>Discuss other strengths and challenges of the program that are relevant to understanding the program's data.</p>	<p>The ECE program has seen the many cycles of a program that has been established for a long time. From 33 in a class to 3. From 15 graduates to 3, the program has continued to deliver quality education and training for future ECE professionals. It has sustained the ebbs and flows because of the dedication and commitment to early learning by its faculty and staff.</p> <p>Being a "public service" program, the focus of which is teaching and supporting individuals in developing human interaction skills, it is subject to students coming and going as the needs of their lives dictate. Some students have families and have to work. Recently, one student graduated after completing the program over an 8 year span. These happenings are reflected as numbers in the data and don't always paint the larger picture. Also, our coursework includes two practicum experiences that students are not always ready for or ready to commit to. They would be working with young children putting all of their academic knowledge and attitudes into hands-on skill building with actual young children.</p>

**Analyze the program's IRO data for the year under review.**

Discuss how data/analysis provided by the Institutional Research Office has been used for program improvement. (For example, how results from CCSSE or IRO research requests have impacted program development.)

Describe, discuss, and provide context for the data.	
Discuss changes made as a result of the IRO data.	

<b>Report and discuss all major/meaningful actions and activities that occurred in the program during the review period. For example:</b>	
Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing	<p>*ECED 190 was taught by a faculty member after many years of being taught by the Children Center's staff for 2 semesters. Then that class was taught by a lecturer for one semester. Then a new faculty member had to take the course due to the resigning of the lecturer.</p> <p>ECED 190 and 291 shared overlapping instructional hours at the seminar level while maintaining the required student teaching hours of each course to ensure students received and completed their required graduation coursework.</p>
New certificates/degrees	N/A
Personnel and position additions and/or losses.	<p>*Faculty retired in July 2015</p> <p>* New faculty hired in January 2016</p>
Other major/meaningful activities, including responses to previous CERC feedback.	

**Describe, analyze, and celebrate the program's successes and accomplishments. (For example, *more students were retained/graduated OR the program successfully integrated new strategies/technologies.*)**

Discuss what the program has been doing well. Are there areas that needs to be maintained and strengthened?

Please provide evidence if applicable (ex: program data reports, relevant URL links, etc.).

- \*Class fill rate increased by 8%
- \* All graduates found employment within a year of graduating - Most jobs in the ECE field. (Personal anecdotes)
- \*ECED 190 new interface has improved over the last year increasing flow of course delivery
- \* More frontloading of coursework at the 100 level to ensure student comprehension at the 200 level. Students in the 100 level classes were introduced to the graduation requirement assignments to better prepare them for success.
- \* Alignment of coursework and assignments for more consistency
- \* Standardization of forms and assignments to provide more scaffolding of learning for the students

**Describe, analyze, and discuss any challenges and/or obstacles the program has faced.**

Identify and discuss the program's challenges/obstacles.

- \*Course delivery was a challenge in Fall 2015 due to only one faculty.
- \* Knowing the budget ahead of time to plan the year for supplies and professional development.
- \* Increasing class fill rate
- \*Student difficulty in understanding how all information learned is connected.
- \*Spring 16, we were the STAR pilot program which brought advising and registration challenges to light. Since the STAR graduation pathway was designed for full time students, it made advising challenging given most of the ECE students are enrolled part time.
- \*According to the ARDP data, majority of the ECE are part time students due to outside obligations such as family and work. This challenge affects persistence from semester to semester.
- \*The retirement of both founders of the ECE program created a void of necessary information and continuity to successfully coordinate the program.

<p>Discuss changes and actions taken to address those challenges, and any results of those actions.</p>	<ul style="list-style-type: none"> <li>*We hired a second faculty to deliver a more consistent and varied platform each semester.</li> <li>* We are keeping better track of our expenditures to ascertain a budget pattern.</li> <li>*Recruiting and marketing at public venues, on campus and at ECE professional conferences.</li> <li>*Worked with the STAR project manager to help align courses and program to help students achieve a degree in 4 semesters.</li> <li>*One of the retired faculty member was hired to oversee and mentor coordination of the program.</li> </ul>
<p>Discuss what still needs to be done in order to successfully meet and overcome these challenges.</p>	<ul style="list-style-type: none"> <li>*Stabilizing the program course delivery</li> <li>*Advise students on best options for coursework choices</li> <li>*Continue working with STAR to address graduation pathways unique to early childhood students.</li> <li>*Work at aligning CLOs and assignments for optimal connection and understanding for students.</li> </ul>

### PROGRAM ACTION PLAN

<p><b>Discuss the program's prior year's (AY14-15) action plan and results.</b></p>	
<p>Describe the program's action plan from the prior review period and discuss how it was implemented in AY15-16.</p>	<ul style="list-style-type: none"> <li>* Given the Demand Indicator data, the ECE program is not able to create additional ECE community positions. Further action needs to be done to include varied CIP codes to accurately reflect demand.</li> <li>*Hired a second ECE faculty member as identified in plan.</li> <li>*Currently in discussion with Administration to move from a temporary to permanent APT position in the Children's Center, a goal in the action plan.</li> <li>*More recruiting and marketing took place by attending Career Expos and conducting surveys of possible students and current employers</li> </ul>
<p>Discuss the results of the action plan and the program's success in achieving its goals.</p>	<p>**"Efficiency" has improved with hiring of a second faculty - Class size increased by 8%</p>
<p>Discuss any challenges the program had in implementing that action plan or achieving its goals.</p>	<p>In reviewing the action plan for FY 2014-2015, this section was more a summary than a plan.</p>

Did the program review its website during AY15-16?

Please check the box below that applies.

Reviewed website, no changes needed.

Reviewed website and submitted change request to webmaster on \_\_\_\_\_ (date) \_\_\_\_\_.

Reviewed website and will submit change request to webmaster.

<p><b>Discuss the program's overall action plan for AY16-17, based on analysis of the Program's data and the overall results of course assessments of student learning outcomes conducted during the AY15-16 review period.</b></p>	<p><b>Benchmarks and Timelines for implementation and achievement of goals.</b></p>
<p><b>Action Goal 1:</b> Offer DE and night courses</p>	<p><b>Benchmarks/Timelines:</b> Spring 2017</p>
<p><b>How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?</b> Student success relies on the college's ability to meet the needs of the students, i.e. coming to where they are. If students have jobs and families, which many of the ECE program students do, it is difficult to go to daytime classes. It then becomes a challenge to have a cohesive body of knowledge to understand, let alone achieve, any of our PLO's. Offering a variety of times and settings for our classes creates an environment of inclusiveness and success.</p>	
<p><b>Action Goal 2:</b> Recruitment and retention.</p>	<p><b>Benchmarks/Timelines:</b> Fall 2016 &amp; Spring 2017</p>
<p><b>How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?</b> Learning any skillset for a specific career requires the student to be able to know what they need to accomplish that and having support to navigate coursework and college bureaucracy. By attending Career Days and coordinating our advising more with the counseling, we guide students into career pathways and into staying the course to achieve a degree. Again, offering a variety of times and venues for classes helps students have more opportunities for completion. This also provides a more stable program which becomes its own mouthpiece and marketing tool.</p>	
<p><b>Action Goal 3:</b> Retool the PACE outreach program.  <ul style="list-style-type: none"> <li>-meeting with community organizations as potential funders</li> <li>-inventorying and updating the curriculum to meet current needs</li> <li>-meeting with OCET to create a partnership</li> <li>-working with other campuses</li> <li>-writing Perkins grants</li> </ul> </p>	<p><b>Benchmarks/Timelines:</b> Spring 2017 &amp; Fall 2017</p>

**How can this action Goal lead to improvements in student learning and attainment of the program’s learning outcomes (PLOs)?**

PACE is an outreach program that provides a series of workshops that can later be converted to college credit. They are offered in communities, at night or on weekends and are affordable. They can also offset finances if funders are targeted. Again, by providing more opportunities for potential students to attend classes, the PLO of “building respectful partnerships with children, families and their communities” comes into play.

**RESOURCE IMPLICATIONS**

**Please provide a brief statement about any implications of or challenges with the program’s current operating resources.**

The ECE program is blessed with an established classroom for instruction and offices for the faculty. There is an abundance of materials, equipment and furniture that was acquired over the decades. Some of the technology is dated; such as cameras for filming practicum student performances and videos for instructional purposes. PACE materials and resources needs updating.

For budget asks in the allowed categories (see above):

Describe the needed item(s) in detail.	
Include estimated cost(s) and timeline(s) for procurement.	

Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u> .	

<http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf>

### LEARNING OUTCOMES ASSESSMENT

For all parts of this section, please provide information based on CLO (course learning outcomes) assessments conducted in AY 2015-16, and information on the aligned (PLOs) program learning outcomes assessed through those course assessments.

If applicable, please also include information about any PLO assessment projects voluntarily conducted by the program's faculty/staff.

### Evidence of Industry Validation and Participation in Assessment (for CTE programs only)

Provide documentation that the Program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, you may submit evidence of the program's advisory committee's/board's recommendations for, approval of, and/or participation in assessment(s). **Please attach copy of industry validation for the year under review and submit with the document.**

### Courses Assessed

List all program courses assessed during AY 2015-16, including those courses for which a follow-up "Closing the Loop" assessment was implemented during the review year.

List all courses assessed in the program during AY2015-16, including courses for which a follow-up "Closing the Loop" assessment was conducted during the review period.

Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO# & text)	CLO-to-PLO alignment (aligned PLO# & text)

“Closing the Loop” Assessments Alpha, No., & Title	Semester assessed	CLOs assessed (CLO# & text)	CLO-to-PLO alignment (aligned PLO# & text)
ECED 110	Fall 2015 c-t-l	<b>CLO #1</b> - Identify and analyze the components of environments for children that promote health, safety and learning.	<b>PLO #1</b> - Use knowledge of child development and of individual children to create healthy, challenging learning environments and experiences.
ECED 131	Fall 2015 c-t-l	<b>CLO #2</b> -Describe young children’s developmental characteristics and needs in the developmental domains of physical, social, emotional, and cognitive.	<b>PLOs #1, 3 6</b> - 1)See above  3)Build positive relationships and guide all children through supportive interactions  6)Using reflective practices base decisions and actions on ethical and professional standards

**Assessment Strategies**

<b>For each course assessed in AY 2015-16 listed above, provide a brief description of the assessment strategy, including:</b>	
a description of the type of <u>student work or activity assessed</u> (e.g., research	The ECED 110 the information is online with the Course Assessment Plan

<p>paper, lab report, hula performance, etc.);</p>	<p>1) For ECED 131, I assessed the Observation Assignment. It uses several observation methods and ways to show understandings of the importance of observation and developmental domains. 2) The scoring guide included scoring by student and instructor to facilitate students in learning how to discern quality work and complete assignments. The rubric helped the students and raters to focus on what the assignment needed to have accomplished. This assisted students in fully understanding how to observe young children and why it's important.</p>
<p>a description of <u>who conducted the assessment</u> (e.g., the faculty member who taught the course, or a group of program faculty, or the program's advisory council members, etc.);</p>	<p>The original assignment ECED 131 was assessed by the student and instructor. Those artefacts were then collected, redacted for anonymity and rated by members of the Advisory Council containing people from all different facets of the Early Childhood field. These were "Reviewers &amp; Raters".  These same Raters assessed ECED 110.</p>
<p>a description of <u>how student artefacts were selected for assessment</u> (did the assessment include summative student work from all students in the course or section, <u>OR</u> were student works selected based on a representative sample of students in each section of the course?);</p>	<p>ECED 110 information was unavailable.  The ECED 131 artefacts collected were summative and from the entire class.</p>
<p>a brief discussion of the <u>assessment rubric/scoring guide</u> that identifies criteria/categories and standards.</p>	<p>The ECED 131 Students used a scoring guide specifically designed for ease of checking for completion and basic levels of quality. The Raters used a rubric specifically designed to assess whether they were able to present their understanding of CLO #2.</p>

### Expected Levels of Achievement

· For each course assessed in AY 2015-16, indicate the benchmark goal for student success for each CLO assessed.

§ example 1: "85% of students will Meet Standard or Exceed Standard for CLO#1";

§ example 2: "80% of students will attain Competency or Mastery of CLO#4."

Assessed Course Alpha, No., & Title	Benchmark Goal for Student Success for Each CLO Assessed

**Results of Course Assessments**

<b>For each course assessed in AY 2015-16:</b>	
<p>provide a <u>description of the summative assessment results</u> in terms of students' attainment of the CLOs and aligned PLOs.</p>	<p>ECED 110 information was unavailable.            For ECED 131, the students Met or Exceeded Expectations. The expectation was for 80% of the students to "Meet" or "Meet with Excellence", each of the criteria in the rubric. While this did occur, I feel that the rating of the criteria is subject to panel interpretation and decided to improve the content and quantity of the assignments in the class for a richer outcome.</p>

**Other Comments**

<b>Include any additional information that will help clarify the program's course assessment results.</b>	
<p>Include comparisons to any applicable College or related UH-System program standards, or to any national standards from industry, professional organizations, or accrediting associations.</p>	<p>N/A</p>
<p>Include, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special studies, or other assessment instruments used that are not discussed elsewhere in this report.</p>	<p>Information on ECED 110 was not available in this category.             Narratively, the ecafe results for ECED 131 were that most students felt that the materials provided were relevant and useful. However, the instructor believed that more understanding needed to happen on a basic level and so reconfigured the format in how the assignment was accomplished and graded.</p>

## Next Steps – Assessment Action Plan

<p><b>Describe the program’s intended next steps to improve student learning, based on the program’s overall AY 2015-16 assessment results.</b> Include any specific strategies, tactics, activities, or plans for instructional change, revisions to assessment practices, and/or increased student support.</p>	
<p>Instructional changes may include, for example, revisions to curriculum, teaching methods, course syllabi, course outlines of record (CORs), and other curricular elements.</p>	<p>ECED 110 was taken over by the new faculty person in Spring 2016 so now results for the assessment were available.</p> <p>For ECED 131, the core assignment was reconfigured in format, presentation and assessing. The syllabus and Record Sheet reflect these changes.</p>
<p>Proposals for program modifications may include, for example, re-sequencing courses across semesters, or re-distribution of teaching resources, etc.</p>	<p>Because the college has undergone some changes in how registration is conducted and because student needs are different in the last several years, it became crucial for the faculty and Center staff to look at the program as a whole in terms of delivery of coursework. Continual weekly and as needed meetings, provide opportunities to reflect, review, brainstorm and collaborate on new ways to meet ongoing needs and challenges. Assignments in all of the program’s courses were aligned and forms were standardized to create a more consistent flow and more complete understanding for students.</p>
<p>Revisions to assessment strategies or practices may include, for example, revisions to learning outcome statements (CLOs and/or PLOs), department or course assessment rubrics (criteria and/or standards), development of multi-section/course summative assignments or exams, etc.</p>	<ul style="list-style-type: none"> <li>-All CLOs are now put on front of syllabi. They are also posted in the classroom and reviewed several times a semester. There is repeated discussions as to how these CLOs interconnect. And, there are activities for the students to engage in to facilitate a more core understanding.</li> <li>-All CLOs, PLOs, and ILOs have been aligned for all the courses to better ensure student learning outcomes.</li> <li>-The seven PLOs are posted in the hallway of the Early Childhood classroom with pertinent photographs of what the practice is about.</li> <li>-The seven PLOs are the cornerstone for a comprehensive assignment that is now begun in the first 100 level class and culminates in the ECED 291 Practicum class as a Professional Portfolio that is a compilation of Key Assignments that best represent each PLO. It is a requirement for graduation.</li> </ul>

<p>Student support and outreach initiatives may include, for example, wrap-around student services, targeted tutoring and/or mentoring, etc.</p>	<p>Both faculty members are available for the students through office hours, special appointments, after class discussions, advising and referrals to other campus services. Peer mentoring and assessment is used as a continual practice to provide broad support and to cement student skillsets.</p>
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**Part VI. Cost Per SSH**

**Please provide the following values used to determine the total fund amount and the cost per SSH for your program:**

General Funds = \$ \_\_\_\_\_  
 Federal Funds = \$ \_\_\_\_\_  
 Other Funds = \$ \_\_\_\_\_  
 Tuition and Fees = \$ \_\_\_\_\_

**Part VII. External Data**

If your program utilizes external licensures, enter:

Number sitting for an exam \_\_\_\_\_  
 Number passed \_\_\_\_\_