

HAWAI‘I COMMUNITY COLLEGE PROGRAM ANNUAL REVIEW (APR)

Early Childhood Education ECED

November 17, 2017

**Review Period
July 1, 2016 to June 30, 2017**

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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.

PART 1: PROGRAM DATA AND ACTIVITIES

Program Description (required by UH System)

<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>
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Comprehensive Review information (required by UH System)

<p>Provide the year and URL for the location of this program’s last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/</p>	
<p>Year</p>	<p>SY 2011-2014</p>
<p>URL</p>	<p>http://hawaii.hawaii.edu/files/program-unit-review/docs/2014_eced_comprehensive_program_review.pdf</p>
<p>Provide a short summary of the CERC’s evaluation and recommendations from the program’s last Comprehensive Review.</p> <p>Discuss any significant changes to the program that were aligned with those recommendations but are not discussed elsewhere in this report.</p>	<p>The last Comprehensive Review was done for SY 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 3 years. Both faculty members and Children’s Center staff work extensively to carry out the mission of the program.</p> <p>CERC evaluation from the SY 2011-2014 recognized the strengths as having a designated facility; national NAEYC accreditation; and articulation with UHWO. Also commended are its alliance with other UH system colleges to align and adopt common PLO/CLOs and key assignments. The weaknesses identified are outreach delivery for a large geographical area; lack of program presence in West Hawai’i; and decline in ECED majors. Recommendation is for the ECED program to continue its stringing review process and implement a plan to increase overall majors. With these in mind, request for marketing materials was done with an overall plan to develop effective marketing.</p> <p>During AY 2015-16, changes were made to faculty assignments to accommodate delivery of crucial coursework for student graduation. When a</p>

	<p>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.</p> <p>In the AY 2016-17, faculty was stabilizing and the ECED program continued its stringent review process and actions focused on recruitment and retention. To date, the program has yet to acquire marketing materials.</p>
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ARPD Data: Analysis of Quantitative Indicators(required by UH System)

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

Please attach a copy of the program’s data tables and submit with this Annual Program Review (APR).

a) **If you will be submitting the APR 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 APR in digital form (WORD or PDF), 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 of the screen, just above the data tables.**

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 Indicators	<p>This domain moved from “Unhealthy” to “Cautionary”. 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 6 positions and 58 majors. However, the positions are based on <u>only one CIP code</u>; 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 continue to be poor unless the program can be assigned additional CIP codes.</p> <p>Some students may declare an ECED 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.</p> <p>The number of classes has remained consistent. The number of classes taught in a year enables the students attending in East Hawaii to feasibly complete the</p>

	<p>program in four semesters, provided life and finances are in sync.</p> <p>A trend we are observing by analyzing the ARPD data is that there are fewer Full Time students and more Part Time students. This may be lending itself to the length of time it takes to graduate. This may also be a consideration for the enrollment of each class. The “four semesters to completion” concept may also be affected. According to the HAWCC IRO data, for First-Time students who continue to be enrolled, the bulk of the students graduate in 4-6 years.</p> <p>The challenge continues to be providing courses to the students in West Hawai'i. The ECED online courses are offered at HawCC and through other UH 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 or Kona, from Waimea, Honoka'a, Ka'u, and Puna to gain needed coursework. This shows commitment.</p> <p>Classes are offered every semester as the faculty calculates the need, based on student STAR reports and student inquiries. ECED 105 & 131 are offered every semester online. In Spring 2016, a second faculty member was hired.</p> <p>The ECE courses also contribute to the broader education of students outside of the major. ECE classes can be considered as elective classes for the AA, AS and AAS degrees. ECED 131 is a Designated General Education Course.</p>
Efficiency	<p>The Efficiency marker went from “Unhealthy” to “Healthy” for this reporting year. The average class size increased by 15.8% based on 13 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” is ‘Healthy’.</p> <p>Majors to “FTE Faculty” is “Healthy”.</p> <p>Majors to “Analytic FTE Faculty” is “Healthy”.</p> <p>The number of low enrolled class dropped 100%. Therefore, “Healthy”.</p>
Effectiveness	<p>This marker stayed at “Cautionary”. Effectiveness was influenced by several factors even though the “Persistence from Fall to Spring and Fall to Fall” and “Successful Completion” indicator rates went up. There was also a minor increase in the “Unduplicated Degrees/Certificates” indicator. There was also an increase in the “Transfers to UH Programs” indicator. However, our “Withdrawals” indicator also increased.</p>
Overall Health	<p>The marker for this category went from “Unhealthy” to “Cautionary”. One of the indicators is “Healthy” and two are “Cautionary”. What determines the health of each indicator?</p>
Distance Education	<p>Two “completely online” Distance Education class were offered by the HawCC ECED program for the AY 2016-17. A polycom course, ECED 115, was also</p>

	<p>offered. Several ECE courses were offered online through other UH system campuses, as they are every semester. The classes offered were ECED 110 & 140. Time spent on DE classes should be reflected in the "Overall Health" marker.</p>
<p>Perkins Core Indicators (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>Performance Funding Indicators (if applicable)</p>	<p>The only information ON available data with this indicator is Pell Recipients which is 7.</p>
<p>What else is relevant to understanding the program's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the program's data, but are not discussed above.</p>	<p>The ECE program has seen the 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>The ARDP data is a compilation 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 various positions that are not reflected by the CIP code provided in the ARDP. More CIP codes are needed to reflect data that is more accurate in the "New & Replacement Positions" category.</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>

PROGRAM ACTIVITIES

Report and discuss all major actions and activities that occurred in the program during the review period, including the program's meaningful accomplishments and successes. Also discuss the challenges or obstacles the program faced in supporting student success and explain what the program did to address those challenges.

For example, discuss:

- Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing;
- New certificates/degrees;
- Personnel and/or position additions and/or losses;
- Other changes to the program's operations or services to students.

Successes:

- We have been given feedback that our program is a model for the Course Assessment directive from the HawCC IAC.
- The program's two faculty work at collaboration to ensure a smooth running program despite no reassigned time delivering all college required assessments and reports.
- An anonymous donor was set up with the UH Foundation to assist with program needs, professional development and student support.

Challenges:

- It has been our mission to strengthen the ECE program in West Hawai'i. With that in mind, we delivered two online courses, one polycom and a practicum course in West Hawai'i for AY 2016-17. During this time, Kaua'i CC needed emergency instruction for their ECED cohort in Fall 2016. A lecturer from West Hawai'i was designated by HawCC to assist in delivery of a course needed. This temporary arrangement was continued for two more semesters with untimely communication to the faculty of the ECED program at HawCC. In the interest of supporting students from the Pāalamanui campus, the ECED faculty tried to collaborate with Kaua'i CC to create efficient pathways for the students. This remains a challenge that we will continue working on through the Program Coordinating Council (PCC).
- Another challenge is knowing the budget for the year ahead of time to plan for supplies and professional development.
- According to ARPD data, the majority of our students are Part Time. This challenges persistence from semester to semester.

PROGRAM WEBSITE

Has the program recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the program's website up-to-date.

Program faculty/staff have reviewed the website in the past six months, no changes needed.

Program faculty/staff reviewed the website in the past six months and submitted a change request to the College's webmaster on _____ (date).

Program faculty/staff recently reviewed the website as a part of the annual program review process, found that revisions are needed, and will submit a change request to College's webmaster in a timely manner.

Please note that requests for revisions to program websites must be submitted directly to the College's webmaster at

<http://hawaii.hawaii.edu/web-developer>

PART 2: PROGRAM ACTION PLAN

AY17-18 ACTION PLAN

Provide a detailed narrative discussion of the program's overall action plan for AY17-18, based on analysis of the Program's AY16-17 data and the overall results of course learning outcomes assessments conducted during the AY16-17 review period.

This Action Plan should identify the program's specific goals and objectives for AY17-18, and must provide benchmarks or timelines for achieving each goal.

Our Action Plan is based upon our responses to ARPD data and our own anecdotal experiences. While our program is growing in enrollment, the number of majors is not. Therefore, we look at this as a call for recruitment and retention strategies.

There has been a significant increase in non-majors taking our classes, which supports our previous assertion that our program serves a variety of different types of students.

There has been an increase in Student Semester Hours (SSH) for both majors & non-majors. This is an opportunity to identify, recruit and retain the non-majors for the ECED program. Understanding that there is an increase in Part-Time Students due to outside obligations is crucial for creative course scheduling.

ACTION ITEMS TO ACCOMPLISH ACTION PLAN

For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the program plans to implement in order to accomplish the goals described in the Action Plan above.

For each Action Item below, discuss how implementing this action will help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs).

Action Item 1: Recruitment and Retention

- We will attend the Career Days at HawCC, as we have in the past.
- We will actively use STAR advising and registration.
- We will continue to collaborate with the campus marketing person to develop more ECED program exposure in the community.
- Continue to offer a variety of times and venues for our classes.
- We will pursue funding for more comprehensive marketing materials, per the last Comprehensive Review- CERC comments.

Action Item 2: Distance Education & Night Courses

Based on the analysis of AY16-17, we will continue to offer night and online classes.

- For AY17-18, we will offer our two 200 level curriculum courses at night to be available for working students.
- We will also offer a night ECED 131 class in the Fall.
- In Spring 2018, there will be two online courses and the curriculum night class.

Action Item 3: Foundation Funding Priorities

The Early Childhood team will meet and assess immediate priorities for the utilization of the anonymous donor foundation funds.

RESOURCE IMPLICATIONS

<p>Provide a brief statement about any implications of or challenges due to the program’s current operating resources.</p> <p>None at this time.</p>

BUDGET ASKS

<p>For budget ask in the allowed categories (see above):</p>	
<p>Describe the needed item(s) in detail.</p>	<p>n/a</p>
<p>Include estimated cost(s) and timeline(s) for procurement.</p>	<p>n/a</p>
<p>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</p>	<p>n/a</p>

PART 3: LEARNING OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on CLO (course learning outcomes) or PLO (program learning outcomes) assessments conducted in AY16-17.

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 (if applicable) from an organization granting certification/accreditation in the program's industry/profession. If the program/degree/certificate does not have a certifying body, you must submit evidence of the program's advisory committee's/board's recommendations for, approval of, and/or participation in the program's assessment(s).

Please attach copy of industry validation for the year under review.

Courses Assessed

List all program courses assessed during AY16-17, including Initial and "Closing the Loop" assessments.			
Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO#s)	PLO alignment (PLO#s)
ECED 140 (F2F)-Guiding Young Children in Group Settings	F16	#1 Use guidance strategies to promote the development of self-control and prosocial behaviors	#3 Build positive relationships and guide all children through supportive interactions
ECED 291 (F2F)	F16	#6 Use reflective practices to base decisions and actions on ethical and professional standards	#6 Use reflective practices to base decisions and actions on ethical and professional standards
ECED 263-Language and Creative Expression Curriculum	Sp17	#2 Support, with intention, children's learning in language and creative arts through planned and informal curriculum	#5 Plan, implement and assess learning experiences using appropriate content, concepts and methods.

Assessment Strategies

For each course assessed in AY16-17 listed above, provide a brief description of the assessment strategy, including:

- a description of the type of student work or activity assessed (e.g., research paper, lab report, hula performance, etc.);
- a description of how student artefacts were selected for assessment (e.g., the assessment included summative assignments from all students in the course, OR a sample of students' summative assignments was randomly selected for assessment based on a representative percentage of students in each section of the course);
- a brief discussion of the assessment rubric/scoring guide and the criteria/categories and standards used in the assessment.

ECED 140 (F2F) Fall 2016

The assignment, *Educator Observation, Part II*, is a key assignment which uses observation of an educator in an early childhood setting for students to understand the use of positive guidance strategies when working with young children. Students will describe and explain the use of .guidance strategies that are discussed in the text, "Positive Child Guidance," 8th ed. In addition, students will discuss the implications of this observation pertaining to their role as an early childhood teacher. This assignment is a key assignment for this course.

Students will be provided a grading rubric for this assignment which will be used by the student and instructor to evaluate the quality of the student's work based upon the expected criteria. I will be submitting completed student Educator Observation reports as the artifact for this assessment. All submitted assignments (19 total), were selected for assessment. The assessment method was designed to assess the student's understanding of guidance strategies.

The rating rubric will have 5 categories (Completion; Observations of Strategies Used; Observations of Strategies Not Used; CLO Reflection; Writing/Communication), each rated with Meets with Excellence, Meets Expectations, or Below Expectations.

ECED 291 (F2F) Fall 2016

The Practicum II assignment, *The Professional Portfolio* Program Learning Outcomes (PLOs) will be assessed. The PLOs are the same as the CLOs because this is a capstone course and assignment. This assignment is a culminating compilation of the graduating student's work throughout the two-year program. It includes some basic professional documents and the student's reflections on the PLOs with accompanying evidences of the student's understandings of those PLOs. The PLO #6 will be the focus of the assessment.

- Students will submit the entire *Portfolio* with a relevant rubric for that assignment. However, only the CLO/PLO #6 with its concomitant Reflection and two required evidences will be used for this Course CLO Assessment.
- Early childhood faculty will examine and rate the artefact using a Rater's Rubric that will assess the student's ability in meeting the CLO/PLO #6.

The assessment method chosen was a reviewing of the *Professional Portfolio* by the Early Childhood faculty, as it would be too difficult to explain the entirety of two-year program to outside reviewers. The *Portfolio* is a capstone assignment for the entire two-year program. It was decided that the culmination

assignment would best represent what the students have accomplished and understood on their quest to becoming Early Childhood professionals.

Because the entire *Portfolio* is very extensive, only the CLO that addresses the students' understanding of core professional attitudes of the early childhood profession will be addressed in this assessment.

ECED 263 (F2F) Spring 2017

The assignment, **Activity Plan: Part II, Planning the Activity**, will be assessed. This is a written form used by students to plan the activity (see attached).

- Students will be provided a grading rubric for this assignment which will be used by the student and instructor to evaluate the quality of the student's work based upon the expected criteria.
- For purposes of this assessment, only the written portion of the plan will be reviewed. Activity Plan #3, Language, will be assessed.
- Early childhood faculty will examine and rate the artifact using a performance rubric designed to assess the student's performance in meeting the course learning outcome.

The assessment method was designed to assess the student's ability to support children's learning through planned and informal curriculum

ECED 140 (online) Spring 2017

The assignment, **Educator Observation, Part II**, is a key assignment which uses observation of an educator in an early childhood setting for students to understand the use of positive guidance strategies when working with young children.

- Students will describe and explain the use of guidance strategies that are discussed in the text, "Positive Child Guidance," 8th ed.
- In addition, students will discuss the implications of this observation pertaining to their role as an early childhood teacher.
- Early Childhood faculty will examine and rate the completed artefacts using a Raters Rubric to see if the CLO#1 was "Met".

Parts 2-5 of the Guidance Observations were to be assessed. The students were provided a grading rubric for this assignment that was used by the student and the instructor. Both were to evaluate the assignment for completion and quality of the students' work per the criteria defined in the rubric. These criteria were:

1) Completion 2)Observations of Strategies Used 3)Observations of Strategies Not Used 4)CLO Reflection 5)Writing/Communication.

Early Childhood faculty were to examine and rate the completed artefacts using a Raters Rubric to see if the CLO#1 was "Met".

The assessment method was designed to assess the students' understanding of guidance strategies and how they are actually used in the field.

Expected Levels of Achievement

For each course assessed in AY16-17 listed above, state the standard (benchmark, goal) for student success for each CLO assessed AND the percentage of students expected to meet that standard for each CLO.

Example: "CLO#1: The standard for student success is that students will answer 80% of the questions on the final exam related to CLO#1 correctly. The expectation is that 85% of students will meet this standard for CLO#1."

Example: "CLO#4: The standard for student success is that students will be able to perform skills associated with CLO#4 with 80% proficiency. The expectation is that 75% of students will meet this standard for CLO#4."

Assessed Course Alpha, No., & Title	Assessed CLO#	Standard for Success	% of Students Expected to Meet Standard
ECED140- Guidance of Children in Group Settings (F2F and online)	CLO #1: Use guidance strategies to promote the development of self-control and prosocial behaviors	The standard is that students will meet the CLO #1 of using guidance strategies to promote the development of self-control and prosocial behaviors	The expectation is that 75% of students will meet this standard for CLO #1 and all the rubric's criteria.
ECED 291 Early Childhood Practicum II	CLO#6: Use reflective practices to base decisions and actions on ethical and professional standards	The Standard for Success is that the artifacts will meet or exceed expectations of CLO/PLO #6, as well as, all of the criteria on the rubric. This is the capstone course and the artefact is required for graduation.	The expectation is that 75% of students will meet this standard for CLO #6 and all the rubric's criteria.
ECED 263 Language and Creative Curriculum	CLO#2: Support, with intention, children's learning in language and creative arts through planned and informal curriculum	The Standard for Success will be that students will meet CLO #2 in supporting children's learning by creating a planned curriculum activity	The expectation is that 75% of students will meet this standard for CLO #2 and all the rubric's criteria.

Results of Course Assessments

For each course assessed in AY16-17 listed above, provide:

- a statement of the quantitative results;
- a brief narrative analysis of those results.

ECED 140 (F2F) Fall 2016

19 artifacts (Educator Observation, Part II- ECED 140) were collected for assessment in Fall 2016. In Spring semester 2017, all artifacts were reviewed and rated by Early Childhood Education Advisory Council members at the February 2017 meeting.

Altogether 36 rating sheets were collected, with majority of the artifacts being rated by multiple raters. Ratings were averaged to determine final rating for each artifact.

The rating sheet had 5 categories, each rated with Meets with Excellence, Meets Expectations, or Below Expectations.

Due to the lack of a preferred format stated in the assignment, artifacts were written in various styles and formats. Some were written in a narrative style. Other artifacts were formatted with paragraph headings that labeled the assignment part and the specific guidance strategy identified by the observation assignment. Overall, artifacts that had paragraph headings were rated higher. This might be due to the ease of reading/assessing a document with defined headings.

Final rating for the 19 artifacts had all 19 meeting or exceeding expectations of the CLO #1. (100%)

ECED 291 - Fall 2016

3 artefacts, the Professional Portfolio (a graduation requirement), were collected for Fall 2016. They were reviewed by Early Childhood Education Advisory Council members at the February 2017 meeting. There were 3 Raters. The Rater Rubric had the categories of "PLO Reflection", "Artefact" and "Professionalism". The Raters were to circle a descriptor for each category. They were "Meets with Excellence", "Meets Expectations" and "Below Expectations".

After the Raters evaluated the artefacts, the rubrics were assigned a numeric quantity of 3,2,1 to each descriptor. Totals were added for each category. Then, the set of totals were added up for each artefact and divided by 3, the number of categories on the rubric. Then, all totals for all artefacts were added and divided by the number of artefacts to achieve an overall numeric value of 5.6, which was the value for "Meets Expectations" (4-6). "Meets with Excellence" had a numeric range of 7-9 and "Below" was 0-3.

While this was a good outcome, the artefacts themselves could be more clear and definitive. This aspect will be addressed for future 291 students. Also, copying the original portfolio in a front to back style may have made it more challenging for the Raters to get a good sense of the portfolio; therefore may not repeat this process for the CTL assessment.

This course CLO achieved 100% of "Meets Expectations".

ECED 263 - Spring 2017

11 artifacts (Activity Plan: Part II, Planning the Activity) were collected for assessment in Spring 2017. All artifacts were reviewed and rated by Early Childhood Education staff members. Rating ratings were averaged to determine final rating for each artifact.

The rating sheet had 4 categories and each was rated with Meets with Excellence, Meets Expectations, or Below Expectations. The categories were: Completion; Developmentally appropriate; rationale, objectives, standards; and Preparation and Procedures

Final ratings for the 11 artifacts had 10 meeting or exceeding expectations and 1 below expectations for meeting CLO #2.

85% were expected to meet or exceed expectations. This assessment of the *CLO 2, Support with intention children's learning in language and creative arts through planned and informal curriculum*, indicates 90% of the students have successfully met that expectation

ECED 140 www - Spring 2017

- 13 artifacts of the Guidance Observations, Parts 2-5 were collected for assessment in Spring 2017. All artifacts were reviewed and rated by Hawai'i Community College Early Childhood Education Faculty. (This assignment is the same as the one known as "Educator Observations" in the F2F version of this course. It was chosen intentionally by the faculty to give more opportunities for data gathering regarding the assignment and subsequent learning about guidance strategies, a crucial tool to becoming an effective early childhood educator.) This course assessment was for CLO 1: "Use guidance strategies to promote the development of self-control and pro-social behaviors".

- The rating rubric had 4 categories, each rated with "Meets with Excellence", "Meets Expectations", or "Below Expectations". Points of 5, 3, and 1 were assigned respectively. Totals were divided by the number of categories to get an average to see whether that artifact met expectations. See attached.

- A preferred format was not stated in the assignment. Therefore, artifacts were written in various styles and formats. Some were written in a narrative style, which made it difficult to ensure that all the items requested in the assignment were accomplished. Other artifacts were formatted with paragraph headings that labeled the assignment part and the specific guidance strategy identified by the observation assignment.

- Artifacts that had the specific paragraph headings were rated higher. This might be due to the ease of reading/assessing a document with defined headings.

- Artifacts are archived with a copy of the report in the ECE offices.

Final ratings for the 13 artifacts:

Exceeds Expectations: 5

Meets Expectations: 8

75% were expected to "Meet" or "Exceed Expectations".

The numeric results indicate that 100% of the students have successfully met or exceeded that expectation.

Other Comments

Include any additional information that will help clarify the program's course assessment results, successes and challenges.

Discuss, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special evaluations, or other assessment instruments that are not discussed elsewhere in this report.

Next Steps – ASSESSMENT ACTION PLAN for AY17-18

Describe the program's intended next steps to improve student learning, based on the program's overall AY16-17 assessment results.

Include any specific strategies, tactics, activities or plans for improvement to program or course curriculum or instructional strategies, or changes in program or course assessment practices.

For AY17-18, the plan is to "Close the Loop" on all the AY16-17 assessed courses: ECED 140 (both online and face-to-face); ECED 263 and ECED 291. Based upon the assessment results of AY16-17, the following summaries were done and recommendations were made to improve student learning.

ECED 140 (Both online and F2F):

The assessment results revealed a need for improving the quality of observations done by students out in the field. Also, when evaluating the assignment, the formatting of the assignment made a difference in how the rater read the artifact. Recommendations were:

- Gather samples of varying degrees of quality observations. Build an instructional activity where students are able to critique, discuss, and practice writing quality observations.
- Edit assignment instructions to designate the written format contain headings that clearly identify the guidance strategy used.

ECED 263

Though assessment results exceeded its goal of 85%, the recommendation is to continue improving student learning outcomes by refining the instruction of this key assignment, *Planning an Activity, Part II*.

- Create an in-class activity where students practice the alignment of the activity plan's Rationale, Objectives and Standards. This activity would describe/define each component and through examining various sample plans, prompt students towards understanding the relationship between the components.

ECED 291

Though the assessment results were in the "Met" category, there the artefacts themselves could be more clear and definitive. They are usually finished at the end of the semester when students are fatigued from the 2 year program and gen ed requirements. I will work on this aspect for future 291 students.

Recommendations are:

- To have students begin building their portfolios earlier in the program
- Review a Draft portfolio several months ahead of the due date to insure completion, accuracy and quality

Copying the portfolio in a front to back style may have made it more challenging for the Raters to get a good sense of continuity. This process may not be repeated for the CtL assessment.

PART 4: ADDITIONAL DATA

Cost Per SSH(to be provided by Admin)

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	= \$	_____

External Data*

If your program utilizes external licensures, enter:

Number sitting for an exam _____
Number passed _____

***This section applies to NURS only.**

Effectiveness Indicators		Program Year			Effectiveness Health Call
		14-15	15-16	16-17	
17	Successful Completion (Equivalent C or Higher)	81%	77%	79%	Cautionary
18	Withdrawals (Grade = W)	14	13	16	
19	*Persistence Fall to Spring	65.7%	56.3%	57.8%	
19a	Persistence Fall to Fall	46.2%	34.7%	37.7%	
20	*Unduplicated Degrees/Certificates Awarded	15	11	12	
20a	Degrees Awarded	10	4	6	
20b	Certificates of Achievement Awarded	2	9	7	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	3	8	8	
21	External Licensing Exams Passed	Not Reported	N/A	N/A	
22	Transfers to UH 4-yr	13	6	7	
22a	Transfers with credential from program	6	4	3	
22b	Transfers without credential from program	7	2	4	

Distance Education: Completely On-line Classes		Program Year		
		14-15	15-16	16-17
23	Number of Distance Education Classes Taught	2	1	2
24	Enrollments Distance Education Classes	41	16	40
25	Fill Rate	84%	64%	80%
26	Successful Completion (Equivalent C or Higher)	66%	100%	85%
27	Withdrawals (Grade = W)	6	0	4
28	Persistence (Fall to Spring Not Limited to Distance Education)	38%	50%	No Fall Courses

Perkins IV Core Indicators 2015-2016		Goal	Actual	Met
29	1P1 Technical Skills Attainment	92.00	100.00	Met
30	2P1 Completion	51.00	45.45	Not Met
31	3P1 Student Retention or Transfer	81.00	71.43	Not Met
32	4P1 Student Placement	63.87	69.57	Met
33	5P1 Nontraditional Participation	22.00	1.45	Not Met
34	5P2 Nontraditional Completion	22.00	0.00	Not Met

Performance Measures		Program Year		
		14-15	15-16	16-17
35	Number of Degrees and Certificates	12	13	13
36	Number of Degrees and Certificates Native Hawaiian	6	10	6
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients ¹	45	38	7
39	Number of Transfers to UH 4-yr	13	6	7

*Data element used in health call calculation

Last Updated: October 29, 2017

¹PY 16-17; Pell recipients graduates not majors