

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW (APR)

EARLY CHILDHOOD EDUCATION

January 18, 2018

Review Period
July 1, 2017 to June 30, 2018

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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>This program is 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 Competence (C.O.) 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. Students taking Laboratory or Practicum courses are required to complete fingerprinting and pass the criminal history record checks.</p> <p>This degree is fully articulated with the Bachelor of Arts in Social Science (with a concentration in Early Childhood Education) offered through the University of Hawai‘i West O‘ahu via Distance Education. Students interested in pursuing the BA degree with UH West O‘ahu are encouraged to meet with an Early Childhood Education advisor their first semester.</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>2017</p>
<p>URL</p>	<p>http://hawaii.hawaii.edu/files/program-unit-review/docs/2017_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 Program Review was done for AY 2014- 2017.</p> <p>CERC evaluation from the SY 2014-2017 recognized the strengths as “quickly changing faculty assignments to accommodate delivery of crucial coursework for student graduation.” The CERC also recognized that a “thorough explanation of the overall health of the program and what impacted” the previous review.</p> <p>Under each bolded heading below are some CERC recommendations. ECE program responses are in <i>italics</i>.</p> <p>Program Data & Activities:</p> <ul style="list-style-type: none"> - “Identify where the program will be conducting recruiting.”

The Hilo Intermediate Spartan Fest, HawCC Career Fair, DOE Career Days, Community events, Early Childhood Professional Development events

- Use the proper acronym of CIP, not CPI.

Future references will be "CIP."

- "Clarify if the Children's Center is included in, or a separate cluster from, the ECED review."

The Children's Center operates independently from the ECE instructional program. It serves as an on-site instructional practicum site.

- "Conducting surveys and including quantitative data to support statements."

This recommendation needs to be more specific in order to respond.

- "...revising the statements "Keeping a higher rate of persistence from semester to semester continues to be a challenge. With student enrollment being mostly women, students have roles outside of school that take priority.

These roles require nurturing and caregiving, which are foundational qualities needed for a career in this field."

to "non-traditional students that impact retention rates" and use quantitative data to validate-

The program acknowledges the CERC's recommendation to revise the statement and use quantitative data to validate.

- Participating in community events to better market the program as an Early Childhood Education program that students to work with 3 and 4 year olds, and what the program encompasses."

This is already being done. See response in first bullet

Resource Inventory:

- “ECED should partner with the Information Center and/or External Affairs Coordinator for marketing materials.” “ECED should better highlight what the marketing materials are needed for and how it will significantly impact the needs of the program.”

This is being done.

- “Working with the Department Chair to have a better understanding of the budget allocation.”

We will do as recommended.

- “ECED should provide a summary of the need {for a part-time assistant} and how it will positively and/or negatively impact the program.”

We are withdrawing our request.

- “Only larger ticket items such as positions and equipment be included in the report for consideration.”

See above

- “Recommends including these items {marketing materials} in the appropriate section for consideration in order to receive funding.”

See above.

3-Year Action Plan & Resource Allocations

- ”Recommends changing verbiage referencing two long term faculty resignation be changed to “retiring” to more accurately reflect the departures.”

Verbiage will be changed in the next CPR.

- "Recommends "clarifying or removing" statement regarding "A new Chancellor has assumed the post."

Statement will be removed.

- "Recommends expanded discussion on the rationale for the actions needed and that the program review how to get more students through the Early Childhood Lab."

Discussion will be included in the next CPR.

"Statement {about decreasing enrollment of FT students and an increase of part-time enrollment} would be strengthened by including factors impacting the changes."

Just responding to the "Demand" section indicators -- This indicator is now "Healthy.

Overall

- "Children's Center information should be included in ECED review only in terms of use of Center as internship/practicum Sites."

The Children's Center operates independently from the ECE instructional program. It serves as an on-site instructional practicum site.

- "Recommends outreach to other practicum sites to be done to further develop relationships."

We have consistently interfaced with Early Childhood programs in all areas of Hawai'i Island. We keep working

	<p><i>on identifying new places in West Hawai'i to host practicum students. Sites have been established in Honokaa, Kau and Kona.</i></p> <p><i>We intentionally cultivate long term relationships by hosting the annual Mary Goya Conference, working with community ECE programs like Tutu & Me and Keiki Steps.</i></p> <p><i>DOE and Charter school classrooms are already being used as practicum sites.</i></p> <p><i>Contact with graduates of the program who are employed in the ECE field is maintained to provide mentoring of current students and possible practicum sites.</i></p> <p><i>We recognize that this is an ongoing process that needs yearly maintenance due to the fluidity of the ECE field.</i></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).

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	<p>This domain moved from "Cautionary" to "Healthy." For the 2017-18 school year, the CIP code was expanded to include Preschool Teachers and Kindergarten Teachers, a more inclusive and accurate indicator of the early childhood workforce. Previously the only CIP code given was for the position of Preschool Director, which is no longer included in the ARPD data.</p> <p>According to the two new CIP codes attached to the ARPD program quantitative indicators, only statewide workforce data is available</p>

Efficiency	<p>The Efficiency marker stayed at “Healthy” for this reporting year. The average class size decreased by two, but the Fill Rate increased by 1%. Majors to Faculty decreased by four (29 to 25) but remained within the healthy zone of 15-35. Our enrollment cap is consistent whether it is face-to-face or online.</p> <p>However, the online courses have been full to capacity. This may have an averaging effect for the fill rate for all classes.</p>
Effectiveness	<p>This marker moved from “Cautionary” to “Unhealthy.” Persistence from Fall to Spring went down by 2%. However, our withdrawal rate decreased from 14-10. Our “Successful Completion Rate” increased by 3%. While we are not sure for this result, we are putting forth that maybe people are staying with the course, but completing below a “C” grade.</p> <p>Unduplicated degrees, etc awarded decreased only by one and continue to remain within the same range.</p>
Overall Health	<p>The marker for this category stayed at “Cautionary” due to the one “Unhealthy” indicator in “Effectiveness,” even though both “Demand” and “Efficiency” have “Healthy” indicators. It seems as if the benchmarks don’t necessarily align</p>
Distance Education	<p>Three completely online Distance Education class were offered by the HawCC ECE program for the AY 2017-18. Several ECE courses were offered online through other UH system campuses, as they are every semester. Due to the articulation agreement between the 2-year ECE programs, students are able to fulfill course requirements throughout the UH system</p>
Perkins Core Indicators (if applicable)	<p>This is not applicable at this time</p>
Performance Funding Indicators (if applicable)	<p>In order to more accurately analyze the data, we need more training</p>
<p>What else is relevant to understanding the program’s data? Describe any trends, internal/external</p>	<p>The ECE program has seen cycles of a program that have been established for a long time. From 33 in a class to 3 and 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>

factors, strengths and/or challenge that can help the reader understand the program's data but are not discussed above.

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.

ECE program 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 codes provided in the ARDP, even with the updated ones. More CIP codes are needed to reflect data that is more accurate in the "New & Replacement Positions" category. Ones that are still needed are aides, family child-care providers, assistant teachers, advocates, early childhood specialists, home-visitors and consultants.

A "public service" program, the focus of which is teaching and supporting individuals in developing human interaction skills, is subject to students coming and going as the needs of their lives dictate. Some students have families and have to work full-time. 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. In these practicums, the students would be working with young children putting all of their academic knowledge and attitudes into hands-on skill building with actual young children.

There are two trends currently happening in the ECE field.

One trend is that the main licensing agent, Department of Human Services (DHS), is requiring child care providers to take 16 hours of professional development annually. It can be credit or non-credit.

The second trend that is occurring is that Executive Office of Early Learning (EOEL) Pre-K staff are required to take 9 credits in order to work in the EOEL Pre-K classrooms.

We have seen evidence of these trends in our 100 level classes being fully enrolled, sometimes with waiting lists and/or capacity overrides. Since four 100-level courses can fulfill these workplace requirements, these students are not required to go on to the 200 level courses, although they may. So, we are

	<p>seeing a large drop in retention from Fall to Spring and Fall to Fall.</p> <p>We offered various venues to the DOE and Head Start, but both agencies decided to acquire their own in-house trainings.</p> <p>There is a state strategic plan proposal to increase preschool classrooms in DOE, because of state and Federal funding. In order to keep the college degree program on the radar, we continue to have presence, create relationships and to be part of the ongoing dialogue with the state and community stakeholders.</p>
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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:

- Mary Goya Conference - This is a gratis ECE conference held each year for the ECE community. It is planned and conducted by the faculty, staff and students of Hawai`i CC. Admission is free. The workshops held meet the annual state licensing requirements for ECE practitioners.
- We strive to keep our program as a model for the Course Assessment directive from the HawCC Instructional Assessment Coordinator (IAC).
- The two faculty collaborate monthly, or more if needed, to ensure a smooth running program, despite no reassigned time, delivering all college required assessments and reports.
- A donor fund was set up with the UH Foundation to assist with program needs, professional development and student support. We have given 3 stipends to graduating/transferring students and a one time lump sum to the Children’s Center to repair many items on the playground that were safety hazards.
- We have MOAs with UHWO and Chaminade to facilitate smoother transitions for

transferring students

- We have MOA with the two-year college ECE programs that fully articulate CLOs, PLOs and coursework between campuses.

Challenges:

- According to ARPD data, the majority of our students are Part Time. This challenges persistence from semester to semester and year to year.
- Faculty email was incorrect on the website which made it difficult for students and faculty to contact. This was resolved.

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

AY18-19 ACTION PLAN

Provide a detailed narrative discussion of the program’s overall action plan for AY18-19, based on analysis of the Program’s AY17-18 data and the overall results of course learning outcomes assessments conducted during the AY17-18 review period. This Action Plan should identify the program’s specific goals and objectives for AY18-19 and must provide benchmarks or timelines for achieving each goal.

Our Action Plan is based upon our responses to ARPD data and our own 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 which we employ by yearly participation in High School Career Fairs, high school visits, HawCC Career Day and outreach to community agencies

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 continue to do this as a practice.*
- We will continue to collaborate with the campus marketing person to develop more ECE program exposure in the community. *Ongoing*
- Continue to offer a variety of times and venues for our classes. *Continuing*
- We will pursue funding for more comprehensive marketing materials, per the last Comprehensive Review- CERC comments. *In process*

We offer our students incentives to register for the next semester and for ecafe

Action Item 2: Distance Education & Night Courses

Based on the analysis of AY 17-18, we will continue to offer night and online classes.

- For AY 17-18, we will offer our two 200 level curriculum courses at night to be available for working students.
This was done. Attendance increased by 1.
- We will also offer a night ECED 131 class in the Fall.
This course was offered Fall 2017 during the night and was at full capacity.
- In Spring 2018, there will be two online courses and the curriculum night class.

Accomplished

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.

This was done. However, research into the fund revealed that the money is not as readily available as was previously believed. Per above statement, we were able to get a one-time lump sum to repair the safety hazards on the Children's Center playground. We were also able to give our graduating and transferring students a small monetary acknowledgement through their existing college accounts.

RESOURCE IMPLICATIONS

NOTE: General "budget asks" are included in the 3-year Comprehensive Review. Budget asks for the following three categories only may be included in the APR: 1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.

Provide a brief statement about any implications of or challenges due to the program's current operating resources.

While we are grateful for any coolness in our hot classrooms, the current portable AC units are noisy and leak.

BUDGET ASKS

For budget ask in the allowed categories (see above):	
Describe the needed item(s) in detail.	N/A
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	

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 AY17-18.

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 AY17-18, including Initial and "Closing the Loop" assessments.			
Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO#s)	PLO alignment (PLO#s)
ECED 190 ECE Laboratory	F17	#3: Demonstrate emerging ability to plan, implement, and assess all learning experiences.	#5 Plan, implement and assess learning experiences using appropriate concepts and methods
ECED 264 Inquiry and Physical Curriculum	F17	#2 Support with intention, children's learning in inquiry and physical through planned and informal curriculum	#5 Plan, implement and assess learning experiences using appropriate concepts and methods
"Closing the Loop" Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO#s)	PLO alignment (PLO#s)
ECED 140 (F2F and online)	F17 S18	#1 Use guidance strategies to promote the development of	#3 Build positive relationships and guide all

Guiding Young Children in Group Settings		self-control and prosocial behaviors	children through supportive interactions
ECED 263 Language and Creative Expression Curriculum	S18	#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.
ECED 291 ECE Practicum II	S 18	#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

Assessment Strategies

For each course assessed in AY17-18 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 190 Fall 2017

The assignment, Self Evaluation for 190 Lab Student was assessed. This self evaluation is used as tool to rate the demonstration of their emerging ability to plan, implement, and assess all learning experiences as a student in an early childhood education laboratory (CLO#3)

- At the beginning of the course, students were given the evaluation instrument and instructed to collect and write supporting evidences of their behaviors in each of the areas listed in the evaluation.

- *In mid-semester (midterm)*, students were instructed to rate their demonstration of behaviors and write supporting evidences in the evaluation. The student was required to meet with the instructor, who also collects and records supporting evidences, to discuss the student's progress.
- *At the end of the semester (final)*, students were instructed to again rate their demonstration of behaviors and write supporting evidences in the evaluation. The student was required to meet with the instructor, who also collects and records supporting evidences, to discuss the student's progress.

Early childhood faculty examined and rated the artifact using the rating rubric designed to assess the student's performance in meeting the course outcome. This rating rubric had 3 categories: 1) Completion 2) Ability to Plan, Implement, and Assess 3) Supporting Evidences. Each category was rated using the criteria: Meets with Excellence, Meets Expectations, or Below Expectations.

The assessment method was designed to assess the students' ability to demonstrate the emerging ability to plan, implement, and assess all learning experiences

ECED 264 Fall 2017

The assignment, Activity Plan: Part II, Planning the Activity, was assessed. This is a written form used by students to plan the activity.

The student assignment artifacts that were collected was an Activity Plan that required the student to state the activity, the Rationale, Objectives and ECE standards that the activity will impart through a developmentally appropriate learning experience. Students were required to observe children, implement plan and document children's learning. A student self-evaluation is part of the plan.

- Students were provided a grading rubric for this assignment which was 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 was reviewed.
- Early childhood faculty examined and rated the artifact using a performance rubric designed to assess the student's performance in meeting the course learning outcome. This rating rubric had 4 categories: 1) Completion 2) Developmentally Appropriate 3) Rationale, Objectives and Standards 4) Preparation and Procedure. Each category was rated using the criteria: Meets with Excellence, Meets Expectations, or Below Expectations.

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

ECED 140 (F2F and online) Spring 2018

The assignment, *Educator Observation, Part 2-5*, 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 described and explained the use of guidance strategies that are discussed in the text, "Positive Child Guidance," 8th ed.
- In addition, students discussed the implications of this observation pertaining to their role as an early childhood teacher.
- Early Childhood faculty examined and rated the completed artefacts using a Raters Rubric to see if the CLO#1 was "Met."

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

The rating rubric was found to be not as accurate as it could have been and so was revised to more clearly reflect what we wanted the students to focus on in the assignment. 1) Observation 2) Guidance Strategies Descriptions 3) Practice 4) Implications.

Each category was rated using the criteria: Meets with Excellence, Meets Expectations, or Below Expectations.

The assessment method was designed to assess the student's understanding of guidance strategies to promote the development of self-control and prosocial behaviors

ECED 263 Spring 2018

The assignment, *Activity Plan: Part II, Planning the Activity*, was assessed. This is a written form used by students to plan the activity.

- Students were 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 was reviewed. Activity Plan #3, Language, was assessed.

- Early childhood faculty examined and rated the artefact using a performance rubric designed to assess the student's performance in meeting the course learning outcome. This rating rubric had 4 categories: 1) Completion 2) Developmentally Appropriate 3) Rationale, Objectives and Standards 4) Preparation and Procedure. Each category was rated using the criteria: Meets with Excellence, Meets Expectations, or Below Expectations.

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

ECED 291 Spring 2018

The graduation requirement Practicum II assignment, *The Professional Portfolio* Program Learning Outcomes (PLOs) was 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. Because the entire Portfolio is very extensive, only the CLO/PLO that addresses the students' understanding of core professional attitudes of the early childhood profession was addressed in this assessment. The PLO/CLO #6 will be the focus of the assessment.

- Students 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/PLO Assessment.
- Early childhood faculty examined and rated the artefact using a rating rubric that assesses the student's ability in meeting the CLO/PLO #6. The rating rubric has 3 categories: PLO Reflection; Artefact; and Professionalism. Each category was rated using the criteria: Meets with Excellence; Meets Expectations or Below Expectations

This assessment method was designed to assess the student's ability of using reflective practices to base decisions and actions on ethical and professional standards.

Expected Levels of Achievement

For each course assessed in AY17-18 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 (F2F and online) Guidance of Children in Group Settings	CLO #1: Use guidance strategies to promote the development of self-control and prosocial behaviors	Met standard =93%	The expectation is that 75% of students will meet or exceed the standards for CLO #1.
ECED 190 ECE Laboratory	CLO #3: Demonstrate emerging ability to plan, implement, and assess all learning experiences.	Met standard = 100%	The expectation is that 85% of students will meet or exceed the standards for CLO #3.
ECED 263 Language and Creative Curriculum	CLO#2: Support, with intention, children's learning in language and creative arts through planned and informal curriculum	Met standard = 93%	The expectation is that 85% of students will meet or exceed the standards for CLO #2.

<p>ECED 264 Inquiry and Physical Curriculum</p>	<p>CLO#2: Support, with intention, children’s learning in inquiry and physical through planned and informal curriculum</p>	<p>Met standard = 100%</p>	<p>The expectation is that 85% of students will meet or exceed the standards for CLO #2.</p>
<p>ECED 291 Early Childhood Practicum II</p>	<p>CLO#6: Use reflective practices to base decisions and actions on ethical and professional standards</p>	<p>Met standard = 100%</p>	<p>The expectation is that 100% of students will meet or exceed the standards for CLO #6.</p>

Results of Course Assessments

<p>For each course assessed in AY17-18 listed above, provide:</p> <ul style="list-style-type: none"> • a statement of the quantitative results; • a brief narrative analysis of those results.
<p>ECED 140 Fall 2017 (F2F) and Spring 2018 (Online) - (Closing the Loop)</p> <p>19 artefacts (ECED 140 - Educator Observation, Part 2-5) were collected for initial assessment in Fall 2016. In Spring 2017, these artefacts were reviewed and rated by Early Childhood Education Advisory Council members at the February 2017 meeting.</p> <p>For “Closing the Loop”, 15 artefacts were collected from ECED 140 - F17 (Face to Face) and ECED 140 - Sp18 (Online) classes.</p> <p>The Rater Rubric had 4 categories, each rated with “Meets with Excellence”, “Meets Expectations”, or “Below Expectations.”</p> <p>15 artefacts were rated by a reviewer with the Rater Rubric. Results were that 3 Met with Excellence, 11 “Met Expectations”, and 1 was “Below Expectations.” This resulted in 95% of students “Met or Met with Excellence” the goal of CLO #1. 75% was the goal.</p>

ECED 190 - Fall 2017 (Initial)

4 artifacts, *Affective Evaluation*, were collected for assessment in Fall 2017. All artefacts were reviewed and rated by Early Childhood Education staff members. Ratings were averaged to determine final rating for each artefact. The totals were averaged for a final %.

The Rater Rubric had 3 categories. The categories were: *Completion; Affective Evaluation Domains; Supporting Evidences*. Each category was rated with “Meets with Excellence”, “Meets Expectations”, or “Below Expectation.”

Final ratings for the 4 artefacts had all meeting or exceeding expectations for CLO #3.

100% 85% were expected to meet or exceed expectations.

ECED 263 - Spring 2018 (Closing The Loop)

15 artifacts (Activity Plan: Part II, Planning the Activity) were collected for assessment in Spring 2018. All artifacts were reviewed and rated by Early Childhood Education staff members. Ratings were averaged to determine final rating for each artifact.

The rating sheet had 3 categories and each was rated with Meets with Excellence, Meets Expectations, or Below Expectations. The categories were: *Completion; Developmentally Appropriate; Rationale/Objectives/Standards; Preparation and Procedures*

Final ratings for the 15 artifacts had 14 meeting or exceeding expectations and 1 below expectation for meeting CLO #2. The one below expectations was scored low due to missing items.

This assessment of the *CLO 2, Support with intention children’s learning in language and creative arts through planned and informal curriculum*, indicates 87% of the students have successfully met that expectation. 85% were expected to meet or exceed expectations.

ECED 264 Fall 2017 (Initial)

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

The rating sheet had 4 categories: *Completion; Developmentally Appropriate; Rationale/Objectives/Standards; Preparation and Procedures*. Each was rated with “Meets with Excellence”, “Meets Expectations”, or “Below Expectations.” T

Final ratings for the 7 artefacts had 7 meeting or exceeding expectations.

100% of the students have successfully met that expectation of understanding and acting upon this assessment of the *CLO 2, Support with intention children’s learning in language and creative arts through planned and informal curriculum*. 85% were expected to meet or exceed expectations.

ECED 291 - Spring 2018 (Closing the Loop)

7 artefacts, the Professional Portfolio (a graduation requirement), were collected for Spring 2018. They were reviewed by Early Childhood Education faculty. The Rater rubric had the categories:

“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. “Meets Expectations” (4-6). “Meets with Excellence” had a numeric range of 7-9 and “Below” was 0-3.

Results were:

- Meets With Excellence: 3
- Meets Expectations: 4
- Below Expectations: 0

While this was a good outcome, the artefacts themselves could be more clear and definitive. This being a closing-the-loop assessment, recommendations for the artefacts to be more clear and definitive were taken into considerations. Another recommendation was to copy the portfolio in 1-page format instead of back to back pages. This was done and made reviewing the artefacts more user-friendly.

Other Comments

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

Overall, the assessment process has informed our instructional practices.

We will be meeting with the IAC to discuss some necessary shifts in our assessment schedule and some issues in submitting to Campus Labs

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.

N/A

Next Steps – ASSESSMENT ACTION PLAN for AY18-19

Describe the program's intended next steps to improve student learning, based on the program's overall AY17-18 assessment results.

Include any specific strategies, tactics, activities or plans for improvement in program or course assessment practices, methods or tools, rubrics, schedules, etc.

We "Closed the Loop" for 3 courses after having implementing the recommendations we made for AY 17-18 from the APR 16-17.

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.

Recommendations were implemented and informed students more accurately with results of more accurate assignment execution.

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.

This Recommendation was implemented Spring 2018 with better student understanding of Rationales, Objectives, and Standards.

ECED 291 (Fall 2017 and Spring 2018, C-T-L) A graduation requirement

For AY 16-17, the assessment results were in the "Met" category. However, the artefacts themselves could have been more clear and definitive. They are usually finished at the end of the semester when students are fatigued from the 2 year program and general educations requirements. Introduction of the Professional Portfolio earlier in the ECE program might help. I will work on this aspect for future 291 students to begin the process before entering ECED 291.

Recommendations were:

- 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

Though these recommendations were made in the initial assessment, ongoing implementation is still needed. 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 for the last APR. This process was not repeated for

closing the loop. Therefore, it made the artefact more readable. This is an ongoing process of clarification. The Spring 2018 artefacts were more clear and comprehensive with 3 artefacts "Meets with Excellence." The Drafts are also turned in in ECED 245 and ECED 190 now to help guide students.

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.**