

HAWAI`I COMMUNITY COLLEGE
ANNUAL
INSTRUCTIONAL PROGRAM REVIEW
TEMPLATE

Early Childhood Education

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

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CERC Comments and Feedback (If you submitted a Comprehensive Program Review in 2011 or 2012, please complete this section)

CERC gave recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e. Were suggestion(s) valid? Were change(s) made as a result of the suggestion(s)?

Program Description (Use the official description from catalog then give more in depth explanation of what the program does, who it serves and generally describe it's accomplishments)

The Early Childhood Education 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 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.

The Hawai'i Community College Children's Center, located on the Manono Campus, provides a setting for early childhood students to gain practical experience with young children. 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) The budget numbers included in the data under efficiency does NOT include the cost for the Children's Center.

The Early Childhood Education Program prepares individuals to work with young children and their families in a variety of roles in the community. The program graduates either entered the job market, started their own homecare business or continued to pursue their education at a UH Hilo or UH West Oahu. The Hawai'i Community College Children's Center provided quality care and education to 8 toddlers and 15 preschoolers each semester, of Hawai'i Community College and UH Hilo students, faculty and staff. The Center also served as a laboratory site for 4-8 students a semester and a site for numerous other Early Childhood Education, Liberal Arts and Nursing students who completed course assignments.

Part I: Quantitative Indicators

NO ENTRY

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Part II: Analysis of the Program

Alignment with College Mission and ILOs

Write a brief narrative describing the program and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

College's mission:

Hawai'i Community College (Hawai'iCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E`Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community.

Program Mission:

The mission of the Community Colleges of the University of Hawai'i system with regard to early childhood education is twofold:

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.

To provide quality education and care services for the children of students, faculty, and staff in the Community Colleges. 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 larger community.

Describe how this program supports the College's mission.

The Early Childhood Education Program supports the College's mission by encouraging each student to know about themselves, their culture and their relationship with children to build a partnership in learning and development.

Describe how this program supports the College's Institutional Learning Outcomes below.

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.

Describe how the Program supports ILO1:

The Early Childhood Education Program supports ILO 1 by providing students with knowledge and skills so that they can effectively understand young children and families to develop cooperation and partnership in learning. Students engage in various forms of communication when completing in class and out of class assignments. Students communicate in class during small group activities, participating

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in large group discussions and oral presentations to their peers. Students have many opportunities to communicate with teachers in the field during their practicum and laboratory experiences.

ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

Describe how this Program supports ILO 2:

The Early Childhood Education Program supports ILO 2 by developing the observational skills of students so that they are able to effectively guide and teach young children. Students must gather information from various sources when completing projects and assignments. Students gather information about preschool environments, teaching and guidance strategies and children from direct observation in the community preschools.

ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Describe how this Program supports ILO 3:

The Early Childhood Education Program develops the knowledge, skills and values to understand and form respectful relationships with children and families either as a professional, a parent or a member of the community. For example in ED 245 Child, Family and Community students interview two families who differ in cultural background, socio-economic or other variation to discover the difference and similarities in families with young children.

Annual Report of Program Data (ARPD)

Based on the data from this Program's ARPD, analyze this program's strengths and weaknesses in terms of demand, efficiency, and effectiveness.

Overall Health-- Cautionary

Demand -- Unhealthy

The early childhood professional can fill many different positions in the community; private home childcare provider, home visitors, special needs assistance in classrooms, as well as preschool teachers and childcare providers. The demand was determined to be unhealthy due to numbers of new and replacement positions (4) compared to the number of majors (89). The position number was limited to only one CIP which does not accurately reflect the various positions that are available to graduates of the program. Due to the unknown source from which position numbers are derived from it is difficult to determine the accuracy of that number. An important need in the community is for highly qualified homecare providers - private individual businesses was not considered in the number of positions available nor other positions mentioned above.

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A strength of the program is that over half of the majors are Native Hawaiian indicating that it is a major and its opportunities are considered attractive to the Native Hawaiian population.

The Early Childhood Education courses contribute to the broader education of students outside of the major. Approximately 30% of the SSH are accounted for by nonprogram majors. The Early Childhood Education Program, each semester, offers two courses that students can take to fulfill their general education area requirements in Social Sciences. All other Early Childhood Education classes can be considered as elective classes by the AA, AS and AAS degree program students

In reviewing the percentage of part and full time students it can be seen that 58% of the students in the program are attending part time. This may indicate that the early childhood education students have many competing commitments, often family and/or employment.

The number of classes taught has remained consistent. The number of classes taught in a year enables a student attending in East Hawaii to be able to complete the program course requirements in four semester. The challenge is in providing courses to the students in West Hawaii. The Early Childhood Education online courses that are offered through our College and other system Community Colleges are on a somewhat regular schedule and has assisted majors in completing a degree. Several students have driven from Kailua-Kona to Hilo to take complete Early Childhood Education courses to earn the Early Childhood Education degree. The Early Childhood Education faculty have also accommodated Kailua-Kona practicum students enrolled in the Hilo practicum course. The faculty would drive to Kailua-Kona two to three times a semester to conduct student observation and provide feedback to the student in regards to their work with young children in the classroom.

Efficiency -- Cautionary

The average class size was calculated at 13.7 based on 20 classes. This figure can be further analyzed taking in consideration of the differences in class capacity. When removing the two lower capacity classes (ED 190 and ED 291) the average class size was determined to be 16. This low number was also impacted by the two courses offered in Kailua-Kona and one course offered in Hilo. The average class size of 16 at a class capacity of 25 indicates approximately 64% of the class capacity was met.

The number of low enrolled classes is impacted by several factors. Two program classes, Early Childhood Laboratory (ED 190) and Early Childhood Practicum II (ED 291) have lower enrollment capacity of 10. Classes offered in at the University Center at West Hawai'i have run with low numbers because the

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classes offered are program-required courses. Low enrollment figure can be determined by comparing the % of enrollment capacity to the actual enrollment numbers, which calculates to approximately 40%. When using the 40% figure the number of low enrolled class drops from 7 classes to 5 classes. When examining the courses that are low enrolled two are program-required courses that were offered in West Hawaii. The two Early Childhood Education courses offered in West Hawaii are curriculum courses that are not offered online by any campus. Three required class in East Hawaii included two laboratory classes. The enrollment capacity for the laboratory class was expanded to 12 in anticipation of meeting a need, however upon reviewing the expanded capacity number with the Children's Center coordinator it was decided that the addition of 2 adults in the classroom would be detrimental for the children in the program. The enrollment capacity has been returned to the original number of 10 to meet the needs of both the children at the Center and the needs of the laboratory students.

The number of majors to FTE BOR Appointed Faculty was found to be unhealthy at 44, where the range for healthy is 15-35. The Analytic FTE Faculty was determined at 37.6 which puts the number closer to the healthy range. An Analytic FTE Faculty to be determined healthy for the 89 majors would be 2.5 FTE Faculty. Although 27 credit hours is the usual faculty load the two faculty members of the Early Childhood Education program both had reassigned time to carry out additional responsibilities for the college or program. In addition, in Spring 2013, one faculty member was on partial leave. In addition with no faculty in West Hawaii, lecturers must be hired to teach early childhood education courses offered there.

When compared to previous years, the number of students to FTE BOR Appointed faculty has dropped as a result in the decline in number of majors. This makes the efficiency of the program moving towards healthy however a drop in majors can become a concern if the source of the decline is not determined. A continuous decline in number of majors may reflect a decline in the economy since the need for childcare by families is linked to the economy and employment. With an open door policy and no premajor requirements for Early Childhood Education majors, the number of majors is beyond the control of the program.

The funding has continued to decline over the past years. The reason for the continued decline in funding and what would be considered an efficient cost per students is unknown by this author. In a communication with the VCAA, Chancellor Onishi shared, "The budget is based on a formula and programs are expected to maintain expenses within that given budget. .. More attention is given to other data elements like class fill rate, number of majors, withdrawals." The class fill rate of 62% or adjusted 64% are considered cautionary but its contribution to the decline in funding is unknown. There was a drop in the number of majors from 113.5 to 89, this may have contributed to the decline in

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funding. The number of withdraws in 2012-13 was 9 which was substantially lower than the 2011-12 rate of 17, however this decline's impact on the funding is also unknown.

Effectiveness -- Cautionary

The program is able to maintain students through an academic year at 60% however find a decrease to 39% after the summer break. Attempts have been made in the past to offer a summer class to maintain momentum, however due to the higher tuition of summer classes, the classes were canceled due to not meeting the minimum enrollment numbers.

The large percentage of part time students impacts the effectiveness of the program - with the various priorities and often family commitments, perhaps the students find it difficult to maintain the commitment to school after the summer break. Considering over half of the students are part time students it is not surprising that the persistence rate from Fall to Spring is 60% and Spring to Fall is 39%.

The Early Childhood Education program presume that some individuals who declare the Early Childhood Education as their major are under prepared and begin with remedial courses, become discouraged and discontinue their education. Other students, after taking program courses leave the program after learning that this is not their field. Some students enter the program with a mistaken belief that this program provides them a pathway to teach in the elementary school. There are also students who will declare the Early Childhood Education major to take advantage of funding which is available to Career and Technical Education majors, then later switch their major to Liberal Arts. These presumptions should be further explored to determine their validity.

Some evidence for this might be seen in the number of students who transfer from the program to a UH 4 year institution without a credential. The reasons why individuals do not complete a certificate or degree are multiple and could be further explored to ascertain if the assumptions made above are correct and to find a solution to improve the ratio of awarded certificates and degrees to the number of majors becomes 20% or greater.

The number of degrees/certificates awarded compared to the number of majors is at 12%. This rating is considered as unhealthy. As noted above with 58% of the students being part-time students and persistence from Spring to Fall at 39% this is not unexpected.

With a development of a greater understanding as to why students do not persist, a plan can be developed to improve the effectiveness of the Early Childhood Education program.

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On a positive note with the articulation of the Early Childhood Education degree to UH West Oahu, students are beginning to include this in their academic journey. There is also a new MOA with Chaminade University. There are possibilities of a MOA with University of Hawaii - Manoa.

Distance Education: Completely On-Line Classes

If applicable, based on the data on Distance Education (DE) from this Program's ARPD, analyze this program's strengths and weaknesses in terms of its DE offerings. Include future plans (i.e. will increase/decrease offerings; CARP 100 was not effective online, will try CARP 101 instead; increase professional development for faculty).

Two completely on-line classes were offered, ED 140 in Spring 2012 and ED 245 in Fall 2013. The fill rate for the classes was at 90% a 10% drop from the previous reporting years. The successful completion rate was at 76% is the highest recorded. This percentage may be contributed to a clearer understanding by the students the requirements of taking an online class. Persistence from Fall to Spring was 65% which was a more accurate percentage than was recorded in previous years.

The Early Childhood Education programs across the UH system had divided up the classes by campus, each campus developing and offering classes on a somewhat regular schedule. Hawai'i Community College has developed and offered three courses, ED 115, ED 140 and ED 245. One of the ECED faculty member took part in the Online Course Development Program offered by the campus. The retirement of one member of the program faculty who developed and taught two of the online courses will make it necessary for training of other instructors in order for these courses to be offered online in the future. The four UH Community Colleges that offer Early Childhood Education are in the process of developing a regular schedule for the offering of online courses.

Perkins IV Core Indicators

If applicable, provide an analysis for any Perkin's Core Indicator for which this program did not meet the goal.

Completion - The completion rate has remained fairly consistent 40.00 in 2010-2011 and 40.74 in 2011-2012 although this does not meet the goals that were set by the System. It is believed that many early Childhood Education majors enter college under prepared and must take remedial courses prior to being eligible to take early childhood education courses, a requirement of completion of Eng22 or Compass placement of Eng100 is required for all Early Childhood Education courses. Some students may become discouraged and lack motivation to continue attending college thus leaving school before entering into program courses. Additional societal factors may impact completion, particularly with the high percentage of Early Childhood Education students being female, child care and family issues tend to greatly impact them.

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Student Retention or Transfer

Student retention

Student Transfer - There has been a steady increase of students transferring to 4-year institutions. 6 out of 10 who transferred had earned an A.S. Early Childhood Education degree. 4 students transferred without earning a degree.

Nontraditional Participation - Greater societal and cultural issues as well as economic factors impact the participation of the male gender in the field of early childhood education. Until there is greater remuneration for individuals working in the early childhood education field it will be difficult for males to consider this as a viable career. Females who are employed in the early childhood education field often have an additional source of income from a higher earning spouse. Societal beliefs also play a role, caring for young children is considered a traditional female role and men, who are very important in this field, must also combat negative stereotypes.

Nontraditional Completion - Due to the low number of males enrolled in the program in any given year and the length of the program, it is not expected that there will be a male who completes the program each year.

Performance Funding

Briefly describe initiatives/strategies that this program has or will implement to increase any or all of the Performance Funding outcomes.

The number of degrees and certificates has remained fairly constant over the three year reporting period. Approximately 76% of the Early Childhood Education majors are Pell Recipients which is a slightly greater percentage than those who are Liberal Arts majors.

Ten (10) students or approximately 11% of the majors transfer to UH 4 year institution of which 8 transfer to UH Hilo, a natural and expected transfer and 2 transfer to UH West Oahu's BA in Social Sciences with a concentration in Early Childhood Education.

Previous Program Actions

From the Academic Master Plan (AMP), list the Program Actions for this program. Give a progress report for each Program Action, describe the degree of achievement. Indicate "Delete" if this Program Action will no longer be a priority Program Action

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Program Actions	Progress Evaluation
12.1 Monitor the transfer and completion rate of students from the ECE program to Univeristy of Hawai'i at West Oahu (UHWO) BASS-ECED. The Hawaii Community College AS-ECE is articulated with the UHWO Bachelor's Degree in Social Science with a concentration in ECE. Hawaii Community College students completing their AS-ECE degree receive automatic admission to UHWO	No formal mechanism has been established to monitor the transfer of these students. The transfer of students with an AS degree in Early Childhood Education to UHWO has been made seamless with the institutionalization of automatic acceptance into the UHWO BA in Social Sciences with a concentration in Early Childhood Education. Although the mechanism has been seamless the transfer for the students has not been as seamless since the change in UHWO's general education requirements. Most students have found that they need to take additional lower division general education courses in order to fulfill their general education requirements for UHWO. In addition students who do not seek early advising find that they have taken classes that do not fulfill the UHWO general education requirements, which adds to courses that they must take in order to graduate with the BA degree from UHWO.

Significant Program Actions for 2012-2013. (include curriculum changes, new certificates, stopout, gain/loss of positions)

1. The Early Childhood Program founder and full time faculty member retired in March 2012 after over a decade of leadership and service to the Program and College. Her position is in current recruitment
2. The Hawai'i Community College Children's Center was reaccredited for 3 years with NAEYC.
3.

Analysis of Strengths and Weaknesses

Briefly describe this program's top 3 strengths and 3 weaknesses. Provide an explanation and supporting evidence for each strength and weakness (e.g. assessment results, data elements from ARPD, surveys, etc.)

Strengths	Using supporting evidence, describe why this is a strength
S1. Designated facility	Program materials are easily accessible to both students and faculty Creates a feeling of "ohana" among the program majors - students meet outside of class time in the seminar room, classroom, or outdoor table to work on projects or study

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S2. Articulation to UHWO with automatic admittance for our AS degree graduates	Annually students have been continuing their education at UHWO and have graduated with a BA degree providing them with greater employment opportunities.
S3. NAEYC nationally accredited Children's Center available for training purposes	Faculty has ready access to facility during class time for students to observe appropriate best practices. Students have access to a quality program to complete assignments. Students participate in their first field experience at a high quality accredited center.

Weaknesses	Using supporting evidence, describe why this is a Weakness
W1. Outreach delivery continues to be a challenge due to the large geographical service area.	AS degree in Early Childhood Education and workforce training is needed to meet workforce (DHS) requirements. Students from areas outside of Hilo have had to travel to the Hilo campus to be able to complete their course of study in a timely manner. Students from as far as Kailua-Kona have made weekly trips to Hilo to attend classes.
W2. Lack of Early Childhood Education Program presence in West Hawaii	Recruitment and retention of students have been low creating low class enrollment or class cancellation at the UH West Hawaii Center. PACE courses offered to West Hawaii (Waimea and Kailua-Kona) have had to be canceled due to insufficient enrollment numbers.
W3. Students not seeking academic advising to provide them with guidance to course selection and encouragement.	When students, especially those planning to continue on to a 4 year institution, do not come seek academic advising they may lengthen the time to meet their academic goals. In addition students may learn of various career or academic options that they may be unaware of, from their academic advisor.

Trends and Other Factors

Describe trends including comparisons to any applicable standards, such as college, program, or national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting this program or additional program changes not included elsewhere.

With the retirement of the senior early childhood education faculty member in March 2013 a process for selecting a replacement is in process with the hopes of filling the position before the start of the Spring 2014 semester. This vacancy shifted all program and program related responsibilities on the remaining faculty member.

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A student program graduate satisfaction survey was conducted at the Hawai'i Childcare Conference held in Waikoloa in April 2013. The respondents were all employed, from 1 to 15 years, in the field of early childhood education. The data revealed that all six of the Program Learning Outcomes were "met" or "met with excellence" at or greater than a 90% level. The data indicated that PLO #3, "Observe, document and assess all children's development and learning in partnership with families". Written feedback suggests that some individuals felt that more was needed in this area since documentation of children's progress has become more widespread.

The Governor's development of the Governor's Office on Early Learning, School Readiness initiatives, P-3 Projects and other State projects on early childhood education places more focus on the early childhood period. The State legislature ended Junior Kindergarten in the public schools and the change in the age of kindergarten enrollment age to 5 years of age by August 1 will impact the enrollment in preschool programs. This impacts the curriculum that the preschools offer to the children who may have already attended the preschool program for two years and will be continuing for another program year.

The Early Childhood Education Program continues its work towards national accreditation by continued use of the developed Key Assignments to assess the Program Learning Outcomes. There are several local and statewide challenges that need to be considered as this initiative moves forward. The local challenge for Hawai'i CC are addressing the challenges of Program component in West Hawai'i. The State-wide challenge is the retirement of several key Early Childhood Education faculty throughout the UHCC system.

Part III: Action Plan

Goals and Planning

List additional Program Action(s), not included in the AMP to be implemented for program success. Identify the AMP Priorities, College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Program Action(s) align.

Program Action 1		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Increase certificate and	Graduation	ILO 3	A2.4	c.	

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degree completion	Graduation	ILO 3	A2.4	d.	
	Graduation	ILO 1	A1.1	New Strategy	

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Narrative of New Strategy for Strategic Plan:

<p>1. There are over 80 declared majors in early childhood education however, annually fewer than 12 graduate with a certificate or degree. An important factor in teaching and learning is the development of relationships. Early and continued academic advising with the early childhood education faculty can develop that relationship and provide encouragement to students to work towards the certificate or degree. Providing a visible incentive could encourage students to seek academic advising each semester. Providing a system of incentives could lead to more students persisting and receiving appropriate academic advising targeted toward their personal academic and career goals. Without the presence of even a part time Early Childhood Education faculty or staff member in West Hawai'i, Early Childhood Education majors or potential majors can not develop the important relationship with someone whose primary focus is on the program and the support of it's majors.</p>
<p>2. Currently Hawaii Community College has an articulation agreement with UH West Oahu's baccalaureate degree in Social Sciences with a concentration in Early Childhood Education. Academic advising can make students aware of the articulation agreements that Hawai'i Community College has with 4-year institutions. Early and consistent academic advising is necessary so that students make appropriate and selective decisions regarding the courses that they take in order to meet the general education requirements needed for the UH West Oahu's BA degree or other 4-year institutions. Again without personel in West Hawai'i, Early Childhood Education majors may not receive the appropriate guidance in meeting their academic and career goals.</p>
<p>3.</p>

Briefly explain how **Program Action 1** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

<p>Program Action 1 aligns with the College's AMP in that transferring students to UH West Oahu is a priority for the early childhood education program. Program Action 1 aligns with ILO 3 in that students having a certificate or degree in early childhood education will be using the knowledge, skills and values that they gain to contribute to our community's families through quality care and education of young children. Program Action 1 aligns with the Strategic Plan in that the early childhood education program has a focused degree that leads to a four-year degree pathway and marketing that pathway could lead to greater opportunities for students.</p>

Calendar of planned activities for **Program Action 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 1**

Activity(ies)	When will the activity take place
<p>Example: Nursery design development Shade replacement Irrigation design and installation</p>	<p>September 2014 Fall 2014 Spring 2015</p>

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Purchase advising incentive items	Spring 2014
Create and publish a brochure illuminating the pathway to UH West Oahu and other 4 year institutions	Spring 2014
Distribute brochure to students during academic advising and throughout the year.	Spring 2014 and onward

Program Action 2		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Determine the training/educational needs of the Early Childhood community in West Hawaii and how Hawaii Community College's Early Childhood Education Program can best meet these needs.	Graduation	ILO 3	A2.4	c.	
	Graduation	ILO 1	A2.5	a.	
	Green Curricula	ILO 1	A2.5	c.	

Narrative of New Action Strategy for Strategic Plan:

1. The AS degree in early childhood education provides employment opportunities in many different areas. Employment in a preschool or childcare center is considered primary. It is known that turn over is common place in the field. In order to be employed as a teacher or assistant teacher in a group center based program in Hawaii, an individual must meet DHS standards. The need for qualified individuals is needed, however offerings both on campus and through the PACE program (non-credit to credit conversion distance education) enrollment numbers has not been reached to hold PACE courses and campus courses often are low enrolled (less than 10). The questions must be asked to determine what is the actual need, then to determine when, where, what and in what modality would be the best method to deliver instruction. One of the more effective methods would be to contract an individual who lives in and is familiar with the early childhood education field and programs in West Hawaii to conduct the research.
2.
3.

Briefly explain how **Program Action 2** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

Program Action 2 aligns with Student Completion: Graduation, Remediation and Workforce Training and Student Transfer by determining what is needed in West Hawaii's workforce and developing a consistent course offering to meet the need. Program Action 2 meets ILO 3 by providing training to

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individuals so that they are capable early childhood professionals who can be employed the early childhood field meeting the Department of Human Services requirements. Program Action 2 also meets the Strategic Plan A2.1 by determining what is needed in West Hawaii the College should be able to increase enrollment to an underserved region of Hawaii.

Calendar of planned activities for **Program Action 2** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 2**

Activity	When will the activity take place
Develop a set of criteria for an independent contractor to conduct a needs assessment of the West Hawaii early childhood community, develop a process to select the independent contractor and hire the independent contractor.	Spring 2014
Conduct a needs assessment with early childhood education and related fields employers in West Hawaii, including but not limited to preschool center directors, private preschools, Head Start, Kamehameha Preschool, West Hawaii Family Support Service, Department of Human Services Licensing personnel, early childhood majors residing in West Hawaii, Department of Education - Teaching Assistants, PATCH (homecare providers) and other related services.	Spring 2014
Use the results of the needs assessment to plan for the future of the Early Childhood Education Program and it's place on the Palamanui Campus	Spring 2014

Program Action 3		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	

Narrative of New Strategy for Strategic Plan:

1.
2.
3.

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Briefly explain how **Program Action 3** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

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Calendar of planned activities for **Program Action 3** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 3**

Activity	When will the activity take place

List specific action plans for any Perkin's Core Indicator for which this program did not meet the goal.

Perkin's Indicator	Action Plans	When will the activity take place
2P1	Use the On-track system to encourage student completion by faculty and lecturer	Throughout the semester however heavily at the beginning of the semester
3P1	Continue to monitor student progress throughout the semester and provide assistance when needed. Provide incentives for students to speak with their academic advisor each semester, especially prior to registration.	Throughout the semester follow up on students who miss class or miss assignment deadlines. Put appointment sign up sheets for students, prior to early registration to sign up for advising and provide a tangible reward for meeting with their academic advisor.
5P1	Include photos of males in all program materials	in all program materials
5P2	Explore what other programs have done to increase nontraditional participation and completion	Throughout the year - internet searches as well as queries to early childhood profesional organizations
1P1	N/A	N/A
1P1		

Part IV: Resource Implications

List Top 3 Cost Items needed for program success. Identify alignment to the AMP Program Actions, Strategic Plan Action Strategies and/or Strengths and/or Weaknesses to address.

Cost Item 1	Type	Cost	Strategic Plan Alignment <small>(select best alignment; max 3)</small>	Academic	Strength	Weakness
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					Master Plan Alignment (select best alignment; max 3)		
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
Finger puppets and Brochures	Equipmen	\$500	A2.4	c.	New Strategy	S2	W3
			A2.4	e.		S1	W1
			A2.4	f.		S1	W1

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Briefly explain why **Cost Item 1** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

Cost Item 1 addresses providing appropriate advising to students so they are able to meet their academic and career goals in an informed, economical and efficient manner. Academic Advising also provides students with academic options that they may not be aware of such as transfer to UH West Oahu. Academic Advising also provides an opporutnity to promote retention of students by meeting with program faculty on a one to one basis. This provides time for faculty to provide encouragement and support in helping the students to meet their career and academic goals. The Finger puppets provides students with a tangible reward that may encourage students to come to ECE faculty for academic advising. Once receiving the Finger puppet the students can also use them to support their teaching of young children.

The brochure will inform students of their possible opportunities beyond the two year degree to consider and plan for transferring to earn a 4 year degree. As programs move towards improving quality they will be hiring more qualified individuals. Individuals with a Bachelor's degree in Early Childhood Education will become a greater need.

Cost Item 2	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
Independent contractor	Personnel		A2.1	a.	New Strategy	S2	W1
			A2.1	b.		S1	W2
			A1.1	New Strategy		S1	W1

Briefly explain why **Cost Item 2** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

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This Cost Item 2 of hiring an independent contractor would assist in determining what would best meet the academic needs of the Early Childhood Education community in West Hawaii. Preschool and daycare programs must meet Department of Human Services requirements to operate and it is known that staff turnover is a fact, determinatoin of how existing programs are meeting the academic requirements required by the State need to be made. The HawCC 's Early Childhood Education needs to uncover what needs to be done to promote the program 's courses to meet the State requirements. This needs assessment could be combined with other program needs assessment for the Palamanui Campus as the campus is being developed.

Cost Item 3	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"		
	Equipmen		A1.1	New Strategy		S1	W1
		A1.1	New Strategy		S1	W1	
		A1.1	New Strategy		S1	W1	

Briefly explain why **Cost Item 3** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

Part V: Program Student Learning Outcomes

List the Program Learning Outcomes and check mark those assessed for the 2012-2013 program year.

	Check mark if Assessed this year	Program Student Learning Outcomes
1	<input type="checkbox"/>	Use knowledge of child development and of individual children to create healthy, challenging learning environments and experiences.
2	<input checked="" type="checkbox"/>	Build respectful partnerships with children's families and their communities.
3	<input type="checkbox"/>	Observe, document and assess all children's development and learning in partnership with families.
4	<input checked="" type="checkbox"/>	Build positive relationships and guide all children grough supportive interactions.
5	<input type="checkbox"/>	Use content knowledge and appropriate pedagogy to create/design, implement and assess learning experiences.

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6	<input type="checkbox"/>	Use reflective practice to demonstrate professionalism
7	<input type="checkbox"/>	
8	<input type="checkbox"/>	
9	<input type="checkbox"/>	
10	<input type="checkbox"/>	

A) Evidence of Industry Validation for CTE Programs – 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, the recommendations for, approval of, and/or participation in, assessment by the program’s advisory council can be submitted. – Describe the documentation; i.e. 9/27/2013 Minutes of ACC Advisory Council; Completed Rubrics by Advisory Council Members.

The Early Childhood Education Advisory Council met on April 10, 2013. The Advisory Council members were invited to participate in assessment of

B) Expected Level of Achievement – Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. What represented “excellent,” “good,” “fair,” or “poor” performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% of students will achieve good or excellent in the assessed activity.”

See below

C) List Course(s) Assessed – List the courses assessed during the reporting period.

The Early Childhood Education Program chose to assess Program Learning Outcomes based on Key Assignments that were assigned to ED 131, ED 140, ED 245, ED 190, ED 264 and ED 291.

D) Assessment Strategy/Instrument – Describe what, why, where, when, and from whom assessment artifacts were collected.

PLO #1

Professional Portfolio (ED 291)

- o 5 artifacts were collected Spring 2013 all were reviewed
- o Performance Rubric is attached
- o Expectation for student achievement – 70% of the artifacts will achieve “Meets expectations (3)” or “Meets expectations with excellence (4)”

Child Portfolio Key Assignment (ED 190)

- o 4 were collected Spring 2013 all will be
- o Performance Rubric is attached
- o Expectation for student achievement – 85% of the artifacts will achieve “Meets expectations (3)” or “Meets expectations with excellence (4)”

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Activity Plan Key Assignment (ED 264) –

- o 16 artifacts were collected during Fall 2012 all were reviewed
- o Performance Rubric is attached
- o Expectation for student achievement – 85% of the artifacts will achieve “Meets expectations (3)” or “Meets expectations with excellence (4)”

PLO #2

Professional Portfolio (ED 291) see PLO#1

Family Interview Project (ED 245)

- o 8 artifacts were collected Fall 2012 and randomly selected for assessment
- o Performance Rubric is attached
- o Expectation for student achievement

PLO #3

Child Observation Assignment (ED 131) was collected Spring 2013 from students.

Child Portfolio Key Assignment (ED 190) see PLO#1

Professional Portfolio (ED 291) see PLO#1

Activity Plan Key Assignment (ED 264) see PLO#1

PLO #4.

Profession Portfolio (ED 291) see PLO# 1

Guidance Strategies Key Assignment (ED 140)

- o 15 artifacts were collected all were reviewed for assessment
- o Performance Rubric is attached
- o Expectation for student achievement

PLO #5

Activity Plan – Key Assignment (ED 264) see PLO#1

Professional Portfolio (ED 291) see PLO#1

PLO #6

Professional Portfolio (ED 291) see PLO#1

Ethics Case Study (ED 245)

o Artifacts were collected from 3 small groups in Fall 2013 – This project was given to the ED 245 students. Three small groups of students were formed and each group selected a case study related to family issues and completed their project.

- o Performance Rubric attached
- o Expectation for student achievement

E) Results of Program Assessment – The % of students who met the outcome(s) and at what level they met the outcome(s).

Professional Portfolio

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- Results: on a 1-4 point scale the average scores ranged from 1.37-2.75. 75% "Met Exoectations" and 25% "Approached Expectations"
- Conclusion: This expectation was met
- Discussion:
 - This was a trial run of the assessment rubric. It was the first time the rubric was applied to the Professional Portfolio. The rubric had not been given to the students and were unaware of some of the criteria
 - Many of the low scores could be attributed to artifacts not including a reflection or including an inadequately written reflection for each of the program learning outcomes.
 - The artifacts that were presented for each of the PLOs were adequate, although greater guidance may be provided to present enough artifacts to fully demonstrate the student's understanding.
 - The five major Key Assignments were not included in all of the Professional Portfolio – an essential component that would need to be included when NAEYC accreditation of the early childhood education program is sought in the future.

Child Portfolio

- Results: On a 1-4 point scale. Average scores ranged from 2.86-3.48.
- Conclusion: 100% of the artifacts met the expectations
- Discussion:
 - This was a trial run and the first time the rubric was applied to the Child Portfolio. The rubric had not been given to the students and were unaware of some of the criteria
 - The assignment given to the students did not have all of the requirements found in the Key Assignment.
 - The weakest area in all of the artifacts was the "Child Development Summary" which asked for "plans to support and enhance development". It was the plans that were missing from all the portfolios. This was not part of the assignment that was provided to students and will be added to the assignment in Fall 2013
 - The assessment rubric was modified from the original Child Portfolio assignment. A colleague from Honolulu Community College designed the assignment and full implementation of the project, as written, will be used, beginning Fall 2013.

Activity Plan

- Results: On a 1-4 point scale. Average scores ranged from 2.8-4.0. 56% "Mett Expectations with Excellence" and 43% "Met Expectations".
- Conclusion: The students were able to meet the expectations for PLO#1, #3 and #5
- Discussion:
 - A revision should be made of the rubric used for assessment to reflect only criteria addressed in the PLOs.
 - Collection of the artifacts should be on the final activity plan submitted only, although collection of one from midterm and one at the end illustrated an improvement between the two sets of artifacts was useful information it is the final results that demonstrate proficiency.

Guidance Strategies

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- Results: on a 1 to 4 point scale. Scores ranged from 2.9-3.9. The average score was 3.51
- Conclusion: All artifacts "Met Expectations" or "Met Expectations with Excellence"
- Discussion: This assignment will be continued to be used in the upcoming year.

Family Interview

- Results: the three group scores were: 3.5, 3.6, and 2.9 with the average score being 3.33 on a 1 to 4 point scale
- Conclusion: 66% of the artifacts were assessed as meeting the expectations and 33% was assessed as approaching expectations
- Discussion:
 - slight revisions has been made to the assignment. Previous changes improved outcomes for this project

F) **Other Comments** – Include any information that will clarify the assessment process report. Surveys were distributed to alumni and graduates of the Early Childhood Program during the Hawaii Childcare Conference on April 19 and 20, 2013. The alumni and graduates were asked to assess the six Program Learning Outcomes on a 1-4 scale (did not meet needs, approached meeting needs, met needs and met needs with excellence). 30 individuals responded to the survey.

	Survey of Graduates			
	Did not meet Needs	Approached	Met needs	Met needs with Excellence
PLO#1	0	3.3%	10%	86.7%
PLO#2	0	3.1%	15.6%	81.3%
PLO#3	0	9.4%	28.1%	62.5%
PLO#4	0	6.3%	6.3%	87.5%
PLO#5	0	3.2%	9.7%	87.1%
PLO#6	0	6.5%	12.9%	80.6%

G) **Next Steps** – Describe what the program will do to improve the results. “Next Steps” can include revision to syllabi, curriculum, teaching methods, student support, and other options. The Early Childhood Education Program Learning Outcomes (PLO) as well as Course Learning Outcomes (CLO) were created with collaboration with Honolulu CC, Kauai CC and Maui College and adopted by all four campuses. A systematic alignment of the all CLO with PLO and Key Assignments needs to be completed. In addition activities or assignments that are used in each of the courses could be aligned with the CLO. This alignment could assist instructors in understanding each course’s role in meeting the PLOs.

Professional Portfolio

- Review the Assignment with instructors
- Provide students with the assessment rubric and review with them the criteria
- Provide students further guidance in writing reflections and greater understanding of the PLOs

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Child Portfolio

- Review the Key Assignment with instructors
- Provide students with the assessment rubric and review with them the criteria

Employer survey

- Conduct an employer survey with two employers to assess their general evaluation of program graduates that they have hired