

HAWAII COMMUNITY COLLEGE PROGRAM REVIEW REPORT

Early Childhood Education

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July 1, 2011 to June 30, 2014

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Program/Unit Review at Hawaii 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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Program Description

(Official Description from Catalog - then provide more in depth explanation of what this program does, who it serves and generally describe its 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 have either entered the job market, started their own homecare business or continued to pursue their education at 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 for 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 to complete course assignments.

3yr Review Report Summary – *If this Program is scheduled for Comprehensive Review, this section must be more robust and detailed explaining changes made to the program in the past 3 years; funding received since last 3 years and results from funding, etc.*

1. The Early Childhood Program developer and full time faculty member retired in March 2013 after over two decades of leadership and service to the Program and College.
2. Screening and interviewing for the vacated position occurred in Fall 2013. The individual hired began in January 2014.
3. The Hawai'i Community College Children's Center, site of the Early Childhood Education Program's laboratory was re-accredited for 3 years with National Association Education of Young Children (NAEYC) and is in the renewal process due Fall 2015.
4. In the Spring of 2014 all the program alpha was changed from ED to ECED as requested by the UH system to distinguish early childhood education courses from other education courses and a review of all early childhood education courses was made also made at that time.
5. Recommended program sequence was revised to encourage students to take curriculum courses earlier in their academic journey.
6. A third course ECED 140 Guidance of Young Children was developed and taught online in Spring 2012.
7. The enrollment numbers for the Professional and Career in Early Education (PACE) program (noncredit to credit program) were often not high enough to hold classes.
8. A Perkins Grant written by Maui College awarded one early childhood education faculty a visit to gain information regarding national accreditation with National Association for the Education of Young Children Teacher Preparation Programs- following the visit updates and changes needed to be made in order to prepare for national accreditation.
9. Early Childhood Education faculty members participated in Kaulanakilohana, a higher early childhood education group to discuss, plan and coordinate the activities of higher early childhood education they also served the college as Department Chair, Assessment Committee Chair, General Education Committee Member and more.
10. Early Childhood Lecturer in ECED, Jowett Chew-Marumoto, was Hawaii Community College outstanding lecturer of the 2011/12.

CERC Comments and Feedback --

CERC Comments as listed in most recent Comprehensive Review.

3/2011 CERC Comments:

A. Program Effectiveness

1. There was a weak connection to ILOs in the narrative and a moderate connection to the HawCC mission.
Recommendation: include more description about ECE's connection to the ILOs.

2. The 2+2 articulation with UHWO and with 3 other UH community colleges is excellent. Seeking national accreditation is commendable, especially with it being a collaborative effort by the colleges involved. Commendable progress in Learning Outcomes Assessment and the use of results (i.e., expectations were met in all assessments) to seek national accreditation.

Recommendation: none.

3. List of Strengths and Weaknesses was not easy to find in Section A; had to look in Section B for the list. Weakness #2 is not realistic for the time being (ie, no campus yet or in the foreseeable future). Instead, there needs to be a review of the Unhealthy Effectiveness Indicators and the 4-6 Perkins Core Indicators that were not met based on goals.

Recommendation: use the template and list strengths & weaknesses accordingly in the correct section. Include the effectiveness data and Perkins Core indicators as weaknesses and address them accordingly in the Action Plan.

4. Goals appear to have been achieved but a description of how the achievement was made was lacking. Excellent progress on assessment plans.

Recommendation: provide more description of goals and progress made.

5. Goal 1 is not related to strengths or weaknesses but is definitely important. Goal 2 adequately relates to Strength 1. Goal 3 is supported by Strength 3 but there is not enough justification or details for Goal 3 in Weaknesses 1 & 2.

Recommendation: include more details in explanation of goals set and goals accomplished.

B. Action Plan (non cost)

1. Action item #2 should be related only to Strength #3.

Recommendation: use distance education technologies (ie, polycom and online) to increase outreach to students.

C. Action Plan Supports Budget Priorsities (cost items)

1. This cost item supports the HawCC Strategic Plan (A.2.5.b.) but does not need to be based in West HI. For island-wide and state-wide coverage, distance education technologies (ie, polycom and online) can be based from Hilo campus.

2. This cost item does not belong in the budget ask as part of a comprehensive program review Accreditation costs can be supported by either the Chancellor's Office or offset by revenues from Childcare Center (ie, should not be part of legislative funding requests).

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

- *If no changes were made at all, write “None.”*
- *If no changes were made during this review period but you plan to in future periods, write “None in 2013-2014 however changes will be made in (AYs) and will be reported in that review.*
- *If no changes were made during this review period but changes were made in previous review periods, write “None in 2013-2014; however changes were made in (AYs).”*

A Program Effectiveness

Recommendations for formatting the document will be considered in the current report with addition of greater details to support statements made.

B Action Plan

The use of distance education has been part of the program’s outreach since the inception of the program.

C Action Plan Supports Budget Pories (cost items)

1. Suggestions that a program can be built without at least a part time dedicated staff or faculty member does not demonstrate an understanding of the importance of forming relationships and connections with individuals. In addition it takes program presence such as an individual who is part of the community to understand the needs of community – the West Hawaii community is different from the East Hawaii community. Early Childhood education is a program of building relationships between teachers and student.
2. Funding for the Hawaii Community College Children’s Center is separate from the Early Childhood Education program. The funding budget of the Center, which it comes from, is dedicated to meet the needs and obligations of the Center. As suggested, further exploration of other funding sources will be sought for national accreditation fees.

Part I: Quantitative/Qualitative Indicators

A. Annual Report of Program Data (ARPD) Data Grid

Look up ARPD data at:

<http://www.hawaii.edu/offices/cc/arpd/instructional.php?year=2014&action=quantitativeindicators&college=HAW>

Print for convenience since you will need to use information to discuss your Program's indicators.

B. ARPD Data Analysis

Based on the data from the ARPD, analyze the program's strengths and weaknesses in terms of demand, efficiency, and effectiveness. If this Program is scheduled for **Comprehensive Review, analyze program over 3 years.**

Demand Health	Efficiency Health	Effectiveness Health
<p>The "Demand Health" over the three year period has risen to "Healthy".</p> <p>In reviewing the data and calculations it appears that the "Demand Health" for 2011/12 and 2012/13 were incorrectly calculated. In a recalculation each of those years should have been "Healthy".</p> <p>Program Strength: 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 code 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 which is not considered in the number of positions available nor other positions mentioned above.</p> <p>Program Strength: A program strength is that over half of</p>	<p>The "Efficiency Health" over the three year period has declined from "Cautionary" to "Unhealthy" in 2013/14.</p> <p>Program Challenge: The average class size has declined from approximately 10% which may contribute to the approximate 60+% decline in number of majors. The class size decline may be a result in the overall drop in the College enrollment numbers.</p> <p>The decline in the number of majors may be contributing to the drop in fill rate in the program classes.</p> <p>The Fill Rate has shown a decline over the three year period. Two to three courses each semester need to have their <i>fill rate</i> recalculated due to the lower student capacity in the courses. ECED 190 Early Childhood Laboratory and ECED 291 Early Childhood Education Practicum, both have a student enrollment capacity of 10, in West Hawaii the student capacity is 15. Table 1 shows the recalculations of the data for 2013/4.</p>	<p>The "Effectiveness Health" over the three year period has risen from "Unhealthy" to "Cautionary".</p> <p>Program Strength The <i>Successful Completion</i> rate has increased over the three-year period by almost 10%.</p> <p>The use of <i>Early Alert</i> may contribute to the rise of student withdrawals from 2012/13 and 2013/14. This may have contributed to the rise of "Successful Completion" (#17) as students who are at risk of failing the course are asked to consider withdrawing.</p> <p>The program is able to maintain students through an academic year at 60%; however there is an almost 40% decrease 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; not meeting minimum enrollment numbers resulted in cancelation of classes.</p>

the majors are Native Hawaiian indicating that it is a major and its opportunities are considered attractive to the Native Hawaiian population.

Program Strength:
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 non-program 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.

Program Challenge:
In reviewing the percentage of part and full time students it can be seen that over the three year period between 58% and in 2013/14 66% of the Fall semester students in the program were attending part time. This may indicate that the early childhood education students have many competing commitments, often family and/or employment. Part time students take longer to graduate and sometimes due to competing demands do not earn a certificate or degree.

Program Strength:
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 semesters.

Program Challenge:
Early Childhood Education majors in West Hawaii often have only one course that is offered face-to-face. The courses are always low enrolled however necessary courses for students to be able to complete their certificate or degree. Several students have driven from Kailua-Kona to Hilo to take complete Early Childhood courses to earn the Early Childhood Education

TABLE 1

Fall 2013	CRN #	Enroll #	class capacity	Fill rate	
ED245	15111	29	25	116%	
ED105	15514	18	25	72%	
ED110	15515	13	25	52%	
ED131	15516	21	25	84%	
ED264	15517	10	25	40%	
ED291	15518	5	10	50%	Pract cum
ED190	15547	7	10	70%	Lab
ED110	15777	3	15	20%	WH
Spring 2014					
ED105	16202	16	25	64%	
ED110	16203	11	25	44%	
ED115	16204	17	25	68%	
ED131	16205	7	25	28%	
ED140	16206	10	25	40%	
ED190	16210	6	10	60%	Lab
ED263	16212	10	25	40%	
ED291	16214	5	10	50%	Pract cum
ED264	16885	6	15	40%	WH

With the exception of ECED 131 in East Hawaii and ECED 110 in West Hawaii the courses all have a fill rate of at least 40%. Average fill rate for Fall 2013 was 63% and a lower fill rate of 48% for Spring 2014. The Fall numbers are interesting in that the number of full time students in the Fall (34%) is lower than the number of full time students in Spring (38%) And the number of part time students in the Fall (66%) is higher than the number of part time students in the Spring (63%) yet the fill rate of the classes is greater in the Fall. This may be an indication that students attending part time tend to take program courses rather than general education courses or that the one fewer course offered in the Fall consolidates the course selection the students take. It may also be that Fall is the time many students may begin their academic journey and take the beginning program courses, with fewer students beginning in the spring taking the

Program Challenge:
The large percentage of part time students impacts the effectiveness of the program - with the various priorities and often family commitments, students may 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 around 60% and Spring to Fall is around 40%.

The Early Childhood Education program presumes that some individuals who declare the Early Childhood Education as their major are under prepared and begin with remedial courses. These students may 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, and then later switch their major to Liberal Arts. These presumptions should be further explored to determine their validity.

Program Strength:
There has been an increase in both the number of degrees and certificates awarded. Students earning the A.S. degree are also automatically awarded the certificate of

<p>degree.</p> <p>Program Strength: The Early Childhood Education online courses that are offered through our College and other system Community Colleges are on a somewhat regular schedule and have assisted majors in West Hawaii to complete certificate and degree requirements.</p> <p>Program Strength: The Education The Early Childhood Education faculty have also accommodated Kailua-Kona practicum students enrolled in the Hilo practicum course by driving to Kailua-Kona two to three times a semester to conduct student observation and provide feedback to the students in regards to their work with young children in the classroom.</p>	<p>beginning classes.</p> <p>Program Challenge: The drop in number of majors may also be contributing to the drop in fill rate in the program classes. Many students declaring the Early Childhood Education major may be underprepared when entering college and are required to enroll in remedial courses in preparation to be prepared to enroll in ECED courses which all have an English prerequisite.</p> <p>Program Challenge: The reduction of two full-time BOR Appointed Faculty to one in Spring 2013 was a challenge for the Program. During the 2013 Spring semester, the Early Childhood Education Program developer and coordinator was on partial leave and then retired in March after over two decades of leadership. During Fall 2013 there was a single faculty member coordinating both the Professional and Career Education (PACE) Program and the Early Childhood Education Program.</p> <p>The number of majors to FTE BOR Appointed Faculty was found to be unhealthy at 56.7 majors in 2011/12 and 44.5 majors 2012-13 and 75.5 majors 2013-14, where the range for "Healthy" is 15-35 majors per FTE BOR Appointed Faculty. The Analytic FTE Faculty approached the "Healthy" call of 35.</p> <p>Although 27 credit hours is the usual faculty load, the two faculty members of the Early Childhood Education program in 2011-12 through 2013-14 had reassigned time to carry out additional responsibilities for the college or program. Data for the "Health Call" is taken during each Fall semester. In the Fall 2013 semester the program operated with one full time BOR faculty member. Lecturers were hired to provide instruction for the required program courses not taught by the faculty member. A full time BOR Faculty was employed in Spring 2014. In addition, with no faculty in West Hawaii, lecturers must be hired to teach early childhood education courses offered.</p>	<p>achievement. The A.S. degree contains all course requirements to meet the Certificate.</p> <p>Each year a number of students transfer to a UH system 4 year institution, UH West Oahu, UH Hilo or UH Manoa. Most students transfer to UH Hilo with a few to UH West Oahu and one to UH Manoa.</p> <p>The majority of the students transfer to UH Hilo without the A.S. in Early Childhood Education degree. It is uncertain why students would elect to transfer without completing a degree in Early Childhood Education, although some may do so with an A.A. degree in Liberal Arts or it may be because the degree does not articulate with UH Hilo.</p> <p>The Early Childhood Education Program has a 2 + 2 articulation agreement with UH West Oahu. The students earning an Associates of Science degree in Early Childhood Education are automatically admitted to UH West Oahu. UH West Oahu has a B.A degree in Social Sciences with a concentration in Early Childhood Education. Students who enroll in UH West Oahu can complete their B.A. degree totally online. The Hawaii CC students can begin taking the upper division early childhood education courses and often will also need to take lower general education courses to fulfill general education requirements at UH West</p>
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	<p>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 move 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 pre-major requirements for Early Childhood Education majors, active recruitment may be needed</p> <p>Program Challenge: Overall Program Budget allocation 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 Onishi, she shared that, "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."</p> <p>The allocated funding for the program has dropped approximately 18% from 2011-12 to 2013-14, a \$32,750 decline. The students' tuition and fees have contributed to a greater portion of the budget. There has been an increase over the years, with students' tuition and fees making up of only 6% in 2011-12 and has ballooned to approximately 26% of the budget allocation in 2013-14.</p> <p>Program Strength: In 2013-14 a Perkins grant was written by Honolulu Community College to support the travel and hotel accommodations for a Hawaii Community College faculty</p>	<p>Oahu.</p> <p>Articulation agreements with UH Manoa – Outreach program in Early Childhood Education and Chaminade University in Honolulu have been created. A Bachelor's degree has become more of a requirement for several employers. Kamehameha Early Childhood Education program, Head Start and NAEYC accredited programs seek individuals with early childhood training and a Bachelor's degree. With these greater requirements for preschool teachers to have a Bachelor's degree there may be a rise in transfers to 4 year institutions in the future.</p>
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	<p>member to travel to Truckee Meadow Community College in Nevada to gain further insights in the National Association for the Education of Young Children accreditation for teacher preparation programs.</p> <p>Program Challenge: The cost per student semester hours has experienced a slight increase over the three-year period from \$235 in 2011-12 to \$248 in 2013-14.</p> <p>Program Challenge: The number of low enrolled classes is generally based on a 25 student capacity. There are several courses in the Early Childhood Education program which have the student class capacity of 10, ECED 190 Early Childhood Laboratory and ECED 291 Early Childhood Education Practicum II. In addition courses offered in West Hawaii have a class capacity of 15. When ECED 190 and ECED 291 are no longer classified as low enrolled classes, it can be found that the low enrolled classes are frequently the ones offered in West Hawaii, where it is necessary to offer the required program classes in order for students in West Hawaii to earn their A. S. degree in Early Childhood Education. The low enrolled classes beginning classes (ECED 105, 131 and 110) in East Hawaii can be monitored. If the trend continues it is possible that these classes that are offered each semester will go to a once a year offering as happens with the other ECED classes.</p>	
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Overall Health
<p>The "Overall Health" of the program has improved during the three-year period from "Unhealthy" to "Cautionary" It is anticipated that the "Efficiency Indicators" will return to "Cautionary" in the next academic year as the result of the employment of a full-time BOR faculty member in Spring 2014.</p>

Distance Education: Completely Online Classes -- List and provide an analysis of courses taught completely online. (i.e., compare success to face-to-face; action strategies implemented to increase success and completion rates, e.g., working with ITSO on strategies)

Fall 2011 ED 245 Family Child and Community (ECED 245)
Fall 2012 ED 115 Health, Safety and Nutrition for the Young Child (ECED 115)
Fall 2013 ED 245 Family, Child and Community (ECED 245)
Fall 2013 ED 140 Guidance of Children in a Group Setting (ECED 140)

Hawaii Community College, Kauai Community College, Honolulu Community College and Maui College had agreed to offer 5 of the required early childhood education courses online on a regular schedule. Honolulu Community College offers ECED 105 – Introduction to Early Childhood Education and ECED 131 Early Childhood Development each semester. Hawaii Community College offers ECED 115, ECED 140 and ECED 245 on a rotating basis. The courses are offered statewide to students.

Instructors sought assistance or attended the On Line Course Development Program through ITSO to improve course delivery strategies and student success.

The majority of the students, attending the on line courses, listed their home campus as being Hilo and residing on the East side of the island. Each semester an approximate average of 5 students were from the West side and an approximate average of 7 students listed their home campus as a neighbor island community college or UHWO.

The fill rate averaged 96% over the three year period. The completion rate steadily increased over the three year period beginning at 73% in 2011-12 and rising to 90% in 2013-14. When compared to the Fall to Spring, persistence rate of the Distance Education courses at 79% was greater than that of the face to face classes at 44.7%.

Perkins IV Core Indicators -- Identify core indicators (1P1, 2P1, 3P1, 4P1, 5P1, 5P2) that were not met and specify action strategies.

The program students consistently met *Technical Skills Attainment (1P1)* each of the three years. The program met and *Student Retention or Transfer (3P1)* and *Student Placement (2P4)* two out of the three years.

Below are specific action strategies to address the Core Indicators that were consistently “not met”

To address 2P1 - Completion

More students need to be encouraged to continue the program to earn the degree or certificate.

Provide stronger support services to students while they are in the program

- Using *Early Alert* to help prevent students from falling too far behind and from becoming discouraged
- Help develop peer to peer and instructor to student relationships so students feel that they have support to continue
- Identify and contact majors who are not taking program courses and may be taking remedial English courses to provide mentoring and encouragement to continue
- Encourage all students to get advising from the program academic advisors and counseling from campus counselors if additional support is needed.
- Encourage students to use The Learning Center to improve their written work.

Nontraditional Participation (5P1)

- Highlight the participation of male and people of various race or ethnicity.
- Make students aware of position openings in the field through classroom bulletin board and announcements in

- class and through Laulima
- Contact employers of the availability of posting positions on Early Childhood Education bulletin board and email announcements.

Nontraditional Completion (5P2)

- Using Early Alert to help prevent students from falling too far behind and to becoming discouraged
- Provide stronger support services to students while they are in the program by supporting students in find services that meet their needs
- Help develop peer to peer and instructor to student relationships so students feel that they are not alone
- Identify majors who are not currently enrolled in program classes to continue toward their degree or certificate goal by encouraging them to come in for academic advising through email or phone
- Continue to include male students in photos in Early Childhood Education promotion materials, research strategies that other programs have used to attract non-traditional gender participation

Performance Funding (Graduation, Native Hawaiian, STEM, Transfer, Degree) -- Describe how your program contributed to performance funding in these areas? If not, why and how do you plan to contribute in the future?

The program contributes to the performance funding in all areas that it is designated for. An average of 12 degrees and certificates were awarded during the 2012/13 and 2013/14 period. Approximately 50% of the degrees and certificates were earned by Native Hawaiian. The program had students participating in Pell. The number of Pell Participant declined over the two year period. This decline may be due to lower majors in the program and lower general enrollment of the College. The program contributed to the transfer of students to UH 4-year institutions. The decline of transfers may be due to economic reasons.

C. Trends & 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.

In the nation, and statewide, there are several strong trends currently occurring. They are:

1. Universal pre-K programs
2. Requirement for higher degrees for early childhood teachers
3. Focus on "school readiness for school"
4. "Quality" early childhood environments with "quality" staff based on established standards

Hawai'i, one of 10 states without a universal pre-K program, continues to educate the public on this community and economic need to create a better understanding of the issue. There approximately 18,000 preschool age children, statewide, without access to available and/or affordable preschool programs. At this point, funding comes primarily from parents' pockets. Programs have difficulty sustaining quality environments without quality teachers. Quality teachers have invested a lot of resources to be in the early childhood profession. There is a direct relationship between A.S. and Bachelor degreed teachers and quality of early childhood programs. Young children who attend quality early childhood programs have a proven chance for improved quality of life and later academic success.

See link www.uhfamily.hawaii.edu/publications/brochures

Part II: Analysis of the Program

A. Alignment with Institutional Mission & Learning Outcomes (ILOs)

1) College Mission Alignment

Hawai'i Community College (HawCC) 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.

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports the College's Mission. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports.

Example: The SUBS program's faculty and staff fosters excellence in education, workforce development, academic advising and co-curricular activities that focus on engaging, challenging and transforming students to strive for academic excellence, personal growth, contributing members of the Hawai'i Island Community.

The Early Childhood Education Program faculty and staff supports the College's mission by encouraging each student to know themselves and their culture, foster their relationships with children and their families. Students are encouraged to be life-long learners as they build a partnership with children and families in learning and development thus contributing to the growth of the Hawai'i Island Community through teaching and partnership.

2) ILO Alignment

a) **ILO1:** *Our graduates will be able to communicate effectively in a variety of situations.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO1"

Example: The SUBS program's curriculum prepares our graduates to communicate effectively by requiring the students to participate in: 1) small and large group discussions, both online and face-to-face; 2) individual and group presentations; 3) role play of interviewing and counseling skills; 3) fieldwork at practicum sites; 4) service learning activities on campus and in the greater community.

The Early Childhood Education Program supports ILO 1 by providing students with knowledge and skills so that they can effectively understand and communicate with young children and their families, to develop cooperation and partnership in learning. Students engage in various forms of communication when completing in class, online and out of class assignments. Students communicate in class during small group activities, in large group discussions and oral presentations to their peers. Students have many opportunities to communicate with teachers, children and families in the field during their practicum and laboratory experiences.

b) **ILO2:** *Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in

the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO2"

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 synthesize and analyze information about early education environments, teaching and guidance strategies, and children from direct observation in the community preschools in order to complete assignments.

c) ILO3: *Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO3"

The Early Childhood Education Program develops the knowledge, skills and attitudes 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 ECED 245 Child, Family and Community students interview two families of differing cultural background, socio-economic or other variation to discover the difference and similarities in families with young children.

B. Program Mission – Write Official 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.

C. Strengths and Weaknesses

1) Strengths (Top 3 defined)

State Strength	Using supporting evidence, describe why this is a strength
S1. Designated facility	Program materials are easily accessible to both students and faculty This 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 together.
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	Faculty has ready access to facility during class time for students to observe

Children's Center available for training purposes	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.
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2) Weaknesses (Top 3 defined)

State Weakness	Using supporting evidence, describe why this is a Weakness	Proposed solution
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 cancelation 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. Decline in number of Early Childhood Education majors	ADRP report indicates a steady decline in number of early childhood education majors.	Work with media and marketing personnel on campus to develop an effective marketing plan.

Part III: Course/Program Assessment

A. Course(s) Assessed -- List the course(s) (Alpha/#) assessed during this reporting period.

2011/12

Course: ED 291 and ED 245 Ethics Project

PLO #6 Use reflective practice to demonstrate professionalism

CLO #6 Use reflective practice to demonstrate professionalism (ED 291)

CLO#1 Assemble a repertoire of approaches to build respectful partnerships with children, families and their communities (245)

Course: ED 291 Early Childhood Education Practicum II – *Child Portfolio*

PLO #3 Observe, document and assess children’s development and learning in partnership with families.

CLO #5 Observe, document and assess all children’s development and learning in partnership with families.

Course: ED 245 Child, Family and Community - *Family Interview*

PLO #2 Build respectful partnership with children, families and their communities

CLO #2 Appraise significant characteristics of diverse families and communities.

Course: ED 263 Language and Creative Curriculum – *Activity Plan*

PLO #5 Use content knowledge and appropriate pedagogy to create/design, implement and assess learning experiences.

CLO #2 Support children’s learning in inquiry and physical through intentionally planned and informal curriculum

Course: ED140 – Guidance of Children in Group Settings - *Guidance Observation and Reflection*

PLO# 4 Build positive relationships and guide all children through supportive interactions

CLO #1 Identify a broad range of positive guidance strategies to build respectful relationships with children.

2012/13

Course: ED 291 Early Childhood Education Practicum II – *Ethics Project*

PLO #6 Use reflective practice to demonstrate professionalism

CLO #6 Use reflective practice to demonstrate professionalism

Course: ED 245 Child, Family and Community – *Family Interview*

PLO #6 Use reflective practice to demonstrate professionalism

CLO #2 Appraise significant characteristics of diverse families and communities

Course: ED 245 Child, Family and Community – *Ethics Project*

PLO #6 Use reflective practice to demonstrate professionalism

CLO #2 Appraise significant characteristics of diverse families and communities

Course: ED 140 Guidance of Children in Group Settings - *Guidance Strategies*

PLO #4 Build positive relationships and guide children through supportive interactions.

CLO #1 Identify a broad range of positive guidance strategies to build respectful relationships with children.

Course: ED 264 Inquiry and Physical Curriculum – *Activity Plan*

PLO #5 Use content knowledge and appropriate pedagogy to create/design, implement and assess learning experiences.

CLO #2 Support children's learning in inquiry and physical through intentionally planned and informal curriculum

Course: ED 291 Early Childhood Education Practicum II – *Professional Portfolio*

PLO #3 Observe, document and assess children's development and learning in partnership with families.

CLO #5 Observe, document and assess children's development and learning in partnership with families.

Course: ED 190 Early Childhood Education Laboratory – *Child Portfolio*

PLO #3 Observe, document and assess children's development and learning in partnership with families.

CLO #2 Observe, document and assess individual children's development and learning.

Course: ED 131 Early Childhood Development: Theory into Practice – *Child Observation*

PLO#3 Observe, document and assess all children's development and learning in partnership with families

CLO #2 Describe young children's developmental characteristics and needs in the developmental domains of physical, social, emotional, and cognitive.

2013/14

Course: ED 131 Early Childhood Development: Theory into Practice – *Child Observation*

PLO#3 Observe, document and assess all children's development and learning in partnership with families

CLO #2 Describe young children's developmental characteristics and needs in the developmental domains of physical, social, emotional, and cognitive.

Course: ED 264 Inquiry and Physical Curriculum – *Activity Plan*

PLO #5 Use content knowledge and appropriate pedagogy to create/design, implement and assess learning experiences.

CLO #2 Support children's learning in inquiry and physical through intentionally planned and informal curriculum

Course: ED 190 Early Childhood Education Laboratory (Fall and Spring) – *Child Portfolio*

PLO #3 Observe, document and assess children's development and learning in partnership with families.

CLO #2 Observe, document and assess individual children's development and learning.

Course: ED 291 Early Childhood Education Practicum II – *Child Portfolio*

PLO #3 Observe, document and assess children's development and learning in partnership with families.

CLO #5 Observe, document and assess all children's development and learning in partnership with families.

Course: ED 291 Early Childhood Education Practicum II – *Professional Portfolio*

PLO #1-6

CLO #1-6

B. Expected Level of Achievement -- Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. That 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.”

- A rubric for each Assessment Activity is presented.

ED (ECED) 131 Child Observation Rubric

At least 80% respond to all four postings with a “Meets” or “Meets with Excellence” score.

CLOs #3

The Observation Project asks the students to observe a toddler or preschool child over the course of the semester and organize observations using three different techniques, a Running Record, six Anecdotes and a Developmental Checklist. They will also use information from class and their textbooks when answering pivotal questions that they are asked to describe the observations of the child citing specific early childhood theorists to show their understanding.

Performance Rubric for CLO#3

	Meets Expectations with Excellence	Meets Expectations	Below Expectations
Description	Specific and detailed information about specified ece theorists and developmental principles are incorporated into the body of the answers and the interpretation to the questions with appropriate text references.	Information about a theorist provided in the body of the answers to the questions and interpretation with some text references.	Limited or no information on ece theorists or developmental principles or text references.
Completion	Each answer to the question was complete and insightful with complete sentences and correct grammar and spelling.	The answers to the questions were complete. Some insight was apparent. Grammar was acceptable.	Answers to questions were incomplete, lacked insight and/or constructed with poor grammar and spelling.
Interpretation	Interpretations of the observations were clear, detailed and insightful reflecting appropriate concepts and text references.	Interpretation of observations was apparent with some detail, insight and ece concepts. Text reference was included.	The interpretation was thin, lacked detail, insight and concepts. No text references.
Understanding	The answers to the questions and the interpretations demonstrated a clear and strong understanding several of the concepts of ece theorists and principles of development.	The answers to the questions and the interpretation demonstrated a clear understanding of the some of the concepts of ece theorists and developmental principles.	The answers and the interpretation reflected a very shallow and non-detailed understanding of the ece theorists and developmental principles.

ED (ECED) 140 Grading Rubric for Guidance Observation and Reflection

Component Criteria	Very Good	Good	Fair	Poor	missing
Observe and Record 4-5 incidents where adult created a climate; helped child solve a problem for himself, helped two or more children to cooperate, used I Message/Active Listen	4-5 thoughtful & complete incident approach descriptions. Effectiveness of each approach thoroughly discussed. Changes or suggestions for alternative approaches and why you might use these were included thoughtfully for each suggestion. 40 points	3-4 complete incident approach descriptions. Effectiveness of each approach discussed. Changes or suggestions for alternative approaches and why you might use these were included.	3-4 incident approach descriptions. Effectiveness of most approaches discussed. At least one change or suggestion for alternative approaches and why you might use were included.	Less than 3 incident approach descriptions. Effectiveness of approach too brief. One or no change or suggestion for alternative approaches included and vague 10 points	Not found
Observe and compare strategies listed in text to observations. STRATEGIES USED	Thoughtful & complete description of two interactions between adults and children using the strategies and thorough explanation of how your examples are related to these practices. 20 points	Complete description of two interactions between adults and children using the strategies and explanation of how your examples are related to these practices.	Description of two interactions between adults and children using the strategies and basic explanation of how your examples are related to these practices.	At least one interaction between adult and child using the strategies and attempted explanation of how example is related to practices. 5 points	Not found
Observe and compare strategies listed in text to observations. STRATEGIES NOT USED	Thoughtful & complete description of two interactions between adults and children NOT using the strategies and thorough explanation of how your examples are in conflict with these practices. 20 points	Complete description of two interactions between adults and children NOT using the strategies and explanation of how your examples are in conflict with practices	Description of two interactions between adults and children NOT using the strategies and basic explanation of how your examples are in conflict with these practices.	At least one interaction between adult and child NOT using the strategies and attempted explanation of conflict. 5 points	Not found
Discuss your feelings and reactions, and the possible implications for this observation for you as a teacher.	Thoughtful & complete description of your feelings, reactions, and implications for you as a teacher. 12 points	Complete descriptions of your feelings, reactions, and implications for you as a teacher.	Descriptions of your feelings, reactions, and implications for you as a teacher are attempted.	Missing components and/or minimal reflection 4 points	Not found
Writing, organization, completeness, turned in on time.	Well organized and written. All components included and assignment turned in on time. 8 points	Organized and minimal errors in writing. Most components complete.	Organization and writing distracted from project content.	Poorly organized and written. 2 points	Must be re-done
Turned in on time	Turned in on time YES or NO				Too Late

ED (ECED) 245 FAMILY INTERVIEW and DEMOGRAPHIC STUDY ASSIGNMENT RUBRIC

- Expectation for students achievement was not set

Assessment Evidence	Key Elements	Well Below Expectations	Approaching Expectations	Meets Expectations	Meets Expectations with Excellence
Parent Interviews	2a, 2b	<ul style="list-style-type: none"> Less than half ... of interviews completed Criteria for selecting families is NOT followed 6 or less questions developed and asked. Few of the recommended components are covered in the interviews. No community resource is matched and/or researched; or minimally done 	<ul style="list-style-type: none"> Most of the required number of interviews completed Most of the criteria for selecting families are followed Almost 8 interview questions are developed and asked. Some of the recommended components are covered in the interviews A community resource is matched and/or researched 	<ul style="list-style-type: none"> Required number of interviews completed All criteria for selecting families is followed 8-10 interview questions developed and asked. The recommended components are covered in the interviews A community resource is clearly researched and matched directly to family 	<ul style="list-style-type: none"> More than the required number of families interviewed All criteria for selecting families are followed 10 or more interview questions are developed and asked All and more of the recommended components are covered in the interviews A community resource is thoroughly researched, all components included and well matched to family
Demo-graphics Study	2a	<ul style="list-style-type: none"> One or more graphs are missing or poorly attempted Family graphs are difficult to follow or inaccurate 	<ul style="list-style-type: none"> Family composition and size graphs are submitted using ... Family graphs are mostly accurate 	<ul style="list-style-type: none"> Readable and complete family composition and size graphs are submitted using ... Family graphs accurately represent information 	<ul style="list-style-type: none"> A thorough and neat family composition and size graph are submitted using a bar graph, pie chart or line graph Family graphs are accurate and extremely well done.

ED (ECED) 245 FAMILY INTERVIEW and DEMOGRAPHIC STUDY ASSIGNMENT RUBRIC continued

Reflection Paper	2a, 2b, 2c Support Skills	<ul style="list-style-type: none"> • Reflection paper not completed or turned in on time • Absence or lack of evidence indicating understanding of family ... • Limited or missing parenting experiences and childcare issues... • Poor or no evidence presented • Few or no responses are compared and contrasted • Interviewed families background, values, and/or culture are missing or incomplete. 	<ul style="list-style-type: none"> • Reflection paper not completed or turned in on time • Evidence indicates some understanding of family • Some parenting experiences and childcare issues... • Limited evidence presented related to challenges and expectations of families • At least half of the family responses are compared and contrasted • Interviewed families background, values, and/or culture are beginning to be understood in the ... 	<ul style="list-style-type: none"> • Reflection paper completed and turned in on time • Evidence indicates understanding of family demographics compared to national demographics. • Parenting experiences and childcare issues are presented for each family • Evidence indicates understanding of challenges faced by families today and their expectations of early childhood programs. • Most family responses are compared and contrasted • Interviewed families background, values, and culture are understood in the context of ... • Personal ideas, insights, and perspectives ...included in paper • Three practices ECE programs use are explained • Sources utilized and cited properly • Minimal and/or minor errors in writing conventions (grammar, spelling, punctuation, etc.) 	<ul style="list-style-type: none"> • Reflection paper completed and turned in on time or early • Substantial evidence with rich examples indicates understanding of family demographics compared to national demographics • Substantial parenting experiences and childcare issues are thoughtfully presented and discussed for each family • Substantial evidence indicates understanding of challenges faced by families today and their expectations for early childhood programs. • All family responses are thoughtfully compared and contrasted • Interviewed families background, values, and culture are well understood in the context of the interviews • Personal ideas, insights and perspectives on how you will use what you have learned are thoughtful and meaningful. • Three or more practices ECE programs use to support families with young children are well explained • Additional sources utilized and cited properly • No errors in writing conventions (grammar, spelling, punctuation, etc.)
Reflection Paper	2a, 2b, 2c Support Skills	<ul style="list-style-type: none"> • Personal Ideas, insights, and perspectives... not included in paper or extremely limited • Family practices are weak or missing. • Sources not used and cited properly • Many errors in writing conventions (grammar, spelling, punctuation, etc.) 	<ul style="list-style-type: none"> • Some personal Ideas, insights, and perspectives ... included in paper • At least two practices are explained • Sources occasionally utilized and cited properly • Some errors in writing conventions (grammar, spelling, punctuation, etc.) 	<ul style="list-style-type: none"> • Personal ideas, insights, and perspectives ...included in paper • Three practices ECE programs use are explained • Sources utilized and cited properly • Minimal and/or minor errors in writing conventions (grammar, spelling, punctuation, etc.) 	<ul style="list-style-type: none"> • Interviewed families background, values, and culture are well understood in the context of the interviews • Personal ideas, insights and perspectives on how you will use what you have learned are thoughtful and meaningful. • Three or more practices ECE programs use to support families with young children are well explained • Additional sources utilized and cited properly • No errors in writing conventions (grammar, spelling, punctuation, etc.)

ED (ECED) 245 & 291 THE ETHICS CASE STUDY PROJECT - ASSIGNMENT RUBRIC

- Expectation for student achievement was not set

Assessment Evidence	Key Elements	Well Below Expectations	Approaching Expectations	Meets Expectations	Meets Expectations with Excellence
Presentation and/or Role Play Overview Organization Presentation	6a, 6d Support Skills	<ul style="list-style-type: none"> • Missing members; unequal involvement • Introduction incomplete or unclear • Poorly organized, ideas not presented coherently • Unclear, difficult to follow; volume, pace, etc. needs improvement 	<ul style="list-style-type: none"> • Most members of the group participate • Introduction mostly complete • Somewhat organized and some ideas presented coherently • Presentation at times interesting and clear. Volume, pace, posture and eye contact could be improved 	<ul style="list-style-type: none"> • All members of the group participate • Introduction of presenters, case, problem, ...and process • Organized; presented thoughtfully; most transitions were smooth, easy to follow • Presentation good; interesting to audience; presented w/ some creativity; volume, pace, posture, eye contact okay 	<ul style="list-style-type: none"> • All members of the group participate equally and fully • Very strong introduction of presenters, case, problem, background and process • Well organized; logical format; easy to follow, flowed smoothly thru transitions; conveyed ideas cleverly • Presentation was engaging and captured the interest of the audience. Volume, pace, posture and eye contact were good
Group Process, Reflection, Collaboration, Critical Thinking	6a, 6d Support Skills	<ul style="list-style-type: none"> • Group did not work well together; little to no evidence of reflection, collaboration and critical thinking 	<ul style="list-style-type: none"> • Group worked well most of the time. Some evidence of reflection, collaboration, and critical thinking 	<ul style="list-style-type: none"> • Group worked well together; reflection and collaboration evident; critical thinking evident in case study 	<ul style="list-style-type: none"> • Group worked very well together, reflection and collaboration clearly evident; critical thinking is evident throughout their case study process
Ethical Understanding; Professionalism	6a, 6d	<ul style="list-style-type: none"> • Absence or lack of evidence indicating understanding of Code of Ethics and Professional Ethics. Evidence not in presentation or paper. 	<ul style="list-style-type: none"> • Evidence indicates some understanding of Code of Ethics and Professional Ethics. Some evidence included in presentation and paper. 	<ul style="list-style-type: none"> • Evidence indicates understanding of Code of Ethics and Professional Ethics. Evidence within presentation and paper 	<ul style="list-style-type: none"> • Substantial evidence with rich examples indicates an understanding of Code of Ethics and Professional Ethics. Evidence within presentation and paper.
Written Paper	6a, 6d Support Skills	<ul style="list-style-type: none"> • Paper not completed or turned in on time. • Many errors in writing conventions - grammar, spelling, punctuation, etc. • Missing written components; incomplete 	<ul style="list-style-type: none"> • Paper not completed or turned in on time • Some errors in writing conventions -grammar, spelling, punctuation, etc • Most of the written components answered; yet incomplete 	<ul style="list-style-type: none"> • Paper mostly complete and turned in on time. • Few errors in writing conventions -grammar, spelling, punctuation, etc. • All written components of the project answered well. 	<ul style="list-style-type: none"> • Paper is complete and turned in on time. • No errors in writing conventions -grammar, spelling, punctuation, etc. • All written components of the project answered very well

ED (ECED) 263 & 264 Rubric for Activity Plan

Expectation for student achievement – 85% of the artifacts will achieve “Meets expectations (3)” or “Meets expectations with excellence (4)”

	Meets Expectations With Excellence 9-10	Meets Expectations 7-8	Below Expectations 0-6
Professionalism	<ul style="list-style-type: none"> • Assignment is typed, and well edited • Paper is turned in on time • All forms from Parts I, II and IV of the assignment are included, thoughtfully completed and accurate 	<ul style="list-style-type: none"> • Assignment is typed, and edited • Paper is turned in on time • All forms from parts I, II and IV of the assignment are included, completed and accurate 	<ul style="list-style-type: none"> • Assignment is handwritten and/or with errors in spelling, grammar and/or punctuation • Paper is turned in late • Missing several forms and/or forms are incomplete with multiple errors
Written Plan (Key Elements Addressed 4b4c,5a,5b,5c)	<ul style="list-style-type: none"> • Well-written, organized, and cohesive plan. • Plan reflects an excellent relationship with initial anecdote observations made • Objectives are observable & achievable • Relationship between rationale, objectives, standards, and are directly related to the curriculum/focus area • There is a clear plan for the use of space, time, and materials. • Materials are safe and age appropriate • Preparation, Introduction, Procedure, and Closure are detailed and easy to follow. • The activity is developmentally and individually appropriate for these children. 	<ul style="list-style-type: none"> • Well-written and organized plan. • Plan reflects a relationship with initial anecdotal observations made • Objectives are observable & achievable • Relationship between rationale, objectives and standards are related to the curriculum/focus area • There is a plan for the use of space, time, and materials. • Materials are safe and age appropriate • Preparation, Introduction, Procedure, and Closure provide direction. • The activity is developmentally appropriate for these children. 	<ul style="list-style-type: none"> • Incomplete plan • Plan is unrelated to the initial anecdotal observations made • Objectives are not written in observable terms • Relationship between rationale, objectives standards and are curriculum/focus area are not present • Limited to no evidence of planning for space, time, and/or materials. • Materials are not age appropriate and/or safe • Preparation, Introduction, Procedure, and Closure provide little detail; difficult to follow transitions and flow • Activity is not safe or does not engage children appropriately
Communication	<ul style="list-style-type: none"> • Ideas and information communicated in a very clear and organized manner. • Instruction was very organized • Student was prepared, poised & enthusiastic 	<ul style="list-style-type: none"> • Ideas and information communicated in a clear and organized manner. • Instruction was organized • Student was prepared 	<ul style="list-style-type: none"> • Ideas and information communicated were vague and/or unclear. • Instruction was scattered • Student was not prepared

<p>Assessment and Documentation (Key Elements Addressed 3a3c3d)</p>	<ul style="list-style-type: none"> • Written observations made prior to planning show children engaged in similar curriculum/focus area • Initial observations comments show understanding of curriculum and children’s development • Assessment/documentation plan clearly describe what to look/listen for to indicate that each objective was met and a method to make an authentic record of this learning • Anecdotal recordings are clearly written with vivid details • Anecdotal observations of the implementation are focused on curriculum area and document children’s acquisition (or failure to acquire) the plan’s objective(s) 	<ul style="list-style-type: none"> • Written observations made prior to planning show children engaged in similar curriculum/focus area • Initial observations comments show understanding of curriculum and children’s development • Assessment/documentation plan describe what to look/listen for to indicate that each objective was met and a method to make an authentic record of this learning • Anecdotal recordings are written with vivid details • Anecdotal observations of the implementation are focused on curriculum area and document children’s acquisition (or failure to acquire) the plan’s objective(s) 	<ul style="list-style-type: none"> • Written observations made prior to planning were unrelated to the curriculum/focus area of the plan • Initial observations comments demonstrate limited understanding of curriculum and children’s development • Assessment/documentation plan do not describe what to look/listen for to indicate that each objective was met and a method to make an authentic record of this learning • Anecdotal recording are brief and lack detail • Anecdotal observations of the implementation are unrelated to the curriculum area or plan’s objectives
<p>Student’s Evaluation (Key Element addressed 4d)</p>	<ul style="list-style-type: none"> • Student’s self assessment demonstrates a thoughtful, comprehensive and realistic appraisal of the work • The evaluation shows reflection that will be used to improve planning and implementation • All questions were answered with great detail and supported with specific examples • Evaluation of the activity demonstrated thoughtful reflection about the effectiveness of the activity and of the teaching steps 	<ul style="list-style-type: none"> • Student’s self assessment demonstrates a thoughtful and realistic appraisal of the work • The evaluation shows reflection that will be used to improve planning and implementation • All questions were answered with details and specific examples • Evaluation of the activity demonstrated thoughtful reflection about the effectiveness of the activity and of the teaching steps 	<ul style="list-style-type: none"> • Student’s self assessment is a minimal appraisal of the work • The evaluation shows no reflections that will be used to improve planning and implementation • Questions were answered briefly and/ or incomplete • Evaluation of the activity demonstrated little reflection about the effectiveness of the activity or of the teaching steps
<p>Comments</p>			

- Expectation for student achievement – 85% of the artifacts will achieve “Meets expectations (3)” or “Meets expectations with excellence (4)”

Assessment Evidence (Child Portfolio)	Key Elements Addressed	Meets Expectations with Excellence	Meets Expectations	Approaching Expectations	Well Below Expectations
Observations & documentation (minimum 20 – anecdotes with Work samples, photos, and/or videos, etc.)	1a, 3c	<ul style="list-style-type: none"> • More than the required number completed • All developmental domains included • Vivid written or audio commentary on child’s process, learning, development, and/or accomplishment on all documents • Objective and vivid descriptions • Comments link descriptions accurately and substantively to developmental domains 	<ul style="list-style-type: none"> • Required number completed • All developmental domains included • Written or audio commentary on child’s process, learning, development, and/or accomplishment on all documents • Objective and detailed descriptions • All comments relate to developmental domains 	<ul style="list-style-type: none"> • Most of the required number completed • Some of the developmental domains are included • Some written or audio commentary on child’s process, learning, development, and/or accomplishment on some of the documents • Descriptions are somewhat objective and detailed • Most comments relate to developmental domains 	<ul style="list-style-type: none"> • Less than half of the required number completed • Developmental domains are not included • If completed, lack written or audio commentary on child’s process, learning, development, and/or accomplishment on documents • Descriptions are mostly subjective and lack detail • Few or no comments link or relate to developmental domains
Formal Child Assessment Tools (checklists, running record, rating scales, time samples, etc.)	1a, 1c, 3c	<ul style="list-style-type: none"> • More than one included in the portfolio • Completed according to designed intent • Comments link accurately and meaningfully to child and developmental domains 	<ul style="list-style-type: none"> • One or more included in the portfolio • Completed according to designed intent • Comments relate to child and developmental domains 	<ul style="list-style-type: none"> • One (tool) included in the portfolio • Completed in some way to the designed intent • Comments related to child and developmental domains to some extent 	<ul style="list-style-type: none"> • Tool not included in the portfolio or not completed • Not completed as designed • Comments do not relate to child and developmental domains

Assessment Evidence (Child Portfolio)	Key Elements Addressed	Meets Expectations with Excellence	Meets Expectations	Approaching Expectations	Well Below Expectations
<p>Child Development Summary (child capabilities, challenges, plans to support and enhance development)</p>	<p>1a, 1c, 3a, 3d</p>	<ul style="list-style-type: none"> • All components included and completed • Child capabilities vividly and comprehensively described • Child challenges described tactfully and positively • Plan of action includes relevant, meaningful, and feasible strategies for teaching at school and the home • Summary vividly and in detail reflects the child’s development and learning 	<ul style="list-style-type: none"> • All components included and completed • Child capabilities described clearly and accurately • Child challenges described clearly and accurately • Plan of action includes strategies for teaching at school and home • Summary reflects the child’s development and learning 	<ul style="list-style-type: none"> • Most of the components included and/or completed • Child capabilities describe somewhat clearly and accurately • Child challenges described somewhat clearly and accurately • Plan of action include some strategies for teaching at school and home • Summary reflects the child’s development and learning to some extent 	<ul style="list-style-type: none"> • Not included in the portfolio or not completed (missing more than one of the assigned components) • Child capabilities not described • Child challenges not described • Plan of action not indicated • Summary overall does not reflect child’s development and learning
<p>Presentation (portfolio only) (completion, organization, appearance, writing conventions)</p>		<ul style="list-style-type: none"> • Portfolio completed turned in on time or early • Portfolio components well-organized and easy to follow • Appearance includes visuals, tables, graphics, and/or other digital tools to enhance the look of the document • No errors in writing conventions (grammar, spelling, punctuation, etc.) 	<ul style="list-style-type: none"> • Portfolio completed and turned in on time • Portfolio components organized • Appearance appealing to reader; processed digitally • Minimal and minor errors in writing conventions (grammar, spelling, punctuation, etc.) 	<ul style="list-style-type: none"> • Portfolio not completed or turned in late • Portfolio components somewhat organized • Appearance somewhat attractive; processed digitally • Some errors in writing conventions (grammar, spelling, punctuation, etc.) 	<ul style="list-style-type: none"> • Portfolio not completed or turned in late • Portfolio components not organized • Appearance not attractive; not processed digitally • Many errors in writing conventions (grammar, spelling, punctuation, etc.)

ED (ECED) 190 Key Assignment - Child Portfolio - Assessment Rubric page 3 of 3

This portion of the rubric was not always included in the calculation of the results

Assessment Evidence (Child Portfolio)	Key Elements Addressed	Meets Expectations with Excellence	Meets Expectations	Approaching Expectations	Well Below Expectations
Reflection Paper	1b, 3a, 3b	<ul style="list-style-type: none"> • Reflection paper completed and turned in on time or early • Substantial evidence with rich examples indicates understanding of the goals, benefits, and uses of assessment • Substantial evidence with rich examples reflects understanding of the importance of multiple influences on early development • Substantial evidence with rich examples reflects understanding of the importance of assessment partnerships with families and professional colleagues to build effective learning environments • Personal Ideas, insights, and perspectives are thoughtful and meaningful. • Many sources utilized and cited properly • No errors in writing conventions (grammar, spelling, punctuation, etc.) 	<ul style="list-style-type: none"> • Reflection paper completed and turned in on time • Evidence indicates understanding related to the goals, benefits, and uses of assessment • Evidence reflects understanding of the multiple influences on early development • Evidence reflects understanding of the importance of assessment partnerships with families and professional colleagues to build effective learning environments • Personal Ideas, insights, and perspectives included in paper • Sources utilized and cited properly • Minimal and/or minor errors in writing conventions (grammar, spelling, punctuation, etc.) 	<ul style="list-style-type: none"> • Reflection paper not completed or turned in on time • Evidence indicates some understanding related to the goals, benefits, and uses of assessment • Evidence reflects some understanding of the multiple influences on early development • Evidence reflects some understanding of the importance of assessment partnerships with families and professional colleagues to build effective learning environments • Some personal Ideas, insights, and perspectives included in paper • Sources occasionally utilized and cited properly • Some errors in writing conventions (grammar, spelling, punctuation, etc.) 	<ul style="list-style-type: none"> • Reflection paper not completed or turned in on time • Absence or lack of evidence indicating understanding related to the goals, benefits, and uses of assessment • Absence or lack of evidence reflecting understanding of the multiple influences on early development • Absence or lack of evidence reflecting understanding of the importance of assessment partnerships with families and professional colleagues to build effective learning environments • Personal Ideas, insights, and perspectives not included in paper • Sources not used and cited properly • Many errors in writing conventions (grammar, spelling, punctuation, etc.)

- Expectation for student achievement – 70% of the artifacts will achieve “Meets expectations (3)” or “Meets expectations with excellence (4)”

Rating:

- 1 = Well Below Expectations, Limited or inconsistent demonstration; inability to meet level of expectation,
- 2 = Approaching Expectations, Somewhat limited demonstration; emerging toward level expected
- 3 = Meets Expectations, Complete demonstration; at level expected
- 4 = Meets Expectations with Excellence, Complete and outstanding demonstration, exceeds level expected

		Rating			
Philosophy and Mission statement	Evidence that the student has the young child as the focus	1	2	3	4
	Evidence that the student understands theory and research relevant to early childhood	1	2	3	4
	Evidence that the student has gained insight into teaching and learning through field experiences and course work	1	2	3	4

PROGRAM LEARNING OUTCOMES	Key elements:	Performance	Rating			
#1 Use knowledge of child development and individual children to create healthy, challenging learning environments and experiences. *NAEYC Standard 1:-Promoting Child Development and Learning Core Competencies 1. Well Being 2. Child Growth & Development 3. Learning Environment	<ul style="list-style-type: none"> • Use knowledge create healthy learning environments • Use knowledge to create challenging learning environments • Use knowledge to create challenging learning experiences 	Is the artifact clearly and directly related to the PLO?	1	2	3	4
		Does the reflection help the reviewer to understand the student’s growth toward the PLO?	1	2	3	4
		Does the artifact and reflection provide evidence of the student’s proficiency in the PLO?	1	2	3	4
#2 Build respectful partnerships with children’s families and their communities. *NAEYC Standard 2: Building Family and Community Relationships Core Competencies 11. Community Resources	<ul style="list-style-type: none"> • Use knowledge to create partnership with families • Demonstrates an understanding of the community • Demonstrates an understanding of community diversity 	Is the artifact clearly and directly related to the PLO?	1	2	3	4
		Does the reflection help the reviewer to understand the student’s growth toward the PLO?	1	2	3	4
		Does the artifact and reflection provide evidence of the student’s proficiency in the PLO?	1	2	3	4

PROGRAM LEARNING OUTCOMES	Key elements:	Performance	Rating
<p>#3 Observe, document and assess all children’s development and learning in partnerships with families.</p> <p>*NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families Core Competencies 8. Assessment & Evaluation</p>	<ul style="list-style-type: none"> • Demonstrates variety of strategies in observing, documenting and assessing children • Uses knowledge of child’s development to support families 	<p>Is the artifact clearly and directly related to the PLO?</p>	<p>1 2 3 4</p>
		<p>Does the reflection help the reviewer to understand the student’s growth toward the PLO?</p>	<p>1 2 3 4</p>
		<p>Does the artifact and reflection provide evidence of the student’s proficiency in the PLO?</p>	<p>1 2 3 4</p>
<p>#4 Build positive relationships and guide children through supportive interactions.</p> <p>*NAEYC Standard 4: Teaching and Learning Methods Core Competencies 3. Relationships 4. Guidance 5. Diversity</p>	<ul style="list-style-type: none"> • Demonstrates positive relationship with children • Uses positive guidance strategies to support children’s social emotional growth 	<p>Is the artifact clearly and directly related to the PLO?</p>	<p>1 2 3 4</p>
		<p>Does the reflection help the reviewer to understand the student’s growth toward the PLO?</p>	<p>1 2 3 4</p>
		<p>Does the artifact and reflection provide evidence of the student’s proficiency in the PLO?</p>	<p>1 2 3 4</p>
<p>#5 Use content knowledge and appropriate pedagogy to create/design, implement and assess learning experiences..</p> <p>*NAEYC Standard 4 & 5: Teaching & Learning Methods; Content Core Competencies 7. Curriculum</p>	<ul style="list-style-type: none"> • Use knowledge of child development to create appropriate learning experiences for children • Employs developmentally appropriate teaching strategies • Employs self – evaluation of learning experiences to assess teaching and learning 	<p>Is the artifact clearly and directly related to the PLO?</p>	<p>1 2 3 4</p>
		<p>Does the reflection help the reviewer to understand the student’s growth toward the PLO?</p>	<p>1 2 3 4</p>
		<p>Does the artifact and reflection provide evidence of the student’s proficiency in the PLO?</p>	<p>1 2 3 4</p>
<p>#6 Use reflective practice to demonstrate professionalism.</p> <p>*NAEYC Standard 6: Becoming a Professional Core Competencies 9. Professionalism 10. Program Management</p>	<ul style="list-style-type: none"> • Employs self – evaluation to assess personal growth as a teacher 	<p>Is the artifact clearly and directly related to the PLO?</p>	<p>1 2 3 4</p>
		<p>Does the reflection help the reviewer to understand the student’s growth toward the PLO?</p>	<p>1 2 3 4</p>
		<p>Does the artifact and reflection provide evidence of the student’s proficiency in the PLO?</p>	<p>1 2 3 4</p>

C. Assessment Strateg(y/ies) & Instrument(s) -- Describe what, why, where, when, and from whom assessment artifacts were collected.

<p><i>Example:</i> SAMPLING: College records for seven (all) 2009 program graduates</p>
<p>Strategy/Instrument 1: Family Interview Why: to assess PLO# 2 Build respectful partnerships with children’s families and their communities and CLO #2 Appraise significant characteristics of diverse families and communities. Where: ED 245 When: Fall 2011 and Fall 2012 From whom: students enrolled in ED 245</p>
<p>Strategy/Instrument2: Child Observation Assignment Why: to assess PLO #3 Observe, document and assess all children’s development and learning in partnership with families and CLO #2 Describe young children’s developmental characteristics and needs in the developmental domains of physical, social, emotional, and cognitive. Where: ED 131 Early Childhood Development: Theory into Practice When: Spring 2013, Fall 2013 From whom: students enrolled in ED 131 during the Spring 2013 and Fall 2013</p>
<p>Strategy/Instrument 3: Child Portfolio Key Assignment Why: to assess PLO #3 Observe, document and assess all children’s development and learning in partnership with families and CLO #5 (ED 291) Observe, document and assess all children’s development and learning in partnership with families. and CLO #2 (ED 190) Observe, document and assess individual children’s development and learning Where: ED 190 and/or 291 When: Spring 2011 Spring 2013, Fall 2013 and Spring 2014 From whom: students enrolled in ED 190 or ED 291</p>
<p>Strategy/Instrument 4: Guidance Observation and Reflection Key Assignment Why: to assess PLO #4 Build positive relationships and guide all children through supportive interactions and CLO #1 Identify a broad range of positive guidance strategies to build respectful relationships with children. Where: ED 140 Guidance of Children in a Group Setting When: Spring 2012, Fall 2012 From whom: students enrolled in ED 140 during the Spring 2012 and Fall 2012</p>
<p>Strategy/Instrument 5: Activity Plan - Key Assignment Why: to assess PLO #5 Use content knowledge and appropriate pedagogy to create/design, implement and assess learning experiences and CLO #2 Support children’s learning in language and creative arts through intentionally planned and informal curriculum or CLO#2 Support children’s learning in inquiry and physical through intentionally planned and informal curriculum Where: ED 263 Language and Creative Expression Curriculum and/or ED 264 Inquiry and Physical Curriculum When: Fall 2011, Spring 2012, Fall 2012, Fall 2013 From whom: students enrolled in ED 263 and/or 264 Fall 2011, Spring 2012 , Fall 2012 and/or Fall 2013</p>
<p>Strategy/Instrument 6: Ethics Project Key Assignment Why: to assess PLO #6 Use reflective practice to demonstrate professionalism and CLO #2 (ED 245) Appraise significant characteristics of diverse families and communities and CLO #6 (ED 291) Use reflective practice to demonstrate professionalism. Where: ED 245 or 291 When: Fall 2011, Spring 2012, Fall 2012 From whom: students enrolled in ED 291 (Fall 2011 and Spring 2012) and ED 245 (Fall 2012)</p>
<p>Strategy/Instrument 7: Professional Portfolio Why: to assess PLO# 1-6 Where: ED 291 When: Spring 2013 and Spring 2014 From whom: students enrolled in ED 291</p>

D. Results of Course Assessment - Provide a summary of assessment results.

Example:

RESULTS: 86% (6/7) program graduates met or exceeded expectations: completed SUBS 140,245, 268 with a “C” grade or better. 1/7 students received an incomplete grade.

Family Interview – Key Assignment*

Artifacts in both trials resulted in students meeting the expectations

Child Observation Assignment

Artifacts indicate that 80% were scored at “Meeting Expectations” or Meeting Expectations with Excellence”

Child Portfolio – Key Assignment

Artifacts that were assessed as “Meeting Expectations” or “Meeting Expectations with Excellence” were those that did not include the Reflection Paper in the rating. The overall “Meets Expectation” or “Meets Expectation with Excellence” ranged from 60% to 100%

Guidance Observation and Reflection - Key Assignment

Artifacts indicate that on a 4 point scale (4 being high) the scores ranged from 2.9-3.9 with an average of 3.51

Activity Plan - Key Assignment

The artifacts ranged from 53%-100% “Meeting Expectation with Excellence” or “Meeting Expectation”

Ethics Project – Key Assignment

There was a steady increase in average scores from 2.9 to 3.33

Professional Portfolio Assignment

The artifacts indicated that in one group 100% “Met Expectation with Excellence” or “Met Expectation” and in the other group 75% “Met Expectation with Excellence” or “Met Expectation”

*Key Assignments are assignments that were designed to be used as assessment tools for NAEYC accreditation of the Early Childhood Education (teacher preparation).

Changes Implemented as a result of Assessment	Evaluation of the changes that were implemented
<p><i>Change 1:</i> Ethics Key Assignment - ED 245</p> <ul style="list-style-type: none"> • Revised the rubric and guidelines • Integrate the teaching of the NAEYC Code of Ethical Conduct into all courses 	<p><i>Evaluation of Change 1:</i></p> <p>Increase of average scores were noted</p>
<p><i>Change 2:</i> Professional Portfolio – ED 291</p> <ul style="list-style-type: none"> • Provide students with guidance in completing the assignment throughout the length of the program 	<p><i>Evaluation of Change 2:</i></p> <p>Students were able to select more appropriate evidence for their Professional Portfolio</p>

E. Next Steps -- *Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Program as a result of course assessments. For example, changes to rubrics, changes to level of expectation, any Program and/or curriculum modifications, etc.*

The Early Childhood Education Program Learning Outcomes (PLO) as well as Course Learning Outcomes (CLO) were created in 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 has been completed. This alignment assists instructors in understanding each course's role in meeting the PLOs.

Professional Portfolio

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

Child Portfolio

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

Activity Plan

- Revise the assignment to reflect clearer expectations

General plans:

- Discussion and changes in process and procedures could be made to develop greater consistency
 - Consistent display and analysis of the data collected so comparison over time can be made
 - Timely review of the assessment results to inform curriculum
 - Collection of exemplars for each of the assignments to guide scoring of artifacts
- Informational session with all program faculty and lecturers to assist in understanding the expectations of each assignment

Employer survey

- Conduct an employer survey with two employers to assess their general evaluation of program graduates that they have hired
- Inquire at the annual Advisory Council meeting of how the ECE program is meeting their needs and what can be further developed

Alumni Survey

- Conduct an ECE alumni survey to assess their how their needs were met and what areas further developed

F. 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.*

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%

In each of the Advisory Council meetings in Spring 2012, 2013 and 2014 council members provided valuable input as to the preparedness of our graduates. Program learning outcomes, course learning outcomes and assessment information was shared with them.

Part IV Action Plan

A. 20% Course Review

a) Courses Reviewed -- *List the Course Alpha/Number and Course Title of courses that were reviewed in AY 2013-2014.*

Course Alpha Number	Course Title
ECED 105	INTRODUCTION TO EARLY CHILDHOOD EDUCATION
ECED 110	DEVELOPMENTAL PRACTICES
ECED 115	HLTH, SAFE, NUTRI Y/CHILD
ECED 131	EARLY CHILDHOOD DEVELOPMENT
ECED 134	INTRO TO OBSERVATION
ECED 140	GUIDANCE OF CHILDREN IN GROUP
ECED 152	EARLY LITERACY DEVELOPMENT
ECED 170	INTRO TO INFANT/TODDLER
ECED 190	E.C. LABORATORY
ECED 191	EARLY CHILDHOOD PRACTICUM I
ECED 245	CHILD, FAMILY, AND COMMUNITY
ECED 252	ECE CURRICULUM: COMMUNICATION
ECED 253	ECE CURRICULUM: PHYSICAL
ECED 254	ECE CURRICULUM: COGNITIVE
ECED 255	ECE CURRICULUM: CREATIVE
ECED 256	CREATIVE MOVEMENT
ECED 263	LANGUAGE AND CREATIVE CURR
ECED 264	INQUIRY AND PHYSICAL CURR
ECED 275	INCLUSION OF CHILDREN
ECED 280	INTRO E.C. PROG ADMIN
ECED 291	EARLY CHILDHOOD PRACTICUM II

b) 20% Course Review Schedule

Input the Program's 20% Course Review Schedule for the next 5 years. If a schedule cannot be located, refer to HAW 5.250 Course Review Policy (<http://hawaii.hawaii.edu/ovcadmin/admin-manual/haw5-250.pdf>) to create a new schedule.

Course Alpha Number	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
ECED 105 - INTRODUCTION TO EARLY CHILDHOOD EDUCATION		X			
ECED 110 - DEVELOPMENTAL PRACTICES		X			
ECED 115 - HLTH, SAFE, NUTRI Y/CHILD	FALL & SPRING				
ECED 131 - EARLY CHILDHOOD DEVELOPMENT	FALL				
ECED 140 - GUIDANCE OF CHILDREN IN GROUP			X		
ECED 190 - E.C. LABORATORY					X
ECED 191 - EARLY CHILDHOOD PRACTICUM I (when next taught in WH)					
ECED 245 – CHILD, FAMILY, AND COMMUNITY			X		
ECED 263 - LANGUAGE AND CREATIVE CURR				X	
ECED 264 - INQUIRY AND PHYSICAL CURR				X	
ECED 291 - EARLY CHILDHOOD PRACTICUM II					X
ECED 134 - INTRO TO OBSERVATION (elective course)					
ECED 152 - EARLY LITERACY DEVELOPMENT (elective course)					
ECED 170 - INTRO TO INFANT/TODDLER (elective course)					
ECED 252 - ECE CURRICULUM: COMMUNICATION (elective course)					
ECED 253 - ECE CURRICULUM: PHYSICAL (elective course)					
ECED 254 - ECE CURRICULUM: COGNITIVE (elective course)					
ECED 255 - ECE CURRICULUM: CREATIVE					

(elective course)					
ECED 256 - CREATIVE MOVEMENT (elective course)					
ECED 275 - INCLUSION OF CHILDREN (elective course)					
ECED 280 - INTRO E.C. PROG ADMIN (elective course)					

Elective courses will be assessed when next taught

B. Previous Goals (Program Actions) & Planning

All previous goals from last year's report are used to update the program actions in the Academic Master Plan (AMP) Appendix.

- List and discuss all program actions listed for your program in the AMP Appendix, not including crossed out items. (<http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>)
- Review and specify which program actions were addressed or completed during Review Period AY 2013-2014.
- Give a progress report for each program action that is not yet address/completed and describe the degree to which the goal was achieved over the review period.
- Specify program actions that are no longer being pursued by the program and should be deleted from the AMP.

AMP Program Actions	Progress Evaluation & Evidence of Achievement
<i>Example:</i> 26.1 2009-2010: Recruit and Hire New SUBS -- FTE BOR Appointed Faculty	<i>Example:</i> The CERC and HawCC administration approved new faculty position for program, which was submitted to UH system. However, this writer was informed that the position request got "lost" in the UH system, and therefore never forwarded to the State legislature for approval.
12.1 Monitor the transfer and completion rate of students from the ECE program to the University of Hawai'i West Oahu (UHWO) BASS-ECED	The Institutional Researcher has developed a program that will provide the information regarding students transferring to 4-year UH system institution. A specific advising sheet is being developed for students who plan to transfer to UHWO by a counselor to provide to assist the advisor and student to make appropriate decisions regarding general education choices. Delete from AMP.
12.2 Increase certificate and degree completion	According to the ARDP certificates and degree completion have increased slightly, however with the decline in the number of majors may impact the certificate and degree completion numbers.
12.3 Determine the training/educational needs of the Early Childhood community in West Hawaii and how HawCC's ECE program can best meet those needs.	Conversations with the lecturer as well as a few employers have not yield any definitive needs or how the needs could be met.

C. New Goals (Action Strategies) and Alignment – Describe New Goals, if any

Define Goal (Action Strategy) 1

Example: Establish AA Degree in SUBS

12.2 Increase certificate and degree completion.

Alignment of Goal 1 to ILO(s)

Explain how Goal 1 aligns with ILO(s) and provide supporting rationale

Example:

Goal 1 aligns with ILO2 (Critical Thinking) by ...

Goal 1 aligns with ILO3 (Community contribution) by ...

Goal 1 aligns with ILO3 (Community contribution) by increasing the number of individuals who are qualified to be employed in private preschools and public schools.

Alignment of Goal 1 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 1 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 1 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.

Examples:

Goal 1 aligns with SP Action Strategy A1.1.c Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved) by ...

Goal 1 does not align to a listed strategy, but aligns with SP Performance Measure A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved) by ...

Goal 1 aligns with SP Action Strategy A2. Hawaii's Educational Capital – Increase the educational capital of the state by increasing the participation and completion of students, particularly low-income students and those from underserved regions by increasing the number of individuals who qualify to work as preschool teachers and preschool teacher's assistants.

Proposed New SP Action Strategy/Strategies (if applicable) – *If Goal 1 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*

Alignment of Goal 1 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 1 aligns with and provide supporting reasoning.						
	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
Increasing the number of certificates and degrees will increase the numbers of individuals who are qualified to work with young children in private and public school programs.		X		X		X

UH System Collaboration (if applicable)
<ul style="list-style-type: none"> • Include collaboration efforts w/other campuses. • Include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture).
<i>Example: There is dialogue among MauiCC, KauaiCC, and HawaiiCC to establish a common AA Degree in SUBS.</i>
<p>Hawaii CC, Maui College, Kauai CC, and Honolulu CC have an articulated Early Childhood Education A.S. degree as well as an articulation agreement with UHWO in which graduates from our A.S. degree program are automatically admitted into the BASS-ECE program.</p> <p>Goal 1 aligns with UHCC Initiative of Workforce Development – meeting workforce development needs and with UHCC Initiative of Hawaii Graduation Initiative.</p>

Calendar of planned activities for Goal 1 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 1*

Activity	When will the activity take place
Work with the External Affairs and Relations Coordinator, Hawaii Community College Marketing Program and media personnel to develop materials and plans to promote the Early Childhood Education program island-wide.	Fall 2015 and onward
Implement the developed marketing plan.	January 2016 and onward

Define Goal (Action Strategy) 2

12.2 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 workforce needs

Alignment of Goal 2 to ILO(s)

Goal 2 aligns with ILO3 (Community contribution) by increasing the number of individuals who are qualified to be employed in private preschools and public schools.

Alignment of Goal 2 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 2 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 2 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.

Goal 2 aligns with SP Action Strategy A1. Increase Hawaiian enrollment by 3% per year particularly in regions that are underserved. West Hawaii is one of the most underserved areas in the state.

Goal 2 aligns with SP Action Strategy A2. Hawaii's Educational Capital – Increase the educational capital of the state by increasing the participation and completion of students, particularly low-income students and those from underserved regions by increasing the number of individuals who qualify to work as preschool teachers and preschool teacher's assistants.

Proposed New SP Action Strategy/Strategies (if applicable) – *If Goal 2 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*

Alignment of Goal 2 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 2 aligns with and provide supporting reasoning.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
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 workforce needs.		x				x

UH System Collaboration (if applicable) –

- Include collaboration efforts w/other campuses.
- Include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

Goal 2 aligns primarily with the UHCC Initiatives of Workforce Development.

Calendar of planned activities for Goal 2 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 2*

Activity	When will the activity take place
Create an online employer's survey in collaboration with Advisory Council members and selected community members from West Hawaii, to determine what their current employee educational qualifications are and what their educational needs might be.	Fall 2015
Distribute the survey to private preschools and other organizations who may hire individuals with an A.S. degree in early childhood education. Provide follow up with employers to return the survey or call employers to complete the survey by phone.	January/February 2016
Analyze the information from the surveys to determine what the needs are and how Hawaii Community College Early Childhood Education Program can address these needs.	May 2016

Part V: Resource Implications

A. Cost Item 1

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost
Marketing materials	other	\$1,000.00

Alignment of Cost Item 1 to Strategic Plan (SP)

Explain how Cost Item 1 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale
<p>Cost Item 1 aligns with SP Action Strategy A2. Hawaii’s Educational Capital – Increase the educational capital of the state by increasing the participation and completion of students, particularly low-income students and those from underserved regions by increasing the number of individuals who qualify to work as preschool teachers and preschool teacher’s assistants.</p>

Alignment of Cost Item 1 to Academic Master Plan (AMP)

Explain how Cost Item 1 aligns with the Academic Master Plan (AMP) Action Priorities.
<p>Example: Cost Item 1 aligns with Action Priority STEM because an instructor is necessary to develop the program.</p>
<p>Cost Item 1 aligns with Academic Master Plan Action Priorities Workforce Development and Hawaii Educational Capital</p>

Alignment of Cost Item 1 to Strength(s)

Explain how Cost Item 1 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there’s no alignment, write “No Alignment.”
<p>No Alignment</p>

Alignment of Cost Item 1 to Weaknesses(s)

Explain how Cost Item 1 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there’s no alignment, write “No Alignment.”
<p>Cost Item 1 aligns with Weakness W3. Decline in number of Early Childhood Education majors. The decline in majors will result in the decline in majors and the numbers of individuals who will meet the licensing requirements who are qualified to be employed in private preschools and daycare centers island-wide. This will impact the Hawaii Community College’s Strategic Outcome – A2. Hawaii’s Education Capital – Increase the educational capital of the state by increasing the participation and completion of students, particularly low-income students and those from underserved regions.</p>

B. Cost Item 2

Description	Type <ul style="list-style-type: none">● Personnel● Facilities● Equipment● Health/Safety● Others (Define)	Estimated Cost

Alignment of Cost Item 2 to Strategic Plan (SP)

Explain how Cost Item 2 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale

Alignment of Cost Item 2 to Academic Master Plan (AMP)

Explain how Cost Item 2 aligns with the Academic Master Plan (AMP) Action Priorities.

Alignment of Cost Item 2 to Strength(s)

Explain how Cost Item 2 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

Alignment of Cost Item 2 to Weaknesses(s)

Explain how Cost Item 2 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

Part VI: Justification for Program Existence

Write a brief statement describing the value of this Program to the College. Is your Program sustainable? If so, briefly state why. If not, briefly state why the College should continue to keep your Program open.

(Sources include Industry Validation, ARPD Data Validation, Trends and Other Factors.)

The Early Childhood Education Program provides value to Hawai'i Community College through the courses that are offered to all students at the College, either as area requirement courses or elective courses. Perhaps more importantly, the Program contributes to the community by providing individuals who are qualified to work with young children and their families in group childcare or preschool settings. State law, administered through the Hawaii Department of Human Services (DHS), requires that teachers who are employed in group childcare or preschool setting have a degree in Early Childhood Education or a combination of early childhood education course work and experience (17-892.1-17). Without the Early Childhood Education Program, the childcare centers/preschools will no longer be able to hire the required qualified staff, which will result in lower quality care and education for young children and may also result in the closure of the childcare centers county-wide.

It is our understanding that the Early Childhood Education Program operates sustainably within the allocated budget.