**­**

**ANNUAL DEGREE PROGRAM ASSESSMENT** **REPORT**

# Overview

The emphasis of the report should be on PLO and CASLO assessment, action items emerging from those assessments, and a table listing the top three budget requests from each degree program.  Bullet points are certainly acceptable for the sections requiring written responses.  Refer to the ARPD Instructions when you upload your report elements to the system website. The roman numerals indicate the corresponding system item number for when you upload your report to the UH System website.

<http://www.hawaii.edu/offices/cc/arpd/instructional.php?year=2015&action=quantitativeindicators&college=HAW>

Select Maui College and your program in the drop down menus.

On the page that shows the Quantitative indicators, click on “web submission”. You will log in to get to your program submission pages.

Remember to click on “save” icon for EACH SECTION.

See the end of this document for more assistance with web submission.

# 2015-16 Program Review preparation guidelines

Program Name: Early Childhood Education

**ANALYSIS TAB**

I. Quantitative Indicators

Discussion Not Required.

II. Analysis of the Program

1. Any new significant program actions (new certificates, stopout, gain or loss of positions) as results of last year’s action plan.

**National Association for the Education of Young Children Associate Degree Accreditation was granted in July 2015. With conditions, for 7 years. First AS degree in Hawai’i to achieve accreditation.**

1. If relevant, share a brief analysis for any Perkins Core Indicator not met.

**2P1 – Completion was not met. However, up to 31.25% from 22.22% previous year.**

**3P1 – Transfer was 75%, goal is 76.72%.**

**5P1, 5P2 – Nontraditional participation and completion not met. Lack of males in early childhood is an issue across the nation.**

III. Action Plan

1. Action Plan
   1. PLO

**Revise all Key assignments and rubrics per NAEYC accreditation recommendations. Revised versions in implementation 2016-17.**

* 1. Program improvement

**Work on conceptual framework to make it student friendly.**

**Revise program map to make course selection options for Bachelor’s degrees at UHWO and UHM clear.**

IV. Resource Implications:

The campus budget process aligns with the State of Hawaii biennium budget timeline. The next UHMC budget process will be initiated at the beginning of fall semester 2017 for the next biennium. Mid-biennium requests should address a critical need submitted through your department chair.

**DESCRIPTION TAB**

Provide a brief description of your program and program mission:

The Early Childhood Education program is designed to prepare students to work with young children from birth to 5 and their families.

The curriculum is organized around a core of courses that provide skills and knowledge needed by early childhood educators. Students earn an Associate in Science (AS) degree in Early Childhood Education that articulates into the UH West Oahu’s Bachelor’s in Social Science degree, Early Childhood Education concentration.

UH Community College’s Early Childhood Education (ECED) program mission:

·         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.

UHMC’s Early Childhood Education program mission:

·         The Early Childhood Education program prepares students to work in a variety of early childhood programs (serving children birth to age eight).  Courses in the program allow students to build the attitude, skills, and knowledge needed to be an effective early childhood teacher.

**P-SLOs TAB**

1. PLO selected for assessment (click on the PLO assessed – it will turn green).

**All PLOs were assessed via accreditation key assessments.**

**For this report. PLO 6 will be used: Base decisions and actions on ethical and other professional standards.**

**Key assessment 1, Professional Portfolio includes the criteria used to assess students’ understanding of this. The criteria reads, “Include your professional philosophy, including how ethics impacts your work.”**

* 1. Industry Validation (check all that apply):

Advisory Committee Meeting(s) X, How many? 1

Did Advisory Committee discuss CASLO/PLO? Yes\_X\_ No\_\_

Coop Ed Placements \_\_ Fund raising activities/events \_\_ Service Learning \_\_

Provide program services that support campus and/or community X (UHMC/MEO Head Start)

Outreach to public schools \_\_

Partner with other colleges, states and/or countries \_X\_

Partner with businesses and organizations X\_\_

Other\_\_ Describe\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Expected level of Achievement:

For the PLO assessed, 100 % of students completing the assignment/course expected to meet expectations for the assignment/course.

**For Spring 2016, only 33% (1 student) exceeded expectations for this criteria. The other two students were below expectations.**

* 1. Courses (or assignments) Assessed:
  2. Assessment strategy/Instrument/Evidence (check all that apply):

Work Sample\_\_ Portfolio\_X\_ Project \_\_ Exam \_\_ Writing Sample \_\_

Other\_\_ Please explain\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Results of program assessment:
     1. The following were present at the PLO assessment: **Program faculty.**
     2. Strengths and weaknesses (best practices and educational gaps) found from PLO assessment analysis.

**Ethics continues to be an area of study that can be strengthened. The action plan for 2016-17 follows:**

**Students will be reminded that they need to have a statement about how ethics impacts their work in their philosophy statement. ECED 190 and 191 (Field Experience 1A and 1B) assignments regarding the philosophy will be reviewed to assure that ethics is included in their statement.**

* 1. Other comments:

Describe CASLO assessment findings and resulting action plans. Go to Laulima *UHMC CASLO Assessment* for your program’s “Assessment results” and summarize below.

|  |  |
| --- | --- |
| CASLO assessment findings | Action plan to address findings |
| Critical thinking domain. Key assessment #2, “Family & Early Childhood Educator Interviews” was used.  Data analysis showed that 71.4% of advisory committee felt that the “minimally passing” sample demonstrates achievement…at a level appropriate for the degree.”  85.7% felt that “students in the program develop and demonstrate relevant critical thinking skills needed for graduates of the program. | Several suggestions were made at the meeting.   * Problem based activities/scenarios (case studies) can be used in coursework. * Require drafts of work to improve critical thinking. * Give timely feedback (from instructor and peer feedback) to support development of critical thinking. * Examine how critical thinking is woven throughout courses. |

* 1. Next steps:

For program learning outcomes (check all that apply):

Assess the next PLO\_\_X\_ Review PLOs\_\_\_ Adjust assignment used for PLO\_\_\_

Adjust course used for PLO\_\_\_ Meet with Advisory Committee\_\_X\_\_

Other\_\_X\_ Please explain: Will look at courses and utilize more case study work and intentional critical thinking strategies. As program is reviewed for accreditation, examine how critical thinking is demonstrated and woven throughout courses.