**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.  Finally, if you respond to the system data please keep each section (demand, effectiveness and efficiency) to 100 words or fewer. 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.

# 2014-15 Program Review preparation guidelines

Program Name:

**ANALYSIS TAB**

II. Analysis of the Program

1. Briefly respond in 100 words or less for each cautionary and/or unhealthy Quantitative Indicator:
   1. Demand Indicator: Unhealthy. Due to low number of projected jobs (6) and high number of majors (75). Yearly graduation rate is 6 students, so most of them do find jobs in early childhood education. Employers contact program coordinator when they have job openings.

* 1. Efficiency Indicator: Cautionary. Average class size has gone down, consistent with the college’s enrollment levels down as the economy has picked up. However, number of majors to FTE faculty has gone up to 54.7.
  2. Effectiveness Indicator: Cautionary. Successful completion rate down to 73%, and withdrawals up to 21 (from 19). Faculty have encouraged students to withdraw if it’s clear that they are struggling and will not succeed.

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

The ECED Associate degree received accreditation (with conditions) from the National Association for the Education of Young Children (NAEYC) in July 2015.

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

2P1 – Completion. Majority of students are working, have families, take 6+ years to complete.

3P1 Student Retention or Transfer – and

4P1 Student Placement – within 6% of goal. Numbers may be impacted because students are counted after they leave the college.

5P1 and 5P2 Non-traditional participation and completion – an ongoing challenge for the entire early childhood education field, due to the low wages and high expectations.

III. Action Plan

1. Action Plan
   1. PLO

Continue to assess all PLOs through NAEYC accreditation key assignments. Recommendations to revise key assignments and rubrics in implementation Fall 2015.

* 1. Program improvement

Follow recommendations of NAEYC ECADA accreditation. Revising key assignments, rubrics, planning to make conceptual framework points student-friendly.

IV. Resource Implications:

List of top three resource requests (IV):

|  |  |  |  |
| --- | --- | --- | --- |
| Budget request | Amount | In 100 words or less describe how does this request relate to the strategic plan | If outside of the Strategic Plan provide rational for the request (in 100 words or less). |
| Accreditation annual fee | $1530 | NAEYC Accreditation of the AS degree was achieved Summer 2015. Demonstrates that program is meeting “Quality of Learning” goal. |  |

**DESCRIPTION TAB**

Provide a brief description of your program and program mission:

Early Childhood Education (ECED) program description:

·         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).

PLO 5 - Plan, implement, and assess learning experiences using appropriate content, concepts, and methods

1. Industry Validation (check all that apply):

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

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

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

Provide program services that support campus and/or community X

Outreach to public schools \_\_

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

Partner with businesses and organizations \_\_

Other\_X\_ Describe: Key assessment 5 used for NAEYC Early Childhood Associate Degree Accreditation. Students worked in small groups to plan a two-week curriculum.

1. Expected level of Achievement:

For the PLO assessed, 100% meets or exceeds expectations. Assignment is in an advanced curriculum course, so students are expected to at least meet the expectations.

1. Courses (or assignments) Assessed:

Curriculum unit plan by group in ECED 264 – Inquiry and Physical Curriculum.

1. Assessment strategy/Instrument/Evidence (check all that apply):

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

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

1. Results of program assessment:
   1. The following were present at the PLO assessment:

Program faculty, National Association for the Education of Young Children (NAEYC) Early Childhood Associate Degree Accreditation (ECADA) peer review team.

* 1. Strengths and weaknesses (best practices and educational gaps) found from PLO assessment analysis:

Rubric will be revised. Not clear whether instructor gives feedback to student or not and unclear whose assessment is final – student or instructor.

Group assignment makes it challenging to gauge individual student attainment. Assignment will be revised to be an individual project.

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 |
| Math 103 and 115 were discussed. Consensus of advisory group was that 115 (Statistics) is more relevant to work settings. | Encourage students who plan to do UHWO to do Math 115 instead of 103. UHMC has articulation agreement with UHWO to accept 115 as meeting quantitative requirement. |

1. Next steps:

For program learning outcomes (check all that apply):

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

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

Other\_\_\_ Please explain: