



UNIVERSITY of HAWAII®
MAUI COLLEGE

ANNUAL PROGRAM REVIEW
Early Childhood Education Program
October 2012

DEGREE PROGRAM REVIEW
2011-2012
Due: October 26, 2012
Early Childhood Education (ECED)

Program Mission Statement

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.

**Conceptual Framework – a document that describes the program
Approved October 2012 by Early Childhood Education Advisory Committee**

UHMC's Early Childhood Education Associate Degree program prepares students to work effectively with young children and their families. Ten courses in the program are prerequisites for the UH West O'ahu online Bachelor in Social Science, ECE concentration degree.

Maui College's ECE program reaches the Tri-Isle Maui County through the UHMC Education Centers in Hana, Lahaina, Lana'i, and Moloka'i, and through closed-circuit TV, online, hybrid, and face-to-face courses. Course offerings and modalities are planned two years ahead, in order to facilitate students' academic planning. The program prepares students to work in various early childhood education settings - infant-toddler/Early Head Start/preschools/Head Start, family child care, and family-child interaction learning programs. Home visitors can also gain knowledge and application of child development through courses offered.

Our program philosophy about learning drives our approach to teaching.

- **Constructivism.** Faculty help adult students build their knowledge and skills based on their own experience. By using a constructivist approach in our teaching, we are both helping students build their own knowledge and modeling how this approach is used with children and families.
- **Intentionality.** We encourage our students to plan and take action with children and families that is intentional, thoughtful, and caring. We create learning experiences that encourage students to observe children, plan actions to meet their needs, reflect on the success of these actions, and determine the next action to benefit the children. This loop assists students in being more intentional. We are also transparent in our own planning for their needs as students to assist in understanding of intentionality.
- **Relationships.** The role of relationships and cultural responsiveness is woven throughout the program. Good early childhood teachers build strong relationships with children and families and build on the child and family's strengths. Faculty in the ECE program model this through building strong relationships with adult students, and build on each student's strengths, while promoting and upholding high standards. Relationship building requires strong communication skills, and these are emphasized throughout the program.

Community connections. Faculty also build strong relationships with the early childhood education community through its advisory committee and participation in local, state, and national committees. Faculty are constantly refining and updating their knowledge base through membership and participation in professional organizations. The program works closely with the early childhood community to continually identify gaps in services and works to fill those gaps. UHMC ECE program is known for its ability to build strong partnerships with a variety of organizations. Partnerships and the program coursework aim to build on the strength and abilities of the many competent, dedicated people in the local community.

- **Hands-on experience.** Authentic, hands-on experiences are emphasized for both children and adults. Children and adults learn through doing and reflecting on what they have done, adjusting subsequent actions and planning. Adult students soon learn that they not only read and write, but must also perform effectively to achieve the program's learning outcomes.
- **Lifelong learning.** Faculty and lecturers in the program are known for their diverse experience, perspectives, and passion for making a difference in young children's lives. Faculty strive to nurture a reflective attitude and encouragement of lifelong learning for all students. *Honoring the spirit of children* - a phrase from an advisory committee member – says it well. While emphasizing the value of our host culture and our local community, faculty also bring a wider perspective to the classroom.

I. Quantitative Indicators

*Respond to system quantitative indicators, including any additional data for support in Hawaii.edu/offices/cc, under the **Analysis** tab.*

Response to *Demand* indicator: Unhealthy

The unhealthy call comes from the number of majors (66) and the low number of County pro-rated new and replacement positions (9).

With the economic downturn and subsequent reductions in tuition subsidies available to families of preschool children, there has been a closure of one program in Maui. However, in the next two years, with the change in Kindergarten entry and subsequent proposals to the Legislature in the 2013 year for public/private partnerships to provide for the children born August 1 – December 31, 2009 in 2014 school year, an uptick in the number of new and replacement positions is anticipated. There may also be an increase in retirements of some long-time directors of early childhood programs in Maui in the next few years.

Response to *Efficiency* indicator: Cautionary

The cautionary call comes from the inaccurate data.

Line 11 lists 0 FTE BOR appointed faculty. The correct number is two – Julie Powers is Assistant Professor, and Elaine Yamashita is Professor and Program Coordinator.

Response to *Effective* indicator: Cautionary

The cautionary call comes from:

- The number of degrees and certificates awarded in proportion to the number of majors (10 degrees/certificates out of 66 majors). Program coordinator's records indicate 5 AS degrees (4 are recorded) and 6 "other certificates" (5 are recorded.)
 - o This number is still trending towards an increase in the number of degrees and certificates awarded. In each individual advising meeting with students, the program coordinator creates an education plan with projected graduation date.
 - o The typical student is working full-time with family obligations. A realistic course load is two-three courses a semester, and it takes 4-6 years to finish an Associate's degree.
- The current 71% persistence rate (Fall-Spring). 75% persistence would fall into the healthy range. The data for 2010-11 is recorded as 0% which is inaccurate.

- Faculty note that many students take the introductory, 100 level courses thinking that it will be easy. It doesn't take long for students to figure out that it isn't easy, and that there are high expectations for reading comprehension, application of knowledge, and writing to reflect on learning. This may account in part for the persistence rate. Faculty also find that liberal arts and other majors take 100 level courses for their own benefit.
- There are fewer students in 200 level courses, possibly due to students determining their "fit" with the expectations.
- The number of withdrawals went from 12 to 29. Faculty have been making a concerted effort to encourage students who are not attending or not able to complete the course to withdraw so that it doesn't impact on the student's GPA.

Response to Perkins Indicators

1P1 – Technical Skills Attainment – was missed by just .1%.

2P1 – Completion – 10% was actual, goal is 45%. Due to the nature of our students and their lives, the 10% is a realistic completion rate that actually reflects an improvement over previous years.

4P1 – Student placement – 0% was actual, goal is 51%. The five graduates included two who were already employed, one who was employed and ended employment to continue at UH Manoa, one who is continuing with UHWO, and one who completed both UHMC AS and UHWO BASS degrees and subsequently moved to the mainland.

Of the six Certificate of Completion completers, five are already employed, one is continuing with UHWO.

II. Outcome and Goal Achievement

A. Program Learning Outcomes: **P-SLO tab, Assessed?**

- *List program learning outcomes*

The PLOs were developed in collaboration with Hawai'i, Honolulu, and Kaua'i Community Colleges. In April 2010, the Advisory Committee for UHMC's program approved a collaborative revision that brought the number of PLOs to seven. A further revision simplified the language and aligned the PLOs more clearly with the NAEYC Standards.*

Hawai'i, Honolulu, Kaua'i and UHMC are also collaborating on NAEYC (National Association for the Education of Young Children) Early Childhood Education Associate Degree Accreditation (ECADA).

Key in accreditation is the use of "key assessments" in coursework as a tool for program improvement. The key assessments are being developed collaboratively, as students may take online courses from another CC. Fall 2011 we are beginning a transition to key assessments that align to the NAEYC standards.

*"NAEYC standards" refers to NAEYC's Standards for Initial Licensure, Advanced, and Associate Degree programs.

Early Childhood Education Program Learning Outcomes

NAEYC standards 2010	2012 Program Learning Outcomes (approved Oct. 2012)	2011 PLOs (used in 11-12 assessment)
1. Promoting child development and learning	1. Use knowledge of child development and of individual children to create healthy, challenging learning environments and experiences	1. Plan, implement and evaluate curriculum & learning environments to ensure they promote health, safety, positive development and learning for all children.
2. Building family and community relationships	2. Build respectful partnerships with children, families, and their communities.	2. Use formal and informal observation and assessment tools and methods to appropriately plan for individual children, assess their progress, positively support their development and learning, and communicate effectively with families and other professionals.
3. Observing, documenting, and assessing to support young children and families	3. Observe, document and assess children's development and learning in partnership with families.	3. Communicate appropriately with children and adults from all backgrounds to build respectful, reciprocal relationships; use appropriate guidance practices with children.
4. Using developmentally effective approaches to connect with children and families	4. Build positive relationships and guide children through supportive interactions.	4. Participate appropriately in decisions about the educational, physical, human and fiscal resources in classrooms and programs for young children and families.
4. Using developmentally effective approaches to connect with children and families; and 5. Using content knowledge to build meaningful curriculum	5. Plan, implement, and assess learning experiences using appropriate content, concepts, and methods.	5. Base decisions and actions on child development knowledge, ethical and other professional standards.
6. Becoming a Professional	6. Base decisions and actions on ethical and other professional standards.	6. Demonstrate collaboration, critical thinking and reflection.
6. Becoming a Professional	7. Advocate for children and their families within the program.	7. Advocate for children and families in the classroom and the program.

- *Program map (course alignment grid) follows*

Early Childhood Education Degree Program Map

Revised 2012

This grid does not include general education courses.

Early Childhood Education Associate Degree Program Map

Key to PLOs

0 = extraneous to course

1 = Uses PLO in course

2 = Examines PLO in course

3 = PLO is a focus of course and is evaluated

Program Learning Outcome	ED 105	ED 110	ED 115	ED 131	ED/FAMR 140	ED 245/FAMR 235	ED 190/191V	ED 263	ED 264	ED 275	ED 291V
1. Use knowledge of child development and of individual children to create healthy, challenging learning environments and experiences. <i>NAEYC Standard 1</i>	1	2	3	3	2	1	3	3	3	2	3
2. Build respectful partnerships with children, families, and their communities. <i>NAEYC Standard 2</i>	1	1	1	1	2	3	2	2	2	2	3
3. Observe, document and assess children's development and learning in partnership with families. <i>NAEYC Standard 3.</i>	2	2	2	1	2	2	3	2	2	1	3

Program Learning Outcome	ED 105	ED 110	ED 115	ED 131	ED/FAMR 140	ED 245/FAMR 235	ED 190/191V	ED 263	ED 264	ED 275	ED 291V
4. Build positive relationships and guide children through supportive interactions. <i>NAEYC Standard 4</i>	1	1	1	1	3	2	3	2	2	2	3
5. Plan, implement, and assess learning experiences using appropriate content, concepts, and methods. <i>NAEYC Standards 4, 5</i>	1	2	2	1	2	1	3	3	3	2	3
6. Base decisions and actions on ethical and other professional standards. <i>NAEYC Standard 6</i>	1	1	1	1	2	1	3	1	1	1	3
7. Advocate for children and their families within the program. <i>NAEYC Standard 6</i>	1	1	1	1	1	3	2	1	1	2	2

College-wide Academic Student Learning Outcomes (CASLOs)

Key for Critical Thinking

0 = extraneous to courses

1 = Uses critical thinking in courses

2 = Examines process of using critical thinking in courses

3 = Critical thinking is a focus of course and is evaluated

Students should be able to:	ED 105	ED 110	ED 115	ED 131	ED/FAMR 140	ED 245/FAMR 235	ED 190/191V	ED 263	ED 264	ED 275	ED 291V
Apply critical reasoning skills to effectively address challenges and solve problems.	1	1	1	1	1	2	2	2	2	2	2

Key for Creativity

0 = extraneous to courses

1 = Uses creativity in courses

2 = Examines process of creativity in courses

3 = creativity is a focus of course and is evaluated

Students should be able to:	ED 105	ED 110	ED 115	ED 131	ED/FAMR 140	ED 245/FAMR 235	ED 190/191V	ED 263	ED 264	ED 275	ED 291V
Convey their creative ideas to a variety of audiences and purposes.	1	1	1	1	1	1	1	2	1	1	1

Key for Oral Communication

0 = extraneous to courses

1 = Uses oral communication in courses

2 = Examines process of oral communication in courses

3 = Oral communication is a focus of course and is evaluated

Students should be able to:	ED 105	ED 110	ED 115	ED 131	ED/FAMR 140	ED 245/FAMR 235	ED 190/191V	ED 263	ED 264	ED 275	ED 291V
Practice ethical and responsible oral communication appropriate to a variety of audiences and purposes.	1	1	1	1	2	3	3	2	2	1	3

Key for Written Communication

0 = extraneous to courses

1 = Uses writing in courses

2 = Examines process of writing & writing assignments

3 = Writing is a focus of course (WI) and is evaluated

Students should be able to:	ED 105	ED 110	ED 115	ED 131	ED/FAMR 140	ED 245/FAMR 235	ED 190/191V	ED 263	ED 264	ED 275	ED 291V
Write effectively to convey ideas that meet the needs of specific audiences and purposes.	2	2	2	2	2	3	2	2	2	2	3

Key for Information Retrieval and Technology

0 = extraneous to courses

1 = Uses information retrieval and technology in courses

2 = Examines process of information retrieval and use of technology in courses

3 = Information retrieval and use of technology is a focus of course and is evaluated

Students should be able to:	ED 105	ED 110	ED 115	ED 131	ED/FAMR 140	ED 245/FAMR 235	ED 190/191V	ED 263	ED 264	ED 275	ED 291V
Access, evaluate and utilize information effectively, ethically, and responsibly.	2	2	2	2	2	2	2	2	2	3	2

Key for Quantitative Reasoning

0 = extraneous to courses

1 = Uses numbers, symbols, or graphs in courses

2 = Examines process of using numbers, graphs, or symbols

3 = Quantitative reasoning is a focus of course and is evaluated

Students should be able to:	ED 105	ED 110	ED 115	ED 131	ED/FAMR 140	ED 245/FAMR 235	ED 190/191V	ED 263	ED 264	ED 275	ED 291V
Synthesize and articulate information using appropriate mathematical methods to solve problems and logically address real-life situations.	0	0	0	0	0	1	0	0	2	1	1

- *Assessment plan (Grid showing plan for assessment, which focuses on different program learning outcome(s) each year. Each PLO should be assessed twice during the five –year comprehensive review cycle.)*

Timetable (2011 PLOs)

PLO	SP 2010	F 2010	SP 2011	F 2011	SP 2012	F 2012	SP 2013
PLO 1 Curriculum & environments				ED 115			ED 263
PLO 2 Observation, assessment, planning		ED 264			ED 191		
PLO 3 Communication	ED 140					ED 245	
PLO 4 Program management			ED 190			ED 291	
PLO 5 Decisions based on professional standards			ED 291				ED 275
PLO 6 Demonstrate collaboration, critical thinking, reflection						ED 245	
PLO 7 Advocacy							ED 275

B. Analysis of Student Outcome and Goal Achievement : **P-SLO tab**

- 1) *Which PLO is being assessed, and which course(s) is being used to assess the PLO? **Courses Assessed***

ED 115 (Fall 2011) – PLO 1: Plan, implement and evaluate curriculum and learning environments to ensure that they promote health, safety, positive development and learning for all children.

ED 191V (Spring 2012) –PLO 2: Use formal and informal observation and assessment tools and methods to appropriately plan for individual children and groups of children, assess their progress, positively influence their development and learning, and communicate effectively with families and with other professionals.

2) *Describe the assessment methods used to analyze the outcome.*

Assessment Strategy/Instrument

ED 115: Health, Safety and Nutrition for Young Children

1. Assessment of PLO # 1: Plan, implement and evaluate curriculum and learning environments to ensure that they promote health, safety, positive development and learning for all children.

Assignment	Assessment	Exceeds	Meets	Needs improvement	Insufficient progress	N/A
Assignment: Evaluation of a Playground	See attached grading rubric (appendix)	12	1		3	
	Total number of students	16				

Assessment of PLO # 2: Use formal and informal observation and assessment tools and methods to appropriately plan for individual children and groups of children, assess their progress, positively influence their development and learning, and communicate effectively with families and with other professionals.

Completed Spring 2012

Course: ED 191

Assignment: Child Study

N/A	Assessment	Exemplary	Meets Expectations	Minimally Meets Expectations	Does not Meet Expectations
Assignment: Child Study	See attached grading rubric				
		3 students			1 student
Total # of students	4				

3) *Describe criteria for success (desired level of achievement).*
Expected Level of Achievement. See rubrics on next two pages.

Self Evaluation: Evaluation of the Safety of a Playground

Points possible: 50

Due date: October 19

Name _____

Date turned in _____

Expectation	Does not Meet Expectations	<i>Minimally Meet Expectations</i>	<i>Meets Expectations</i>	Exemplary
Writing complete, well edited, and turned in on time.	My paper was <i>messy or more than a week late.</i> <i>0 pts</i>	<i>I hand wrote my paper or it had several spelling or grammatical errors, or my paper was a week late.</i> <i>6...7...8.... pts</i>	<i>I wrote a neat, word-processed paper with few spelling or grammatical errors. I turned my paper in on time.</i> <i>9 pts</i>	I wrote a neat, word-processed paper with <i>no</i> spelling or grammatical errors. I turned my paper in on time. <i>10 pts</i>
<i>Evaluate a playground used by children under 8 with any needed permission</i>	<i>I looked at an outdoor space but no children use it.</i> <i>0 pts</i>	I evaluated a playground, but <i>not one used by children under age 8.</i> I got permission to evaluate the playground if part of a private program. <i>6...7...8.... pts</i>	<i>I evaluated a playground used by children under 8. I got permission to evaluate the playground if part of a private program. No children were using it at the time.</i> <i>9 pts</i>	I evaluated a playground used by children under 8. I got permission to evaluate the playground if part of a private program. <i>Children were using it at the time.</i> <i>10 pts</i>
Evaluation includes properly cited recommendations by playground safety experts	<i>I did not use the recommendations of experts in my paper.</i> <i>0 pts</i>	<i>I did not cite recommendations in my paper, or my writing demonstrates a lack of understanding of the issues and recommendations of experts.</i> <i>6...7...8.... pts</i>	<i>I cited the recommendations in my paper. My writing demonstrates understanding of the issues and recommendations of experts.</i> <i>9 pts</i>	<i>I cited the recommendations in my paper. My writing demonstrates clear understanding of the issues and recommendations of experts.</i> <i>10 pts</i>
<i>Includes appropriate recommendations for improvement</i>	<i>I did not make recommendations for improvement.</i> <i>0 pts</i>	<i>Some of my recommendations are confusing or inconsistent.</i> <i>6...7...8.... pts</i>	<i>My recommendations for improvements are clear and concise.</i> <i>9 pts</i>	My recommendations <i>balance the needs of safety with the needs for appropriate discovery and risk taking</i> for young children. My writing was clear and concise. <i>10 pts</i>
Share report with class	<i>I did not share my report in class or take part in the discussion.</i> <i>0 pts</i>	<i>I did not share my report in class on October 19 but did take part in the discussion of playground safety.</i> <i>6...7...8.... pts</i>	I shared my report with class members on October 19. <i>9 pts</i>	I shared my report with class on October 19 My report <i>added to the understanding of others.</i> <i>10 pts</i>

Extra credit for entering on Laulima: 1 point

TOTAL POINTS: __ INSTRUCTOR CONCURS: __ INSTRUCTOR DISAGREES: __ INSTRUCTOR'S POINTS: __

ED 191v

Self-Evaluation: Child Study**80 points possible****Due date: April 30**

Name _____ Date turned in _____

Expectation	Does not Meet	Minimally Meet	Meets	Exemplary
Meet deadlines for turning in Child Study	<i>My Child Study was consistently turned in late.</i> <i>0 pts</i>	I met two of the three deadlines, <i>but one was a week late.</i> <i>11...12...13...pts</i>	I turned in my Child Study to date on 2/6 and 4/2 and my final work on April 30. <i>14...15...pts</i>	I turned in my Child Study to date on 2/6 and 4/2 and my final work on April 30. <i>My final work was professional enough to be included in my Professional Portfolio.</i> <i>16 pts</i>
Complete Developmental Continuum at beginning and end of the semester	I <i>did not</i> complete a Developmental Continuum on the child at the beginning and end of the semester . <i>0 pts</i>	I completed a Developmental Continuum on the child at the beginning and end of the semester but some of it was <i>not done correctly.</i> <i>11...12...13...pts</i>	I completed a Developmental Continuum on the child at the beginning and end of the semester done correctly. <i>14...15...pts</i>	I completed a Developmental Continuum on the child at the beginning and end of the semester done correctly. <i>My work demonstrates deep understanding of child development.</i> <i>16 pts</i>
Write weekly log entries of observations of child	I <i>missed several weeks</i> of log entries of my observations of this child. <i>0 pts</i>	I wrote weekly log entries of my observations of this child but they <i>did not have enough detail or I missed a couple of weeks.</i> <i>11...12...13...pts</i>	I wrote weekly log entries of my observations of this child with enough detail. <i>14...15...pts</i>	I wrote weekly log entries of my observations of this child with <i>optimal detail and insight.</i> <i>16 pts</i>
Design activities using what you have learned about this child	I <i>did not consider</i> this child when designing activities <i>and did not include information</i> about his/her experience in my journal. <i>0 pts</i>	The activities I planned were beneficial to this child but were <i>not specifically designed</i> with the needs, skills, and interests of this child in mind. If this child took part in the activity, I <i>usually</i> included information about his/her experience in my journal. <i>11...12...13...pts</i>	When planning activities, I considered the needs, skills, and interests of this child and planned activities that would benefit him/her. If this child took part in the activity, I included information about his/her experience in my journal. <i>14...15...pts</i>	I focused my planned activities on the needs, skills, and interests of this child to insure that the activities would benefit him/her. If this child took part in the activity, I included <i>insightful</i> information about his/her experience in my journal. <i>16 pts</i>
Write synopsis about what you learned about this child through focused study and what you learned about the benefits of focused observation	I <i>did not write</i> about what I learned through this Child Study and how this experience will affect my future teaching. <i>0 pts</i>	I wrote about what I learned through this Child Study and how this experience will affect my future teaching but my writing was <i>somewhat confusing or lacked any details.</i> <i>11...12...13...pts</i>	I wrote about what I learned through this Child Study and how this experience will affect my future teaching. <i>14...15...pts</i>	I wrote <i>extensively</i> about what I learned through this Child Study and how this experience will affect my future teaching <i>with specific examples.</i> <i>16 pts</i>

TOTAL POINTS: _____ INSTRUCTOR CONCURS: _____ INSTRUCTOR DISAGREES: _____ INSTRUCTOR'S POINTS: _____

- 4) *Discuss your findings based on the evidence.*
- *Describe summative evidence (attach rubric)*
 - *What have you discovered about student learning?*

Results of Program Assessment

Analysis of data:

Fall 2011 – Playground Evaluation assignment

- 12 students exceeded expectations for PLO 1.
- 3 students initially did not meet expectations but re-submitted the assignment to improve their scores after listening to other students describe their findings and better understanding the concepts of playground safety. This assignment proved to be highly useful in learning who had grasped the concepts and who needed further instruction.
- 1 student met the expectation.
- 3 students made insufficient progress in PLO # 1. Two of those students did not turn in the assignment.
- One did turn in the assignment but failed to earn enough points to earn a passing grade. This student had missed multiple classes and did not earn a passing grade for the course.

Spring 2012 – Child Study assignment

This is a very small sample as ED 191 is a combined practicum course of both first year and second year students (the second year is ED 291 and has different assignments). It was still useful to compare the student who did not meet this expectation with those who did exemplary work. The following are some of the differences:

- The students who did well with this assignment were completing practicum hours in preschools that valued observation and assessment of children's growth and development. The student who did not do well was working in a preschool that did not. This discrepancy between the preschool's values and the expectation of our Program Learning Outcome meant that she did not have the scaffolding other students did.
- The student who did not do well with this assignment has had fewer of our ECE courses than the other students. The thread of Observation and Assessment is woven through all of our coursework and so the more courses students have, the more they are able to understand the value and tasks involved in the Child Study assignment.

Through analysis of the grading rubrics, I also found a couple of problems with the assignment even for the students who did well.

- The use of a form called Creative Curriculum's Developmental Continuum was highly challenging to students who do not work in programs using this form.
- Turning in work through Laulima was difficult if students don't have access to scanning.

C. Action Plan: P-SLO tab, Next Steps

- *Discuss the planned change in curriculum or pedagogy to improve student learning.*

- *Discuss the results of changes that have been made based on earlier assessment.*
- *Describe how your assessment supports your current program goals and/or influence future planning.*
- *List your programs strengths and weaknesses*

Course improvement based on analysis (Fall 2011 – Playground evaluation):

Two things learned from the analysis of this PLO.

1. Students benefitted from processing the results of this assignment together. The three students who resubmitted their work and showed great improvement in understanding the concepts. More opportunities for students to provide this scaffolding for each other in this course will be provided.

Even though most students exceeded expectations, the assignment pointed out an important concept was not understood by the majority of students. The importance of providing appropriate risk-taking activities as a way of building the skills needed to stay safe was misunderstood by the students. More information and examples in this course will be provided in the future.

Course improvement based on analysis (Spring 2012 – Child Study):

To improve this course:

1. Provide more scaffolding for students who are working in preschools that do not use observation and assessment of children on a regular basis.
2. Provide more scaffolding for students who have taken fewer than 3 ECE courses from UHMC.
3. Either look for alternatives to Creative Curriculum's Developmental Continuum or provide more training in the use of the form.

How assessment supports program goals

Assessment clearly supports program goals – in fact, teaching about assessment with young children is part of the PLOs. Due to this clear understanding of assessment and all of its various aspects, assessment of PLOs has been a productive task. Faculty continually assess and improve courses each time they are offered, we just record the results in a more formal, organized way for program review. Discussions about learning strategies and assignments is ongoing between faculty – both within the program and with faculty from other CCs.

In November 2012, program faculty will meet to plan the key assignments that will align with NAEYC standards and supportive skills to prepare for Early Childhood Associate Degree Accreditation. One key assignment and data collected from is part of a Fall 2012 course. Two years of data must be collected before the accreditation visit.

Action on Perkins Core Indicators that were “not met”

1. 1P1 – Technical Skills attainment – Faculty will continue improving on pedagogy to assure student learning outcomes by the .1% needed to meet the goal.
2. 2P2 – Completion – goal is 45%, actual is 10%. Program coordinator will continue to meet with majors individually to create educational plan.
3. 4P1 – Student placement – actual was 0% due to graduating students already in jobs. One is continuing on for UHWO degree, and another moved out of state after receiving both AS from UHMC and BASS from UHWO. Program coordinator will continue to track graduates.

III. Engaged Community: **P-SLO tab, Other Comments**

- *Discuss evidence of community engagement.*

The ECED Advisory Committee meets formally once a year, and the committee's expertise and wisdom are tapped at various times during the year.

During the April 2012 meeting, the committee brainstormed ideas and phrases that could be used to create the program's *Conceptual Framework* for NAEYC Associate Degree Accreditation. This document describes the program and its unique context and strengths, and would be widely shared with students and community. A draft framework has been created from the work, and approved by the Advisory Committee in October 2012. (See appendix for minutes and draft.)

Also in October 2012, the revision of Program Learning Outcomes to make them more concise and clearly aligned with NAEYC Standards was approved via email.

The ECED program co-sponsored and faculty co-chaired (along with the Maui County Early Childhood Resource Coordinator) the annual Hawai'i AEYC-Maui Chapter Early Childhood Conference on campus in March 2012. Over 200 early childhood educators attended this conference. UHMC students had a special reduced student registration fee. Instructors gave extra credit to students who attended and wrote about their experience. Both faculty offered workshops along with a student, building leadership capabilities. Faculty intentionally mentor students in these leadership opportunities.

The program also co-sponsored the first annual Imua Family Services Early Childhood Conference, aimed at early intervention professionals. This conference also had a special reduced student registration fee. Extra credit was also offered for this conference.

Program faculty serve on various boards and groups in the community. Julie Powers is on the MEO Board of Directors, and on a subcommittee of Hawai'i Careers with Young Children (HCYC). Julie also offered a workshop at the 2011 HAEYC State Early Childhood Conference. Elaine Yamashita served as the Maui County representative on HCYC and co-chaired a subcommittee of that group. She also serves as Public Policy representative on the HAEYC-Maui chapter board and represents UHMC on the Good Beginnings Community Council.

Both faculty belong to ACCESS – Associate Degree Early Childhood Teacher Educators - and regularly attend NAEYC's Professional Development Institute (PDI) at personal expense. ACCESS provides extremely valuable workshops at PDI that help programs improve and move in the Associate Degree accreditation process.

Both faculty are long-time members of NAEYC and have served at the national level for the organization in various roles. The professional relationships and friendships built through this involvement benefits the college, as faculty can tap into national networks for professional development and advice.

- *Provide evidence that results of student learning has been discussed with Program Advisory Board.*

The program has shared and celebrated graduates with the Advisory Board. As we move into evaluating how students do on *Key Assignments* for NAEYC Associate Degree Accreditation, sharing those results and reflections will be part of our meetings.

IV. Recognize and Support Best Practices: ***P-SLO tab, Other Comments***

- *Discuss how program uses innovative teaching techniques, innovative use of technology, or incorporates “best practices” into pedagogy.*

Assistant professor Julie Powers offers the two advanced curriculum courses in a unique hybrid format. Most of the course is online with four face-to-face classes, held on Saturdays from 10 a.m. – 3 p.m. This format allows students to have the hands-experience and collective reflection with classmates, and the time frame give students from Hana, Lana'i, and Moloka'i enough time to get to campus and back. Inquiries have come from Kaua'i and O'ahu.

Professor Elaine Yamashita created ED 275 – Inclusion of Children as Special Needs as a purely online course through P3 funding several years ago. One of our lecturers who also taught for UH Manoa taught the online class, and subsequently asked permission to adapt it for her 300 level course.

ED courses consistently use writing as a reflective tool. Students know that they will be expected to write quite a bit for their classes. Various types of writing are used – e.g. informal, formal, research, in-class, open book quizzes, curriculum plans .

Another feature of ED classes is assignment packets that are made available to students from the beginning of the semester. The packets include the assignment instructions and evaluation rubrics for the semester. Self-evaluation is a regular practice. Instructors explain to students that those who can self-evaluate and constantly improve are typically the most valued employees. It's usually hard at first, as students come from the system of someone else telling them if they've done well. Usually students are honest on the self-evaluation, and instructors can always choose to disagree with their assessment. Typically, instructors feel the student has been too hard on herself. Students are also regularly given the opportunity to improve on their work – the goal is to support their learning.

Full-time faculty have been encouraging students to use Laulima to turn in work for the last few years. This has resulted in increasing students' familiarity with Laulima, reduced the amount of paper used, and allows for more efficient recordkeeping. Lecturers have also been strongly encouraged to use Laulima.

- *List awards or recognition for quality or achievements.*

The program has not received any awards in the last year. However, in May 2012, the first *Early Childhood Education Champion Award* was given to graduate Kathy Lee

Matsuoka, “In recognition of the graduate’s perseverance, sharing of knowledge and expertise, and contributions to the larger Early Childhood Education community.” The award was approved by the Advisory Committee. Kathy has served as treasurer of Hawai’i Association for the Education of Young Children – Maui Chapter for several years.

V. Planning and Policy Considerations: **P-SLO tab, Other Comments**

- *Curriculum changes align with community needs, college mission and goals.*

Planned curriculum change is a change to have courses as ECED instead of ED. This has been discussed among the Program Coordinating Council, and Maui anticipates submitting to the Curriculum Committee in Spring 2013 for implementation in Spring 2014. There are ED courses offered at Leeward and Kapi'olani campuses and this has caused some confusion with students. UH West O'ahu's alpha is ECED, and so students would be familiar with the alpha for the courses and it is in Banner. Maui plans to also keep the ED alpha, as it can be used for courses offered for K-12 teachers.

VI. Budgetary Consideration and Impact: **Analysis tab; Part IV Resource Implications**

- *Capital, operational and supply budget is based upon evidence of assessment.* Campus leadership is a strength of the program faculty, and Julie Powers is currently serving as department chair, which means that each semester lecturers must be hired for two of her courses.

In 2014, we anticipate applying for NAEYC Associate Degree Accreditation (we have to have two years of data from key assignments). That is an expense to plan for in 2014. Peer review teams are composed of three people.



UNIVERSITY of HAWAII®
MAUI COLLEGE

ANNUAL PROGRAM REVIEW

APPENDIX

Early Childhood Education Program October 2012

Purposes

1. To give students first-hand experience examining the safety of an existing outdoor play space for young children
2. To allow students to articulate the safety issues for outdoor play spaces for young children

What you should do

1. **Look for a playground either in a public park or in a child care setting.** If you choose to evaluate a private program, get permission from the director to do so. You may complete this assessment using the playground in your workplace, if desired. Ensure that the space is meant to be used by children under age 8.
2. **Read the information in your text on playground safety as well as the Handouts provided by your instructor.** Also, take notes on the video related to playground safety you'll see in class. Think about common recommendations for creating a safe outdoor space that meets young children's needs and what an exemplary outdoor play space might look like.
3. **Observe a playground while children are using it.** This gives you a chance to see what safety problems might exist that are not evident when just looking at the equipment. Bring a tape measure. Walk through and test the anchoring of equipment, the diameter of fall zones, the length of swing chains, the depth of shock-absorbing equipment, and any other safety issues. Make notes of potential problems.
4. **Write a paper.** Type (double-spaced). Include:
 - a. potential safety issues,
 - b. recommendations by playground experts that relate to specific problems (cite sources) and,
 - c. your recommendations for improvement.
5. **Complete self-evaluation form and attach it to your report.** This is due when you turn in your paper. Your work will not be graded and points will not be awarded without a completed self-evaluation.

Be prepared to share information from your paper with others in class

(Up to 50 points)

Child Study

Due: 1st date: 2/6; 2nd date: 4/2; 3rd date: 4/30

Purposes

3. Give students an opportunity to focus and describe on the development of one child
4. Give students an opportunity to focus on how a specific child benefits from teaching strategies

What you should do

6. **Select a child in your practicum classroom to observe during the semester.** Talk to the supervising teacher about the child's attendance to ensure that you have selected a child who is likely to attend consistently.
7. **Spend time observing the child in various activities.** What does this child do during free play? During playground time? During group experiences? When being dropped off or picked up by family members? During transitions between activities? During meals and toileting/diapering? This will give you valuable information when filling out the Developmental Continuum Checklist.
8. **Fill out the Developmental Continuum Checklist during the first few weeks of the semester.** If there are questions you cannot answer, this will give you information about when to observe the child to learn more about him/her.
9. **Spend time each week focusing on this child.** Make note of how this child approaches different activities, his/her likes, dislikes, style, temperament, interest in other children, problem solving strategies, etc. Keep a Child Study log of what you learn about this child.
10. **Keep a weekly log of your observations of this child.** Use a format for the log that will allow you to easily add new information, such as a loose-leaf notebook or, if you would like to turn in the log via Laulima, write in a Word document. Make weekly entries of information such as: What new do you learn about this child each week? How has this child grown and changed? What new skills or interests come up? What are new challenges for the child and those working with him/her? Remember to maintain confidentiality!
11. **Take the needs, interests, and abilities of this child in mind when you plan activities.** This will help you focus your activities.
12. **If this child takes part in the activities you have planned and offered, make note of what he/she did.** Do not attempt to force this child to take part in the activity.
13. **Repeat the Developmental Continuum Checklist at the end of the semester.** How has this child grown and changes? What surprised you? Make note of both.
14. **Before turning this in at the end of the semester, write about what you learned.** What did you learn about children of this age? What did you learn about planning for individual children? How will this Child Study affect the way you teach in the future?
15. **Fill out self-evaluation form.** This is due when you turn in your Child Study journal for the final time. Your work will not be graded and points will not be awarded without a completed self evaluation.

Be prepared to share your observations with others in seminar

(Up to 80 points)

Early Childhood Education Advisory Committee

Meeting notes

April 10, 2012, noon – 2:30 p.m.

Ka Lama 102

Present: Poni Medeiros (Kamehameha Preschools Maui), Ailina Laborte (PATCH Maui), Charmane Yamada (UHMC student), Christine Taylor (Nanny Connection), Wanda McMaster (Professor Emeritus, MCC), Debbi Amaral (MEO), Bobbie-Jo Moniz-Tadeo (DOE 619), Ka'ina Bonacorsi (Maui County Early Childhood Resource Coordinator).

UHMC: Vice-Chancellor John McKee, Julie Powers, Elaine Yamashita

Information was distributed with agenda prior to the meeting. Included program update and info on NAEYC Early Childhood Associate Degree Accreditation process. (ECADA)

Community updates:

Kamehameha Hana preschool heavily damaged by heavy rains, temporary site has been found to house short day program until summer, when repairs to the building should be completed.

Kamehameha, County, MEO Head Start are helping Hana School to open a licensed I/T center by fall 2013. Principal is fully supportive, sees it as staff retention strategy. Community also wants it.

Currently requesting funding from County for staffing. \$10,000 County grant already paid for equipment. The equipment was ordered by Early Head Start and was delivered safely to Hana.

PATCH - annual surveys have been sent in. 100 providers (about). Christine shared that there were just 13 licensed FCCP when she started with PATCH.

QIRs – Quality Improvement rating Scale (the r is intentionally lower case) pilot funded by state Dept. of Human Services will be starting this month. Maui County has three center-based programs in the pilot – Iao Preschool, Kahului Hongwanji Preschool, and All God's Children (Moloka'i).

Students are enjoying new instructors. Because Julie and Elaine are in leadership positions on campus, this has opened up opportunities for new lecturers – Bobbie Jo, Tricia Matsuda, and Kanani Kan Hai.

Nanny Connection needs nannies in Lahaina, go to website and click on "contact us" for job application. May also be looking for nannies on Lana'i.

MEO Head Start is proud of all the graduates from their program!

Teacher aids in Head Start need to have CDA. Deadline is 10/13.

Listening sessions for MEO have been set up.

Currently funded for 298 children, with 5 on Lana'i (in partnership with Keiki O Lana'i).

Federal review coming up. Reauthorization of Head Start act calls for re-competition for funding, so it's important that the program do well in the review. Past reviews have been very positive.

DOE - 185 preschoolers with special needs enrolled through partnerships w/Head Start. Adding Haiku as an inclusion site.

STEPS - working on restarting this transition initiative. Focus on broader population, not only children with special needs.

County - budget hearings are ongoing right now. Asking for \$750,000 in County support.

Maui County subsidy - state rules have changed for subsidies. State (Arbor) was basing the aid on base tuition minus subsidies. Clarification happening at state level. Not supposed to count subsidies as income. Arbor performance still inconsistent. Open doors (PATCH), First to Work subsidies work well.

Good Beginnings Alliance (state) - advocacy request for proposals was released by DHS. GBA applying for the dollars. Focused on County plan and community work. Subcommittees of GBCC will address the various aspects of the proposal. Executive director of GBA Liz Chun is retiring. GBA board was given presentation by two CEOs on data.

New "Little Explorers" program opening in Meyer Ueoka building in Wailuku.

Public Policy – bills that are still alive include:

SB 2545 that establishes an "Office of Early Learning" and moves end of Jr. Kindergarten to 2014 school year. Asks for \$500,000 to establish the Office.

SB 2800 – asking for exemptions to licensing for an expanded pool of programs – HAEYC testified against it.

HB 2540 – asking that DHS be allowed to charge "reasonable fees" for licensing programs. Current version has 2030 effective date.

The group then brainstormed phrases for a draft conceptual framework for the program. Results are below. **Julie and Elaine will craft a draft framework based on the feedback and circulate to the committee.**

Discussion on field experiences

NAEYC Early Childhood Associate Degree Accreditation is requiring programs to have field experiences that include two different age groups (infant/toddler, preschool, school-age) and two different settings (Head Start, community EC programs, family child care, family-child interaction learning). Julie and Elaine asked the group for ideas.

Trading places – letting students who are working trade places during the work day, so no substitutes are required.

ED 131(Child Development – Theory to Practice) – looking at having a required # hours in different age groups.

Holding practicum in different settings.

Using family child care provider settings.

Statements from Conceptual Framework Activity (Colored comments were edits or comments from committee members after the meeting)

Context: who, where, unique aspects

- Key relationships – knowledge, trust, professionalism
- Foundational framework
- Motivating, passionate, flexible instructors available
- Culturally sensitive – mobilize – take actions – adaptable
- Neighbor Island/distance learner support, awareness, planning
- Professional development
- Retention “local” – availability
- Partnerships that promote success of all programs in Maui County and strive to be the best possible.

What the program means/relationship to community

- Community placements/future employment
- Culture, family, community – Maui connectedness
- Sustained workforce; prepared workforce
- Identify needs, address gaps, find resources – PARTNERING
- Information provider
- Diversity (which could be related to culture, family, community above). This was also mentioned by Debbi – celebrating the diversity of programs in the County.
- Strong support for the program from the community

What the program means/relationship to students

- Relationship-based – personal development/growth
- Mentoring – being taught by people who know you
- Trust
- Career path – be successful in the field. Provides knowledge and experience to bring deep understanding and awareness of curriculum.
- Support – students, family, students of the students
- Critical thinking i.e. learning that disagreement re: practices can be healthy
- Some students who take ECE classes are already in the field, working full-time and are parents, so they need an ECE program that can help them balance work and family life.
- Faculty that are accessible, approachable and responsive

What the program means/relationship to the college, UH system

- Small class size
- Support – all encompassing
- Leadership
- Standards driven
- Future planning
- Perseverance “MODEL PROGRAM”

- Partnerships are promoted, encouraged, utilize
- Student needs – being attentive
- Foundation for future educational development “locally”
- High quality ECE program “equivalent to other prestigious university systems”
- Faculty with diverse experience locally and nationally with global perspective. Recognize current trends for young children and families.

Theories/theorists/framework

- Learning about various approaches/theorists to be honoring spirit of the children
- All intertwined – theory to practice, hands-on experience
- Cultural competency that is responsive to the needs of our communities
- Head Start ECE framework, Vygotsky

**Update on Early Childhood Education Program for Advisory
Committee
April 10, 2012**

Number of majors: 68

2011- 2012 Graduates:

Associate's in Science degree

Kathy Matsuoka (employed @ Head Start)

Nicole Gines (employed @ Head Start)

Jenna Nelson (employed @ Head Start, leaving 5/12, enrolled at UH Manoa for F12)

Katrina Pocock (plans to continue to UHWO)

Melaina Castruita (also graduating from UHWO!)

Certificate of Completion – Early Childhood Option (acknowledges the 12 credits in ECE for those with a BA other than ECE/Child Development or Elementary Education)

Jennifer Ikehara (employed at Wailuku Union Preschool)

Tobie Torres (employed @ Head Start)

Kealoha Offermann (employed at Punana Leo O Maui)

Certificate of Completion – 22 credits, part of AS degree

Brenda Brown - (employed @ Head Start)

Katrina Pocock

Alice Granito (employed at Keiki O Lana'i Preschool)

Certificate of Achievement (31-33 credits, halfway point of the AS degree. Because it includes Math, many students earn CA same time as AS. We are encouraging students to take math earlier in their education.)

Sister Estelita Jamelo (employed at St. Joseph Preschool. Sister already has a BEd and the CC – Early Childhood Option)

Kathy Matsuoka

Katrina Pocock

- Every student Elaine meets with has an education plan and projected date of graduation or completion of their goal.

- A list of practicum students is kept, and students have to meet with Elaine to get on the lists.
- Two year schedules of courses have been developed to assist in student education plans. Includes distance courses so outreach students can be accommodated.

Overview of NAEYC Early Childhood Associate Degree Accreditation (ECADA)

Why?

The process of accreditation will uphold and support continuous improvement of the program. Hawai'i, Honolulu, Kaua'i and Maui's Early Childhood programs are all in the process at this time. Administration supports external accreditation, and Perkins grant is funding activities for this year. Another Perkins multi-campus grant is under consideration.

The NAEYC ECADA started in 2006, after many years in development. There are now 155 accredited associate degrees in the nation. We are operating under the 2010 Standards for Professional Development.

What's involved?

1. Application – UHMC has applied, found eligible, and has received the accreditation materials.
2. Analysis and reflection – of program learning outcomes, determination of key assessments, completion of self-study.
3. Stakeholder involvement – helping to determine how best to meet student/community needs, helping to determine the unique mission and the strengths of the program. Stakeholders include full-time faculty, lecturers, students, advisory groups, administrators. and the early childhood community served.
4. When the self-study is completed and submitted, a peer review team is assigned to visit the program.
5. The peer review team writes a report based on their visit, which is reviewed and edited by NAEYC staff. The final edited report is reviewed by the Commission, which makes the decision on accreditation.

What's happening now?

Under discussion in Program Coordinating Council:

- Key assignments – 5 are required that collectively assess the Standards and key elements of the standards. One key assignment was implemented in ED 245 (Child, Family, Community) in F12. Data has to be analyzed.
- Revision of Program Learning Outcomes (PLO) and Course Learning Outcomes (CLO – also known as Student Learning Outcomes – SLO). Goal is to simplify the language of the outcomes in order to make assessment of outcomes easier to manage.

- Field experiences – how to meet the requirement that field experiences happen in at least two different age groups, in two different settings. There is no minimum hour requirement for field experiences. This is something we want to get feedback on from the Advisory Council.
- Elaine is now a trained peer reviewer for ECADA and has participated in two peer reviews in the last year.
- Career-Technical Education (CTE) programs are encouraged by the system and the campus to go for external accreditation, when available. Administration is in support of accreditation.

Overview of Conceptual Framework

The conceptual framework is meant to be a document/statement used and understood by the program, its students, and community stakeholders. It should describe the program and its context (college, higher education system, community). Peer reviewers would be looking for alignment between the stated conceptual framework and what students, faculty, adjunct faculty, community stakeholders and college administration express about the program. One program created a logo to celebrate its conceptual framework, and students take a copy of the framework to practicum sites. There is no recommendation regarding how long or short the framework is.

Vision

Julie and Elaine will work on a draft vision statement and circulate to the Advisory Committee.

Mission – current common mission of the UH Community College system ECE programs:

- 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.
- Suggested addition:
- Ten courses in the program are prerequisites for the UH West O'ahu online Bachelor in Social Science, ECE concentration degree.

Context/philosophy/description of program

We'll start on a draft today!

Conceptual Framework – a document that describes the program
Approved October 2012 by Early Childhood Education Advisory Committee

UHMC's Early Childhood Education Associate Degree program prepares students to work effectively with young children and their families. Ten courses in the program are prerequisites for the UH West O'ahu online Bachelor in Social Science, ECE concentration degree.

Maui College's ECE program reaches the Tri-Isle Maui County through the UHMC Education Centers in Hana, Lahaina, Lana'i, and Moloka'i, and through closed-circuit TV, online, hybrid, and face-to-face courses. Course offerings and modalities are planned two years ahead, in order to facilitate students' academic planning. The program prepares students to work in various early childhood education settings - infant-toddler/Early Head Start/preschools/Head Start, family child care, and family-child interaction learning programs. Home visitors can also gain knowledge and application of child development through courses offered.

Our program philosophy about learning drives our approach to teaching.

- **Constructivism.** Faculty help adult students build their knowledge and skills based on their own experience. By using a constructivist approach in our teaching, we are both helping students build their own knowledge and modeling how this approach is used with children and families.
- **Intentionality.** We encourage our students to plan and take action with children and families that is intentional, thoughtful, and caring. We create learning experiences that encourage students to observe children, plan actions to meet their needs, reflect on the success of these actions, and determine the next action to benefit the children. This loop assists students in being more intentional. We are also transparent in our own planning for their needs as students to assist in understanding of intentionality.
- **Relationships.** The role of relationships and cultural responsiveness is woven throughout the program. Good early childhood teachers build strong relationships with children and families and build on the child and family's strengths. Faculty in the ECE program model this through building strong relationships with adult students, and build on each student's strengths, while promoting and upholding high standards. Relationship building requires strong communication skills, and these are emphasized throughout the program.

Community connections. Faculty also build strong relationships with the early childhood education community through its advisory committee and participation in local, state, and national committees. Faculty are constantly refining and updating their knowledge base through membership and participation in professional organizations. The program works closely with the early childhood community to continually identify gaps in services and works to fill those gaps. UHMC ECE program is known for its ability to build strong partnerships with a variety of

organizations. Partnerships and the program coursework aim to build on the strength and abilities of the many competent, dedicated people in the local community.

- **Hands-on experience.** Authentic, hands-on experiences are emphasized for both children and adults. Children and adults learn through doing and reflecting on what they have done, adjusting subsequent actions and planning. Adult students soon learn that they not only read and write, but must also perform effectively to achieve the program's learning outcomes.
- **Lifelong learning.** Faculty and lecturers in the program are known for their diverse experience, perspectives, and passion for making a difference in young children's lives. Faculty strive to nurture a reflective attitude and encouragement of lifelong learning for all students. *Honoring the spirit of children* - a phrase from an advisory committee member – says it well. While emphasizing the value of our host culture and our local community, faculty also bring a wider perspective to the classroom.