

Annual Program Review Update Outline

You may also download the below outline from the KCC Program Review webpage.

Kaua`i Community College Annual Program Review Update for Early Childhood Education

Program Description

The Early Childhood Education (ECED) program prepares students with the knowledge, skills, and dispositions needed to work collaboratively with young children and families in various professional capacities. The training that students receive blends theory and practice through coursework and hands-on experiences in the real world of a preschool program. Designed as a cohort model, a new group of students will be admitted every two years. Currently students will progress through the program together, completing a 9-credit Certificate of Competence and a 39-credit Certificate of Achievement enroute toward completing the 62-credit Associate in Science (AS) degree in Early Childhood Education.

There are several pathways that students graduating with the AS in ECED can follow within the State of Hawai`i. Students may continue to UH West O`ahu (Bachelor's in Social Science in Early Childhood Education) or UH Manoa (Bachelor of Education in Elementary and Early Childhood Education or in Early Childhood and Special Education). Students who plan to transfer are strongly encouraged to seek academic advising upon admission to Kaua`i CC.

Program Mission Statement:

The mission of the ECED Program is to:

- Provide readily accessible education and training to prepare individuals for employment in various capacities as teachers of young children and other family-support professionals, and
- Provide the foundation for student's continued study toward completion of the Bachelor's degree through transfer to a four-year program.

The ECED program's mission support's the KCC college's mission by emphasizing open access and training in both student-centered and community-focused environment, and provides pathways for transfer to encourage the nurturing of life-long learners.

Part I. Quantitative Indicators

Overall Program Health: Cautionary

Majors Included: ECED

Program CIP: 13.1210

Demand Indicators		Program Year			Demand Health Call
		14-15	15-16	16-17	
1	New & Replacement Positions (State)	90	95	67	Unhealthy
2	*New & Replacement Positions (County Prorated)	1	2	2	
3	Number of Majors	35	38	33	
3a	Number of Majors Native Hawaiian	15	15	17	
3b	Fall Full-Time	37%	44%	34%	
3c	Fall Part-Time	63%	56%	66%	
3d	Fall Part-Time who are Full-Time in System	3%	0%	3%	
3e	Spring Full-Time	31%	24%	29%	
3f	Spring Part-Time	69%	76%	71%	
3g	Spring Part-Time who are Full-Time in System	6%	0%	11%	
4	SSH Program Majors in Program Classes	211	308	292	
5	SSH Non-Majors in Program Classes	32	29	39	
6	SSH in All Program Classes	243	337	331	
7	FTE Enrollment in Program Classes	8	11	11	
8	Total Number of Classes Taught	13	14	11	

Efficiency Indicators		Program Year			Efficiency Health Call
		14-15	15-16	16-17	
9	Average Class Size	6.2	8	9.9	Cautionary
10	*Fill Rate	54.7%	73.2%	66.8%	
11	FTE BOR Appointed Faculty	1	1	0	
12	*Majors to FTE BOR Appointed Faculty	35	38	0	
13	Majors to Analytic FTE Faculty	24.2	22.8	26.2	
13a	Analytic FTE Faculty	1.4	1.7	1.3	
14	Overall Program Budget Allocation	\$119,000	Not Reported	Not Yet Reported	
14a	General Funded Budget Allocation	\$104,532	Not Reported	Not Yet Reported	
14b	Special/Federal Budget Allocation	\$0	Not Reported	Not Yet Reported	
14c	Tuition and Fees	\$2,968	Not Reported	Not Yet Reported	
15	Cost per SSH	\$490	Not Reported	Not Yet Reported	
16	Number of Low-Enrolled (<10) Classes	10	8	7	

Effectiveness Indicators		Program Year			Effectiveness Health Call
		14-15	15-16	16-17	
17	Successful Completion (Equivalent C or Higher)	77%	89%	87%	Cautionary
18	Withdrawals (Grade = W)	8	5	6	
19	*Persistence Fall to Spring	63.1%	76.9%	57.8%	
19a	Persistence Fall to Fall	48.5%	56.7%	36.3%	

20	*Unduplicated Degrees/Certificates Awarded	10	16	24	
20a	Degrees Awarded	4	3	7	
20b	Certificates of Achievement Awarded	5	4	6	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	7	13	16	
21	External Licensing Exams Passed	Not Reported	Not Reported	N/A	
22	Transfers to UH 4-yr	0	3	1	
22a	Transfers with credential from program	0	3	1	
22b	Transfers without credential from program	0	0	0	

Distance Education: Completely On-line Classes		Program Year			
		14-15	15-16	16-17	
23	Number of Distance Education Classes Taught	0	0	0	
24	Enrollments Distance Education Classes	N/A	N/A	N/A	
25	Fill Rate	N/A	N/A	N/A	
26	Successful Completion (Equivalent C or Higher)	N/A	N/A	N/A	
27	Withdrawals (Grade = W)	N/A	N/A	N/A	
28	Persistence (Fall to Spring Not Limited to Distance Education)	N/A	N/A	N/A	

Perkins IV Core Indicators 2015-2016		Goal	Actual	Met
29	1P1 Technical Skills Attainment	92.00	85.71	Not Met
30	2P1 Completion	51.00	42.86	Not Met
31	3P1 Student Retention or Transfer	81.00	72.73	Not Met
32	4P1 Student Placement	63.87	90.00	Met
33	5P1 Nontraditional Participation	22.00	5.41	Not Met
34	5P2 Nontraditional Completion	22.00	9.09	Not Met

Performance Measures		Program Year		
		14-15	15-16	16-17
35	Number of Degrees and Certificates	9	7	13
36	Number of Degrees and Certificates Native Hawaiian	6	0	5
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients ¹	25	25	10
39	Number of Transfers to UH 4-yr	0	3	1

*Data element used in health call calculation

Last Updated: October 29, 2017

Part II. Analysis of the Program

Overall

The ECED program health indicators remains in a ***Cautionary*** status for the academic year 2016-2017.

Demand

The overall demand indicators for the ECED program in 2017 reflects an ***Unhealthy*** status with the number of majors (33) exceeding the workforce demand (2). Demand for the program as rated as cautionary by the UH system APRD data is calculated using the number of county positions as a numerator. The number of ECED majors decreased to 33 from last year's 38. The island of Kaua'i has approximately 32 early childhood programs that are both private and public-funded. ECED employers of graduates include Project Head Start-Child and Family Services Kauai, Kamehameha Schools, Department of Education, and various private and charter-school preschools. Students graduating with the A.S. degree in ECED are sought after by employers, with several of them working in ECE programs while attending college and/or attending the ECED program to obtain certification for a current position they are in or promotion within their employment. In addition, ECED students graduating with the A.S. degree are in demand as qualified teachers for all Head Start Programs and NAEYC accredited Preschool programs. Community partners have stated that the ECED program at KCC should be the model of a quality primary training program that fulfills the workforce demand on Kauai. Also note that the Kauai Economic Opportunity - Kauai Early Center has been closed since March 2017 for the lack of a qualified preschool teacher as they are licensed for 20 children. The Native Hawaiian majors increased to 5 students from the previous year (0). The data also continues to indicate the majority of ECED majors are attending part-time an increase of 10% in the Fall and slight decrease of 4% in the Spring.

Efficiency

The current APRD data reflects an ***Cautionary*** efficiency health call. Class fill rate creased from 73.2% to 66.8% and the average class size has increased from 8 to 9.9. This past Fall 2016, all first year courses had 100% seats filled (16/16) in each of the first level courses, second level courses were filled 44% (7 of 16). We are ***Cautionary*** as the FTE BOR appointed Faculty is 0 and should be at 1:33. Please note that Program Coordinator (PC) was hired in January 2017 and calculations were as of October 2016.

Effectiveness

Our current effectiveness health call remains in a ***Cautionary*** state. The Healthy status for program effectiveness is determined by two measures: 1) Increasing the numbers of Degrees and CAs awarded by 5% per year (difference between actual and goal), and 2) Persistence Fall to Spring. Students persistence from Fall to Spring decreased 19.1% to 57.8% below the 75% to be considered in a Healthy state.

Although persistence continues to be where we are continued strategies for improvement there has been a 50% increase in degrees awarded (7) in 2017. The persistence measure from Fall to

Fall for 2016-2017 is at 36.3%, which decreased from 56.7%. Currently, there was 1 transferring to UH 4-year programs, 1 transfer with credential from program.

We are submitting new PAR modification for Fall 2018 allowing the ECED Certificate of Competence completing 9-credits and a 25-credits Certificate of Achievement in two semesters enroute toward completing the 60-credit Associate in Science (A.S) degree. In addition we are adding and exploring distance learning offerings.

Perkins IV Core Indicators

Only one Perkins Core Indicator was met: 4) Student Placement. Five Perkins Core Indicators that were not met include: 1) Technical Skills Attainment, 2) Completion, 3) Student Retention or Transfer, 5.1) Nontraditional Participation, and 5.2) Nontraditional Completion. Two of these indicators, nontraditional participation and completion, are indicators that the ECED program consistently struggles to meet. Although the ECED program enrolls a diverse population in regards to ethnicity and age, it enrolls few male students. In the current academic year, there is one male ECED major. Several factors may be contributing to non-traditional participation, including societal norms that emphasize women as caregivers to young children. In regards to completion, one student has moved out of state and another sought employment in the tourist industry. To address the technical skills attainment and student retention or transfer, there were three in the ECED program struggling with Math 100 causing GPA to drop and holding them back a semester from transferring to UH Manoa and UH West Oahu.

This past Spring we were successful in assembling a Student Focus group of 7 ECED students who were mostly in their last semester. General consensus felt by the students of being prepared in continuing on to advanced degrees or the workforce. The students noted a disappointment that the University Center no longer offered a non-specialized elementary education degree from UH Manoa and UH West Oahu besides a Bachelor's in Elementary Education in Special Education. One student knew that she was NOT going to pursue ECED as a field of study nor was she planning to use her A.S. to pursue employment in the field, she will pursue an advanced degree in another discipline. Another student had aspirations of pursuing graduate level degree in ECED or Elementary Education.

Also this past Spring we revived the ECED Advisory Committee meeting of 10 in attendance representing preschool directors, high school principal, program specialist/career counselor from People Attentive To Children (PATCH), state legislature and 1 current ECED students. Explanation as well as definitions were given to what and why a Career and Technical Education (CTE) Advisory Committee was required not only to comply with Perkins requirements and the ideal of a National Association for the Education of Young Children (NAEYC) accreditation.

Currently on Kauai there are 3 preschools with the NAEYC accreditation. Highlighted concerns of vacant preschool teachers and teacher's aides positions on island as most of the current students were already working in the field, in addition addressing the requirements of becoming a preschool teacher. Further discussion on possibilities for student teaching with a hands-on opportunity as there are 2 CFS-Hawaii, Head Start preschools situated on the Kapaa and Waimea High School campuses. Salary for preschool teachers was also discussed and found to be at the high end of \$20/hour as parents are challenged with making payments.

Part III. Goals, Alignment and Action Plan

The Comprehensive Program Review was submitted October 31, 2015. Much of the timeline written on action plan indicated Fall 2016 as a timeline to complete the action and evaluate. The ECED program was without a full time faculty or program coordinator from August 2016, prior APRU was written by the HED Chair, a new ECED Program Coordinator started January 2017. Status on prior action plans and goals achieved has been described in the table below.

Status Report for the prior year 2016-2017 requests

<p>Program Goal & Campus Strategic Goal or Priority Alignment</p>	<p>Campus Strategic Goal Access: To provide open access to educational excellence for a diverse student population ECED Goals: 1.1 Outreach: Increase access to and participation in college programs through coordinated and continually improving marketing and recruitment activities. 1.2 Enrollment: Enhance educational success through retention initiatives. 1.3 Placement and Scheduling: Enhance utilization of placement testing and course scheduling processes. 1.4 Support services for access: Strengthen support services processes to better meet students needs.</p>
<p>Action Item</p>	<p>1.1: Enhanced Program webpage & Brochure 1.2: Increase course fill rate to 75% or better 1.2 Increase persistence by 5%</p>
<p>Resource Acquired</p>	<p>None</p>

<p>Outcome(s)</p>	<p>1.1 Program Website has been updated to meet current accreditation requirements, however enhancement to be completed with new webmaster for updating. In addition an updated brochure needs to be created with Marketing.</p> <p>1.2 In Fall 2017, the first cohort was filled with 16/16 seats, with some other classes in first semester granting overrides. Second level students 8/16, with 7 expected to graduate Spring 2018.</p> <p>1.2 Students persistence from Fall to Spring decreased from 76.9% (2015-2016) to 57.8% (2016-2017). The persistence measure from Fall to Fall for 2015-2016 was at 56.7%, decreasing by 20.4% to 36.3% (2016-2017), as there were at least 8 students who returned and we are anticipating 7 graduate at the end of this academic year. Currently transfer to UH 4-year programs indicate 1 with a decrease of 2 from 2015-2016.</p>
<p>Outcome(s) Evaluation (Improvements made to program based on assessment data)</p>	<p>Increase persistence by 5%: NOT Met: Fall to Spring persistence decreased 19.1% for current persistence rate of 57.8%. Fall to Fall persistence decreased for current persistence rate of 36.3%.</p> <p>Increase course fill rate to 75% or better: NOT MET Current fill rate is 66.8% which decreased 6.4%.</p>

Action Plan if outcome was not met	<p>1.1 Program Website has been updated to meet current accreditation requirements, however enhancement with new webmaster along with a new website needs to be updated. Updated brochure needs to be created with Marketing to include the PAR modifications.</p> <p>1.2 Program Coordinator and ECED Counselor to continue recruitment efforts with marketing and activities such as College Fairs in community and within ECE community. In addition ECED students will have a face to face meeting with the Program Coordinator as a course requirement every semester in ECED 105 and ECED 191 or ECED 291. A Program Action Request (PAR) modification has been submitted offering a 25-credit Certificate of Achievement completion in 2 academic semesters enroute toward completing the 60-credit Associate in Science (AS) degree in Early Childhood Education in effect Fall 2018.</p> <p>1.3 Program Coordinator will meet with other PCC's in UH System to develop plan for persistence and retention. Need to look at current cohort offerings and consider focus group of students to discuss course offering schedule (night vs day, mix, and Saturday's) as well as exploring options for offering distance education.</p>
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<p>Program Goal & Campus Strategic Goal or Priority Alignment</p>	<p>Campus Strategic Goal Learning and Teaching: To promote excellence in learning and in teaching for transfer, career/technical, remedial/developmental education and lifelong learning. ECED Goals: 2.1: Articulation: Improve communication and articulation processes with other KCC programs as well as secondary and postsecondary institutions. 2.2 Curriculum: Ensure quality, relevancy, and currency of curriculum to meet the needs of our diverse student population and community. Shorter one academic year for Certificate of Achievement versus three semesters. Increase distance learning offerings with possibility of Saturday class offerings. 2.3 Remediation/Developmental: Review the college's current strategies for dealing with remedial students and, based on the findings, modify offerings to meet their needs. 2.4 Student learning outcomes: Develop, implement, and sustain an assessment process that fosters innovative and continuous improvement of student learning outcomes at the college, program, and course level with a shorter CA offering for one academic year. Continued collaboration with campus ECED counselor towards student success along with My Success. 2.5 Academic support: Support and increase student success through accessible, reliable, and user-focused academic support services through distance learning class offerings. 2.6 Faculty and staff: Create an environment that attracts, retains, and supports qualified personnel.</p>
<p>Action Item</p>	<p>2.2 Curriculum quality, relevance, currency, appropriate for diverse population. 2.6 Environment that attracts, retains, supports personnel.</p>
<p>Resource Acquired</p>	<p>None</p>

Outcome(s)	2.2 NAEYC Candidacy for CDC planned for Fall 2017. Currently CDC is being leased by Island School as of Fall 2016. New one-year lease given for academic year Fall 2017-Spring 2018. 2.6 New Program Coordinator began Spring 2017. Several new lecturers were also hired in Fall 2016 that have academic qualifications and experience with teaching and working in ECED programs.
Outcome(s) Evaluation (Improvements made to program based on assessment data)	Curriculum changes as notated in the PAR modification: 1) completion and attainment Certificate of Achievement (25 credits) in one academic year versus three semesters, 2) Early College ECED course offerings at the high schools, 3) alignment of courses with PCC as a means towards NAEYC accreditation.
Action Plan if outcome was not met	2.2 Plan to evaluate lease with Island School in accordance with needs of ECED students curriculum and discuss continuation of partnership or return CDC ownership back to program in future. At this point, no APT general-funded teacher position is employed by KCC. All personnel for Na Pua Keiki Island School Preschool is employed by Island School. In the event that CDC is owned by KCC in future, NAEYC accreditation will be the priority. New one-year lease given for academic year Fall 2017-Spring 2018. 2.6 ECED program coordinator to continue work with PCC's from across the UH system (UH Manoa, UHWO, Hawaii CC, Honolulu CC, etc) to review program curriculum offerings, articulation, and assist in scheduling and exploring course offerings options.

<p>Program Goal & Campus Strategic Goal or Priority Alignment</p>	<p>Campus Strategic Goal Workforce Development: To provide a trained workforce by offering programs that prepare students for both employment and future career development. ECED Goals: 3.1 Articulate educational programs with workforce needs by utilizing input from advisory groups and other relevant sources of information. 3.2 Meet workforce needs, increase students' rates of CANOES Registry certification, licensure, job placement and/or transfer to appropriate baccalaureate programs by providing relevant education and training programs.</p>
<p>Action Item</p>	<p>3.2 Increase rates of student certification by 5%, maintain job placement at 90% or higher and increase transfer to 4-year Baccalaureate program by 5%.</p>
<p>Resource Acquired</p>	<p>None</p>
<p>Outcome(s)</p>	<p>3.1 Revitalization of the ECED advisory committee meeting held Spring 2017. In attendance of the new ECED advisory committee with pertinent KCC staff included stakeholders from the community, Kapaa High School Principal, career counselor from local People Attentive to Children (PATCH), 1 graduating ECED student, and a DOE resource teacher for a total of 10 committee members. Heavy discussion regarding the need for qualified preschool teachers and early college offerings. 3.2 Currently transfer to UH 4-year programs indicated 7 students have transferred.</p>
<p>Outcome(s) Evaluation (Improvements made to program based on assessment data)</p>	<p>3.2 Increase graduation by 5%. Met Unduplicated Degrees/Certificates in 2015-2016 was 16, in 2016-2017 it increased 50% to 24.. Met Perkins Core IV Indicators 4P1 Student Placement.</p>

Action Plan if outcome was not met	<p>3.1 ECED Advisory Committee met in Spring 2017 with meeting recurring every semester.</p> <p>3.2 Program Coordinator to track all ECED majors enrolled and transferring to a 4-year program.</p> <p>At the Fall 2017 PCC meeting first steps of articulation agreement review system wide took place in the alignment of alpha class numbers, titles and credits. Next step to address in Spring 2018: total contact hours, T.E.s, course description, prerequisites, and SLO's. This thorough review for a System Articulation Agreement will ease transfers.</p>
Program Goal & Campus Strategic Goal or Priority Alignment	<p>Campus Strategic Goal</p> <p>Personal Development: To provide lifelong learning opportunities in the areas of personal and professional development.</p> <p>ECED Goals:</p> <p>4.1 Foster faculty and staff currency of expertise of their areas of responsibilities through support of professional development activities.</p> <p>4.2 Foster personal enrichment of students by providing opportunities that broaden their college experience.</p>
Action Item	<p>4.1 Foster faculty and staff currency in areas of expertise.</p> <p>ECED Program Coordinator to attend at least one NAEYC conference every other year.</p> <p>DE faculty/lecturers will maintain current DE certification.</p>
Resource Acquired	None stated
Outcome(s)	<p>4.1 ECED tracking of professional development per academic year for faculty and lecturers.</p> <p>All DE instructors are currently in the process of obtaining DE certification or have completed. All DE instructors will be certified by Spring 2018.</p>

<p>Outcome(s) Evaluation (Improvements made to program based on assessment data)</p>	<p>4.1 Increase faculty professional development - Met Program Coordinator (PC) has participated in Hawaii Careers with Young Children (HCYC), panel presenter at the annual Hawaii Association for the Education of Young Children (HiAEYC) conference. PC has attended the Hawaii National Great Teacher Institute, NAEYC Professional Institute Conference, UHCC Online Andragogy Symposium, and Hawaii Student Success Institute “Student Success Pathways.” In addition attended workshops hosted by KCC: KCC SLO, Focus Group Training, TurnItIn, One Theme One College, Working with LiveText Via, and Brainfuse.</p>
<p>Action Plan if outcome was not met</p>	<p>4.1 Program coordinator attended annual NAEYC Conference and Hawai'i National Great Teacher Institute. Program coordinator has collaborated with most preschools on Kauai and signed 11 affiliation agreements in partnerships for continued ECED sharing for best practice and student teacher education. In addition, in collaboration of Professional Development Coordinator, lecturers who have distance education teaching experience will become certified DE instructors and consider offering DE options..</p>

<p>Program Goal & Campus Strategic Goal or Priority Alignment</p>	<p>Campus Strategic Goal Community Development: To contribute to community development and enrichment through campus leadership and collaboration. 5.1 Establish active collaborative arrangements to support community goals and needs.</p>
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Action Item	<p>5.1 Support community goals and needs. Collaborate with Honolulu Community College and Kamehameha Schools in creating a Memorandum of Agreement statewide. Work with high schools to develop early college ECED offerings along with Hawaii P-20, Executive Office on Early Learning (EOEL) and Child & Family Services-Hawaii(CFS-HI), Head Start Program.. Continue to address and support advisory committee recommendations for industry needs.</p>
Resource Acquired	None
Outcome(s)	<p>5.1 Formulation and first meeting of ECED Advisory committee was made in Spring 2017, with recurring meetings every semester. Committee members included preschool directors, high school principal, program specialist/career counselor from People Attentive To Children (PATCH), state legislature and 1 current ECED student.</p>
Outcome(s) Evaluation (Improvements made to program based on assessment data)	<p>5.1 MET First Advisory Committee meeting Spring 2017 with 10 participants. We have initiated discussions for developing an ECED pathway with Kapaa High School, planned implementation Fall 2018. In addition collaboration with Hawaii P-20 Partnerships for Education, the Executive Office on Early Learning (EOEL), CFS-Hawaii, Head Start.</p>
Action Plan outcome if NOT met	None

<p>Program Goal & Campus Strategic Goal or Priority Alignment</p>	<p>Campus Strategic Goal Diversity: To foster global understanding and appreciation for diversity. ECED Goals: 6.1 Support diversity and cultural awareness through campus programs. 6.2 Foster global understanding, develop partnerships with communities and organizations both within and beyond Hawaii.</p>
<p>Action Item</p>	<p>6.2 Foster global understanding Continue to support international ECED students who visit annually in February. Discussion with International Chair, Brian Yamamoto in developing an international ECED exchange from KCC to Okinawa in Summer 2018.</p>
<p>Resource Acquired</p>	<p>Total: \$4033 \$1000 - \$1500 for flights \$700 Room & Board \$833 M & IE at \$119 per day (rates set by US Department of State) times 7 days for Okinawa \$1,000 Program Fee (estimated figure)</p>
<p>Outcome(s)</p>	<p>6.2 Okinawa students visited Spring 2017 and KCC ECED students hosted visit.</p>
<p>Outcome(s) Evaluation (Improvements made to program based on assessment data)</p>	<p>None stated.</p>
<p>Action Plan if outcome was not met</p>	<p>6.2 Continue partnership with Okinawa and explore options for KCC ECED students to visit Okinawa in the future.</p>

Action Plan and New Resource Request

List in the table below resource requests greater than or equal to \$3000. Do not include requests of an ongoing nature unless it is for new permanent personnel. Do not include lecturers in your request nor overload that has to do with teaching extra courses. The ranking rubric can be found in KCCP 1-6. For multiple requests, please add additional tables as needed.

- Input your action item based on your quantitative indicators and Program Student Learning Outcomes.
- Identify names of key persons involved in implementing the steps and the overall strategy. When possible, identify partnerships that will enhance strategies.
- Indicate when you will complete the action.
- In the “Indicator of Improvement” column, identify and quantify the outcomes expected from the action by using the actual numbers from your quantitative indicators table in Part III. What indicator will be improved by the action? To what extent? (e.g., Persistence will increase from the current 63% to 73 %.)
- In the “PSLO Impacted” column, identify the specific PSLO that will be addressed by the action. Include the program-level or course-level assessment data that supports the need for the action.
- Include specific action plans for any Perkins Core Indicator for which the program did not meet the goal.

<p>Program Goal & Campus Strategic Goal or Priority Alignment</p>	<p><u>Strategic Goal 1: Increase the Number of Graduates</u> <u>Strategic Goal 7: Reduce the Time to Degree: Increase Student Retention and Credit Accumulation</u> ECED Goals: 1.1 Outreach: Increase access to and participation in college programs through coordinated and continually improving marketing and recruitment activities. 1.2 Enrollment: Enhance educational success through retention initiatives. 1.3 Placement and Scheduling: Enhance utilization of placement testing and course scheduling processes.</p>
<p>Action Item #1</p>	<p>1.1 Program Coordinator to update web page and create brochure. 1.2 Program Coordinator and ECED Counselor to continue recruitment efforts with marketing and activities such as College Fairs in community and within ECE community. 1.3 Program Coordinator will meet with other PCC’s in UH System to develop plan for persistence and retention. Need to look at current cohort offerings and consider focus group of students to discuss course offering</p>

	schedule (night vs day, mix, Saturday classes) as well as exploring options for offering distance education.
Resource(s) Request #1	Office Space, Equipment, Supplies (To be provided by HED/ECED Allocated spaces and budget)
Person(s) Responsible and Collaborators	Program Coordinator Graphic Artist Marketing Counseling
Timeline	Fall 2018
Indicator of Improvement	At least 70% of those enrolled in second level courses by Fall 2017, will graduate as anticipated in Spring 2018. Increase course fill rate to 75% or better Obtain persistence Spring to Fall at 75% or higher Obtain a persistence Fall to Fall of at least 60% Obtain successful completion above 80% Meet Perkins Core Indicators of Technical Skills Attainment (1P1), Completion (2P1), and Student Retention or Transfer (3P1)
PSLO Impacted	PSLO #1, PSLO #5, PSLO #6
Current Status	1.1 Enhanced Program Website still needs to be updated and a brochure needs to be created. 1.2 In Fall 2017, the first cohort was filled with 16/16 seats, with some other classes in first semester granting overrides. Second level students 8/16, with 7 expected to graduate Spring 2018. 1.2 Students persistence from Fall to Spring decreased from 76.9% (2015-2016) to 57.8% (2016-2017). The persistence measure from Fall to Fall for 2016-2017 is at 36.3% falling from 56.7% (2015-2016).
Program Goal & Campus Strategic Goal or Priority Alignment	Strategic Goal 10: Increase Lifelong Learning and Professional Development Opportunities for community members Strategic Goal 16: Increase opportunities for and participation in Professional Development. ECED Goals: 4.1 Foster faculty and staff currency of expertise of their areas of responsibilities through support of professional development activities. 4.2 Foster personal enrichment of students by providing opportunities that broaden their college experience.

	<p>6.1 Support diversity and cultural awareness through campus programs.</p> <p>6.2 Foster global understanding, develop partnerships with communities and organizations both within and beyond Hawaii.</p>
Action Item #2	<p>4.1 Foster faculty and staff currency in areas of expertise ECED Program to attend NAEYC Institute every other year or the Annual NAEYC Conference and/or the Hawaii AEYC conference and other state ECED conferences as offered.</p> <p>4.2, 6.1, 6.2 Develop international options for KCC ECED students with Okinawa Prefecture.</p>
Resource(s) Request #2	<p>Travel Costs for PCC meetings (Will use HED/ECED Budget allocation for interisland travel)</p> <p>Plan ECED cultural exchange for KCC students with Okinawa approximately \$4033 (Apply for Ed White Professional Development Funds, look at International Scholarships and HED/ECED Budget Allocation).</p>
Person(s) Responsible and Collaborators	Program Coordinator
Timeline	Fall 2018
Indicator of Improvement	<p>Maintaining currency of curriculum and updated learning environment will indirectly affect Retention, completion, fill rates and graduations. May need a few years of data to reflect effectiveness of professional development attainment and updating curriculum. Goals for next year are as stated above: At least 70% of those enrolled in second level courses by Fall 2017, will graduate as anticipated in Spring 2018.</p> <p>Increase course fill rate to 75% or better Obtain persistence Spring to Fall at 75% or higher Obtain persistence Fall to Fall of at least 60% Obtain successful completion above 80% Meet Perkins Core Indicators of Technical Skills Attainment (1P1), Completion (2P1), and Student Retention or Transfer (3P1)</p>
PSLO Impacted	PSLO #2, PSLO #3, PSLO #4, PSLO #6, PSLO #7
Current Status	4.1 Program coordinator attended annual NAEYC Conference and Hawai'i National Great Teacher Institute. Program coordinator has collaborated with most preschools and signed 11 affiliation agreements in partnerships for continued ECED sharing of best practices and student teacher education. In

	addition, in collaboration of Professional Development Coordinator, lecturers who have distance education teaching experience will become certified DE instructors and consider offering DE options..
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Program Goal & Campus Strategic Goal or Priority Alignment	<p><u>Strategic Goal 1: Increase the Number of Graduates</u> <u>Strategic Goal 4: Increase the Number of Students Who Transfer</u> Strategic Goal 8: Increase Job Placement for Kauai CC Students</p> <p>ECED Goals:</p> <p>3.1 Articulate educational programs with workforce needs by utilizing input from advisory groups and other relevant sources of information.</p> <p>3.2 Meet workforce needs, increase students' rates of CANOES Registry certification, licensure, job placement and/or transfer to appropriate baccalaureate programs by providing relevant education and training programs.</p> <p>5.1 Establish active collaborative arrangements to support community goals and needs.</p>
Action Item #3	<p>3.1 ECED Advisory Committee met in Spring 2017 and plan for recurring meetings every semester.</p> <p>3.2 Increase rates of student CANOES registry certification, licensure, job placement or transfer to 4-year Baccalaureate programs.</p> <p>Program Coordinator to track all ECED majors enrolled and transferring to a 4-year program. Review articulation agreements through PCC collaboration with 4-year programs within the state and ease of transfer.</p>
Resource(s) Request #3	<p>Venue and hosting Advisory meeting every semester.</p> <p>Travel allocation for meetings with PCC within the UH System.</p> <p>(Will use HED/ECED allocated spaces and budget for hosting Advisory meetings and travel for interisland meetings).</p>
Person(s) Responsible and Collaborators	Program Coordinator
Timeline	Fall 2017
Indicator of Improvement	<p>Increase graduation rate by 5%</p> <p>Increase transfers to UH 4-year by 2 students</p> <p>Meet Perkins student placement (4P1)</p>
PSLO Impacted	PSLO #2, PSLO #3, PSLO #4, PSLO #6

Current Status	<p>3.1 New ECED advisory meeting held in Spring 2017, with recurring meetings every semester.</p> <p>3.2 Currently transfer to UH 4-year programs 2 students should have transferred to UH West Oahu and 1 student to UH Manoa.</p>
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Program Goal & Campus Strategic Goal or Priority Alignment	<p><u>Strategic Goal 12: Strengthen Distance Education Offerings</u></p> <p>ECED Goals</p> <p>2.2 Curriculum: Ensure quality, relevancy, and currency of curriculum to meet the needs of our diverse student population and community.</p>
Action Item #4	<p>2.2 Curriculum quality, relevance, currency, appropriate for diverse population</p> <p>ECED program coordinator to work with PCC's from across the UH system (UHWO, Hawaii CC, Honolulu CC, etc) to review program curriculum offerings, articulation, and assist in scheduling and exploring course offerings options including distance education.</p> <p>Plan to host a second student focus group of current cohort to explore options for course offerings and schedules.</p> <p>Program Coordinator to obtain distance education training and certification and seek additional professional development for Distance education.</p>
Resource(s) Request #4	<p>Total: \$4270</p> <p>\$400 partial portion Zoom licenses</p> <p>\$3000 80-inch Vizio TV Screen</p> <p>\$70 Android Box</p> <p>\$800 Kapp Smart Board</p> <p>To enhance face to face and DE classroom with updated technology.</p>
Person(s) Responsible and Collaborators	Program coordinator
Timeline	Fall 2018
Indicator of Improvement	<p>Maintaining currency of curriculum and updated learning environment will <u>indirectly</u> affect retention, completion, fill rates and graduations. May need a</p>

	<p>few years of data to reflect effectiveness of updating curriculum and if distance education is utilized and/or effective. Goals for next year are as stated above:</p> <p>At least 70% of those enrolled in second level courses by Fall 2017, will graduate as anticipated in Spring 2018.</p> <p>Increase course fill rate to 75% or better</p> <p>Obtain persistence Spring to Fall at 75% or higher</p> <p>Obtain persistence Fall to Fall of at least 60%</p> <p>Obtain successful completion above 80%</p> <p>Meet Perkins Core Indicators of Technical Skills Attainment (1P1), Completion (2P1), and Student Retention or Transfer (3P1)</p>
PSLO Impacted	PSLO #1, PSLO #3, PSLO #5, PSLO #6
Current Status	ECED classes are currently held in HLTSCI 124. This semester the Smart Board is no longer operational and we would like the ability to broadcast polycom options in this classroom.

Part IV. Resource Implications

ECED classes are currently held in HLTSCI 124. This semester the Smart Board is no longer operational and we would like the ability to broadcast polycom options in this classroom. Resources needed to enhance face to face and Distance Education classroom with updated technology.

RESOURCES NEEDED			OUTCOMES
Initial Acquisition Cost	Annual Recurring Cost	Useful Life	(Identify and Quantify)
\$4270 \$400 to help pay for partial portion Zoom Licence \$3000 80-inch Vizio TV screen \$70 Android Box \$800 Kapp Smart Board	N/A	7 years	

Part V. Program Student Learning Outcomes and Assessment

ECED Program Student Learning Outcomes

1. Apply knowledge of child development to create healthy, challenging learning environments and experiences.
2. Build respectful partnerships with colleagues, children, their families, and the community.
3. Observe, “document,” and assess children’s development and learning.
4. Build positive relationships and guide children through supportive interactions.
5. Plan, implement, and assess learning experiences using appropriate content, concepts, and methods.
6. Demonstrate the ability to execute decision making and carry out actions ethically and/or according to professional standards.
7. Demonstrate collaboration, critical thinking, and reflection skills.
8. Recognize the importance of advocacy for children and their families.

Below is a chart that illustrates the alignment of the PSLOs to specific CSLOs and what Courses were assessed as evident by LIVETEXT data submission for academic year 2016-2017. LIVETEXT data for the courses assessed aligned assignments to CSLOs with stated benchmarks. The CSLOs with asterisks (*) below have not met benchmarks of 70% of students. In the LIVETEXT assessment for specific courses, plans of actions were discussed which pertained to revising the assignment. The New ECED Program Coordinator will review these assessment results and an action plan for program improvements available for next academic year course offerings.

ECE Rubric Mapping Course Content PSLOs TO CSLOs

FALL 2017

Assessed	Course	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5	PSLO 6	PSLO 7	PSLO 8
	ECED 105	1	2	3	4	5	6	7	8
	ECED 110	1			4				
	ECED 115	1	2	3	4	5	6	7	
*	ECED 131	1	2	3	4	5	6	7	
*	ECED 140	1	2	3	4	5	6	7	
	ECED 170	1	2	3	4	5	6		
	ECED 192	1	2		4	5	6		
	ECED 195	1	2	3	4	5	6	7	8
*	ECED 245	1	2	3	4				
	ECED 263	1		3	4	5	6	7	

	ECED 264	1	2	3	4	5	6	7	
	ECED 290C	1	2	3	4	5	6	7	8
		Key		Course Assessed	Less than 70% of students met benchmark				

<p>PSLO 1</p> <p>Use knowledge of child development of individual children to create healthy, challenging learning environments and experiences.</p>	<p>105/CSLO 1,2,3,8 110/CSLO 1,2,3 115/CSLO 1 131/CSLO 1,2,3 140/CSLO 1,2 170/CSLO 1,5</p>	<p>192/CSLO 2,4,5,6 195/CSLO 3,4 245/CSLO 1,2 263/CSLO 1,2,4 264/CSLO 1,4,6 290C/CSLO 1,2,3,4</p>
<p>PSLO 2</p> <p>Build respectful partnerships with children's families.</p>	<p>105/CSLO 1 115/CSLO 7 131/CSLO 2 140/CSLO 4,5 170/CSLO 2</p>	<p>192/CSLO 7 195/CSLO 5,6 245/CSLO 4,9,11 264/CSLO 3,7 290C/CSLO 5,6</p>
<p>PSLO 3</p> <p>Observe, document, and assess children's development and learning in partnership with families.</p>	<p>105/CSLO 3,4 115/CSLO 5 131/CSLO 1 140/CSLO 2,3,4,5 170/CSLO 2,3</p>	<p>195/CSLO 1,2,3,4 245/CSLO 8 263/CSLO 6 264/CSLO 6 290C/CSLO 1,2,3,4</p>

<p>PSLO 4</p> <p>Build positive relationships and guide children through supportive interactions.</p>	<p>105/CSLO 2 110/CSLO 4 115/CSLO 4 131/CSLO 2 140/CSLO 3,4 170/CSLO 6</p>	<p>192/CSLO 3,4,5 195/CSLO 5,7 245/CSLO 6,10 263/CSLO 5 264/CSLO 3,4 290C/CSLO 1,2,5</p>
<p>PSLO 5</p> <p>Plan, implement, and assess learning experiences using appropriate content, concepts, and methods.</p>	<p>105/CSLO 1,5,6 115/CSLO 3,6 140/CSLO 1 170/CSLO 4 192/CSLO 2,5,7</p>	<p>195/CSLO 1 263/CSLO 1,3 264/CSLO 1 290C/CSLO 1,6,7</p>
<p>PSLO 6</p> <p>Base decisions and actions on ethical and other professional standards.</p>	<p>105/CSLO 3,6 115/CSLO 4,5 170/CSLO 7 192/CSLO 1,2,3,4,5,7</p>	<p>195/CSLO 2,7 263/CSLO 5 264/CSLO 4 290C/CSLO 7</p>
<p>PSLO 7</p> <p>Demonstrate collaboration, critical thinking, and reflection.</p>	<p>105/CSLO 1,2,6 115/CSLO 7 140/CSLO 5 195/CSLO 3,6</p>	<p>263/CSLO 5 264/CSLO 7 290C/CSLO 6</p>
<p>PSLO 8</p> <p>Advocate for children and their families within the program.</p>	<p>105/CSLO 7 195/CSLO 8 290C/CSLO 8</p>	

Part VI. Programs Cost Per SSH

This will be filled in by the VCAA's office with the help of the Business office and clerk-stenos.

Part VII. Capacity Collect Alternative Measurement

If your program has an externally mandated (e.g. professional accreditation or licensing) capacity of less than 16 students per faculty, the program may be eligible for alternative efficiency health call calculation.