Table of Contents

Part I. Program Description
   A. Vision
   B. Mission
   C. Program Outcomes
   D. Teacher Education Degrees & Certificates
   E. Coursework
   F. Students
   G. Learning Outcomes
   H. General Education Outcomes
   I. General Education Coursework
   J. Graduation Requirements
   K. CTE Learning Outcomes
   L. SPED Learning Outcomes

Part II. Analysis of Program Indicators
   A. Introduction
   B. Goals
   C. Data Analysis

Part III. Program Learning Outcomes
   A. Achievement
   B. Course Assessment
   C. Assessment Strategy
   D. Assessment Results

Part IV. Action Plan

Part V. Resource Implications
Part I. Program Description

A. **Teacher Education Program Vision** - The Teacher Education Program’s vision is to produce caring, collaborative, and effective educators.

B. **Teacher Education Program Mission** - We seek to continuously improve access to higher education for nontraditional and underrepresented students from local communities. We do this by providing high-quality, learner-centered, flexible teacher preparation pathways that support the growth of effective, caring, and collaborative educators. Our graduates are prepared to achieve, continue their education, and/or seek meaningful employment thereby addressing areas of critical teacher shortage.

C. **Program Outcomes** - The Teacher Education Program’s mission is represented by the following 6 program outcomes:

- **Access, Enrollment, and Programming**
  1. Improve access to teaching for nontraditional and underrepresented students from local communities.
  2. Improve access to teaching by offering alternative teaching certification and degree pathways through multiple modes of delivery.

- **Teaching and Learning**
  3. Prepare and support students with the knowledge, skills, and dispositions of the Hawai’i Teaching Standard Board teaching standards to develop effective, caring, and collaborative educators.

- **Community Partnerships**
  4. Create responsive community partnerships and partner with local schools to provide field and practicum experience.

- **Workforce Development**
  5. Ensure completion of certificates or degrees leading to transfer or employment.

- **Continuous Improvement**
  6. Systematically review program goals to ensure a high-quality program.

These program outcomes are thematically organized and aligned to the Leeward CC values and UHCC 2015-2021 strategic directions.

**Access, Enrollment, & Programming**

- **UHCC Strategic Plan**
  - Leeward CC Values
  - Access & Enrollment
  - Open Access

**TEP System-Aligned Goals**

Goal 1 - Improve access to teaching for nontraditional and underrepresented students from local communities.

Goal 2 - Improve access to teaching by offering alternative teaching certification and degree pathways through multiple modes of delivery.
Providing High-quality Teaching and Learning

**UHCC Strategic Plan**  
Quality Programs & Student Success  
**Leeward CC Values**  
High Quality & Diverse Academic Experience

**TEP System-Aligned Goals**

Goal 3 - Prepare and support students with the knowledge, skills, and dispositions of the Hawai‘i Teaching Standard Board teaching standards to develop effective, caring, and collaborative educators.

**Community & Workforce Development**

**UHCC Strategic Plan**  
P-20, Graduation, & Workforce  
**Leeward CC Values**  
Cooperation & collaboration with community

- Goal 4 - Create responsive community partnerships and partner with local schools to provide field and practicum experience.
- Goal 5 - Ensure completion of certificates or degrees leading to transfer or employment.

**Systems, Evaluation, Improvement**

**UHCC Strategic Plan**  
High-Performance System  
**Leeward CC Values**  
Integrity - high-quality program

- Goal 6 - Systematically deploy resources and review program goals to ensure a high-quality program.

**D. Teacher Education Degrees and Certificates**

**Program Descriptions** - The TEP offers students three distinct programs in order to carry out its mission and realize its vision and offers eight primary academic and career and technical education outcomes:

1. **Associate in Science in Teaching (AST)** - An academic transfer degree for students interested in baccalaureate education and a terminal professional degree for highly qualified ParaProfessional Educators.

2. **Alternative Certification pathway for Teachers in Career and Technical Education (CTE)** - A state-approved and nationally accredited teacher education program that leads to licensure for CTE teachers. Teacher Candidates may enter the program after completing the AST program and industry experience or enter the program with a bachelor’s degree.

3. **Alternative Certification pathway for Teachers in Special Education (SPED)** - A state-approved and nationally accredited teacher education program that leads to preparation and licensure for SPED teachers. Teacher Candidates may enter the program before or after completing the AST program or enter the program with a bachelor’s degree.
Within these programs the TEP offers students one degree and seven certificates in academic and career and technical education:

1. **Associate in Science in Teaching (AST)**
   1. Associate in Science in Teaching (AST) - A 62-credit curriculum intended to either provide the first two years of a baccalaureate program in elementary or secondary education (transfer degree) or prepare the student for employment as a paraeducator - educational assistant (terminal degree).
   2. Certificate of Competence I (CO) in SPED in SPED for students interested in pursuing positions as paraeducators or enhancing skills as already certified teachers. (14 credits)
   3. Certificate of Competence (CO) in Culturally Responsive Teaching (CRT) for students interested in pursuing positions as paraeducators or enhancing skills as already certified teachers. The goal of this program is to produce culturally responsive teachers versed in Hawaiian and indigenous knowledge, pedagogy, and worldview. (13 credits)
   4. Certificate for Registered Behavioral Technician (RBT)

2. **Alternative Route to State-Approved teacher licensure in SPED**
   5. Certificate of Competence II (CO) in SPED for students with associate’s degrees who wish to become licensed SPED teachers by completing advanced SPED coursework. The certificate is not a licensure program in itself but includes coursework that is part of an official articulation agreement for a 4-year degree (3 +1 model) leading to SPED teacher licensure. (16 credits)
   6. Advanced Professional Certificate in SPED Mild/Moderate PK-12 for students with bachelor’s degrees who wish to become licensed SPED teachers. (19 credits)

3. **Alternative Route to State-Approved teacher licensure in Career and Technical Education (Alternative Certification in CTE)**
   7. Certificate of Competence I (CO) for students with bachelor’s degrees who wish to become licensed CTE teachers. (11 credits)
   8. Certificate of Competence II (CO) for students with an associate’s degree with 3 years of industry experience who wish to become CTE teachers with a restricted license. (17 credits)

E. **Program Coursework** - Our coursework is focused on the breadth and depth of English language instruction, classroom management, culturally responsive teaching, inclusive teaching strategies, assessment, educational law, educational psychology, and arts-integrated instruction. All programs require field experience components that provide learners with an opportunity to practice their caring and collaborative behaviors and their effective curriculum and instruction skills. Our students are uniquely prepared
to serve diverse learners in a range of educational contexts.

F. Program Students - Our students, many of whom are currently working in schools and classrooms, are positioned to pursue career opportunities as an educational assistant (EA), registered behavioral technician (RBT), paraprofessional tutor (PPT), teaching assistant (TA), or a licensed teacher in SPED or CTE classrooms. Our state-approved and nationally accredited coursework is aligned to industry standards and professional licensure requirements as well as the academic requirements for transfer to higher education partners. We rely on partnerships to offer a pathway to teaching licensure in elementary and secondary education.

G. Teacher Education Program Student Learning Outcomes - The program student learning outcomes for all 3 programs are represented by the ten Hawai‘i Teaching Standards Board (HTSB) teaching standards via education courses and organized into Effective, Caring, and Collaborative themes in order to clearly communicate program expectations to pre-service teachers.

At the end of each program, successful Teacher Education Program graduates will demonstrate the following ten HTSB learning outcomes within the context and subject matter of their particular degree.

Effective Teacher (HTSB Standards #1-8)

#1 Learner Development: The teacher analyzes how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#2 Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#3: Learning Environment: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

#4 Content Knowledge: The teacher analyzes the central concepts, tools of inquiry, and structures of the discipline(s). He or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

#5 Application of Content: The teacher describes and demonstrates how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

#6 Assessment: The teacher develops and uses multiple methods of assessment to engage learners in their own growth, to monitor the learner’s progress, and to guide the teacher’s and learner’s decision-making.
#7 Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

#8 Instructional Strategies: The teacher develops and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Caring Teacher (HTSB Standard #9)
#9 Professionalism: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Collaborative Teacher (HTSB Standard #10)
#10 Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

H. AST General Education Learning Outcomes - In addition to demonstrating the 10 HTSB teaching standards, AST graduates also need to demonstrate the AA general education learning outcomes (GELOs) via general education coursework. While the TEP is not involved in teaching general education courses, Leeward CC establishes that GELO proficiency is achieved when students have a minimum cumulative GPA of 2.0 or better for all courses.

While the education course learning outcomes are represented by the HTSB teaching standards, the rest of the AST degree learning outcomes are represented by the general education learning outcomes via the general education and graduation courses.

Written Communication: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles in order to communicate effectively with a particular audience for a specific purpose. It can involve working with different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Oral Communication: Oral communication is the interdependent process of sending, receiving, and understanding messages.

Quantitative Reasoning: Quantitative reasoning can have applications in all content areas and disciplines. Generally, students should be able to interpret and apply numerical, symbolic, or graphical reasoning in order to solve problems and address real-life situations. Students then should be able to clearly communicate their thinking
and findings to appropriate audiences.

**Critical Thinking**: Critical thinking is characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

**Information Literacy**: Information Literacy is a set of abilities needed to find, evaluate, and use information ethically and effectively.

**Arts, Humanities, and Sciences**: Through the study of the arts, humanities, and sciences, students are engaged in a process of inquiry in diverse settings and contexts exploring issues, objects, works, or other discipline-specific approaches.

**Cultural Diversity**: Cultural diversity is to recognize the existence of innumerable cultures, locally, nationally, and globally and to understand that these cultures consist of communities with shared values, shared perspectives, practices, experiences, and behavior that are learned. The ultimate goal is the ability to engage diverse perspectives.

I. **AST General Education Coursework (25 credits)**

- **Written Communication (3 cr)**: ENG 100 or ENG 100E
- **Symbolic Reasoning (3 cr)**: PHIL 110, or MATH 100, 103, 112 or higher
- **Global Multicultural Perspective (6 cr)**: Group A: ANTH 151, ART 175, HIST 151; Group B: ANTH 152, ART 176, HIST 152, BUSN 277, BUSN 279, GEOG 102; Group C: GEOG 151, MUS 107, REL 150
- **Diversification Social Sciences (3 cr)**: Select 1 approved Diversification Social Science course
- **Diversification Arts (3 cr)**: Select 1 approved Diversification Arts course
- **Diversification Natural Sciences (7 cr)**: Select 1 approved Diversification Biological Science, 1 approved Diversification Physical Science, and 1 approved lab science (1 cr)

J. **Leeward CC Graduation Course Requirements (15 credits)**

- **Composition II (3 cr)**: ENG 200
- **Oral Communications (3 cr)**: Select 1 SP 151 or SP 200 or SP 251 or COM 210H course
- **Survey of Psychology (3 cr)**: PSY 100
- **Developmental Psychology (3 cr)**: PSY 240 or FAMR 230
- **Hawai’i-Center of the Pacific (3 cr)**: HWST 107

K. **CTE Program Content Knowledge Learning Outcomes**

Similarly, CTE students need to also demonstrate CTE knowledge learning outcomes (options shown below) in order to be licensed as certified CTE teachers.

**Praxis II Exam**: If available in the content area
National Industry Certification: Current and valid, verified by original
Industry License: Current and valid, verified by original
Coursework (30 hours): In the license field
Industry Experience (5 years): Documentation of successful industry experience

L. SPED Program Content Knowledge Learning Outcomes

SPED students show special education content knowledge through the Council of Exceptional Children (CEC) standards via special education coursework. The TEP establishes that SPED knowledge proficiency is achieved when students pass the Special Education Praxis II Exam.
Part II. Analysis of the Program Indicators

I. Introduction - Currently, the UHCC quantitative indicators do not accurately represent the health of the Teacher Education Program (TEP). Portions of the UHCC data represent the AST program only, while other cells represent all 3 programs. For example, the number of majors refers to just the AST program, while the total number of classes taught refers to AST, CTE, and SPED. This mixing of data results in flawed calculations of the program’s demand, efficiency, and effectiveness as well as inaccurate or unclear data being generated for the Perkins Core Indicators because it isn’t clear which program is being represented (AST? CTE? SPED? or a combination of two or three of the programs). The UHCC system office is working to separate the data among all 3 programs in future ARPDs and this should produce a more accurate snapshot of the program’s health. TEP has also requested to separate the 3 programs into 3 separate ARPDs as well because they are completely distinct from each other.

However, each program’s strengths and weaknesses can still be examined by analyzing each of the program’s six mission goals because they reflect many of the UHCC quantitative indicators for demand, efficiency, and effectiveness. To ensure accurate analysis, the data used to analyze the Teacher Education Program is drawn from discrete pieces of data from the UHCC Quantitative Indicators that we know are accurate for a particular program and from internal teacher education program data. The targets for each program outcome were set by faculty and based on averages from comparable college and state-wide programs (see footnotes for a more in-depth discussion of how targets were set).

II. Program Goals

Access, Enrollment, and Programming

1. Improve access to teaching for nontraditional and underrepresented students from local communities.
2. Improve access to teaching by offering alternative teaching certification and degree pathways through multiple modes of delivery.

Teaching and Learning

3. Prepare and support students with the knowledge, skills, and dispositions of the Hawai‘i Teaching Standard Board teaching standards to develop effective, caring, and collaborative educators.

Community Partnerships

4. Create responsive community partnerships and partner with local schools to provide field and practicum experience.

Workforce Development

5. Ensure completion of certificates or degrees leading to transfer or employment.

Continuous Improvement

6. Systematically review program goals to ensure a high-quality program.
III. Data & Analysis

A. Organizing Theme - Access; Goal 1 - To improve access to teaching for nontraditional and underrepresented students from local communities.

Targets¹
AST: 150 majors
- 26% Native Hawaiian
CTE: 30 majors (CTE)
SPED: 30 majors (APC, SPED CO-I,II)

2020-2021 Data
AST: 383 majors
- 35% Native Hawaiian
CTE: 23 majors (CTE)
- 27% Native Hawaiian
SPED: 51 majors (APC)
- 28% Native Hawaiian
- 35% Male
  - 2017 Census data indicates that 13.8% of SPED teachers are male.

Analysis
The Teacher Education Program is meeting program mission goal #1.

- All three programs far exceed targets for the number of majors. Currently, the student to faculty ratio is 128:1 for AST (3 FTE instructional AST faculty), 23:0 for CTE (licensure - no current FTE instructional faculty), and 51:1 for SPED (APC licensure - no current FTE instructional faculty), which means that each program is operating well beyond its capacity since Leeward CC’s average program ratio of student to faculty ratio is approximately 30:1.

- In addition, 35% of the majors in the AST program are Native Hawaiian, which is above the target goal of 26% and indicates the program is meeting its goal for providing access for underrepresented students to become teachers.

- Hawai‘i’s Department of Education (2018-2019) data indicates that the shortage of teachers on the Leeward coast will continue and thus TEP needs to expand its capacity in order to continue growing and meeting this critical need of the state.
○ Over 1,000 teacher positions in 2019 are currently staffed by teachers who are not highly qualified, especially in the area of special education.
○ 26% of new teachers were disproportionately placed in “hard-to-staff” Leeward District schools.
○ 11% of teachers are Native Hawaiian and 8% are Filipino, which does not reflect the Native Hawaiian and Filipino student populations of 26% and 22% respectively.
○ 10% of new elementary teachers are males, which reflects a need to provide more access to increase the number of males into the teaching profession.

Previous Action Plan for Goal #1
1. Offer AST/CTE/SPED informational sessions at local K-12 school sites to recruit potential students to meet teacher shortage.
2. Maintain TEP webpage to provide current information and resources to all potential students. Update Leeward CC webpage for Teacher Education
3. Develop marketing brochures and logos

Results
1. No informational sessions were held at schools due to the pandemic; however, via several statewide virtual teacher recruitment sessions.
2. TEP and LCC webpage were updated during Fall 2021.
3. No marketing brochures and/or logos were developed due to covid budgetary restrictions.

2021-2022 Action Plan for Goal #1
1. No recruitment or marketing is planned for 2021-2022 due to high faculty to student ratios. Increasing enrollment will compromise the quality of the programs.

Resource Implications for Goal #1
1. N/A

B. Organizing Theme - Access; Program Goal 2 - To improve access to teaching by offering alternative teaching certification and degree pathways and multiple modes of delivery.

Targets

AST
● 80% fill rates - all modes
● 80% fill rates distance ed only
● Offer all modes of delivery
● Offer courses off-site
● Develop new alternatives to a traditional degree

CTE
● 80% fill rates
● Offer courses statewide as distance education
● Develop new alternatives to a traditional degree

**SPED**
● 80% fill rates.
● Offer courses statewide as distance education
● Develop new alternatives to a traditional degree

**2020-2021 Data**

**AST**
● 80.3% fill rates - all modes
● 81% fill rates - distance ed only
● Offered only distance education (state-wide) due to covid restrictions.

**CTE**
● Data not available for CTE fill rates
● All courses offered statewide as distance education

**SPED**
● Data not available for SPED fill rates
● All courses offered statewide as distance education

**Analysis**
The Teacher Education Program is meeting program mission goal #2.

- The Teacher Education Program (TEP) continues to fill its courses above its target goal of 80% in both overall and distance education. Despite this positive indicator, the UHCC program data indicates TEP as *Progressing in Efficiency* because its faculty to student ratio is considered high (discussed in Program Goal #1) and a large number of low enrolled courses (78). There are a high number of low enrolled courses because the SPED and CTE licensure programs require practicum courses that only enroll a max of one student for each course.

- All 3 programs are accessible statewide via distance education. The AST program usually offers multiple modes of delivery such as face-to-face and hybrid courses in variable timeframes of 5, 8, and 16-weeks, but limited it to only online due to the pandemic. The AST Program also usually offers courses off-site at HIDOE schools, community centers, and the LCCW-Moku campus, but again, restricted to online only.

**Previous Action Plan for Goal #2**
1. Due to the high number of faculty members being hired by the Teacher Education program in 2020-21, no new programs or certificates are being developed. However, counting, discussions regarding a variety of pathways such as Early College, Running Start, Prior Learning
Assessment, etc., have continued with state, college, and partner DOE schools.

Results
1. The expected hiring of faculty members did not occur due to Covid-19, and pathway conversations were postponed indefinitely.

2021-2022 Action Plan for Goal #2

1. Due to the freeze of hiring additional faculty, no significant program development is planned for 2021-2022.

Resource Implications for Goal #2
1. N/A

B. Theme - Learning & Teaching; Program Goal 3 - Prepare and support students with the knowledge, skills, and dispositions of the Hawai‘i Teaching Standard Board teaching standards to develop caring, collaborative, and effective educators.

Targets³

AST
- 70% Proficiency in HTSB PLOs
- 70% Course Completion Rate
- 50% Persistence Fall-to-Fall
- 60 AST graduates
- 25% graduates Native Hawaiian

CTE
- 70% Proficiency in HTSB PLOs
- 70% Course Completion Rate
- 50% Persistence Fall-to-Fall
- 10 CTE teacher graduates

SPED
- 70% Proficiency in HTSB PLOs
- 70% Course Completion Rate
- 50% Persistence Fall-to-Fall
- 10 SPED teacher graduates

2020-2021 Data

AST
- 100% Proficiency in HTSB PLOs
- 82% Course Completion Rate
- 42% Persistence Fall-to-Fall
- 88 AST graduates
- 43% graduates Native Hawaiian
CTE
- 100% Proficiency in HTSB PLOs
- Course Completion Rate (no data)
- Persistence Fall-to-Fall (no data)
- 16 CTE teacher graduates

SPED
- 100% Proficiency in HTSB PLOs
- Course Completion Rate (no data)
- Persistence Fall-to-Fall (no data)
- 25 SPED teacher graduates

Analysis
The Teacher Education Program is meeting program mission goal #3.

Preparing Students
- The Teacher Education Program continues to prepare AST, CTE and SPED students with the knowledge, skills, and dispositions required by HTSB’s 10 teaching standards (these 10 standards serve as the Program’s Learning Outcomes). Please see the PLO section below for data and analysis for each program.
  - AST Program - 100% of the students sampled met proficiency on the 10 PLOs.
  - CTE Program - 100% of the students sampled met proficiency on the 10 PLOs.
  - SPED Program - 100% of the students sampled met proficiency on the 10 PLOs and 100% of the students passed the Praxis II SPED exam (CEC PLOs)

Supporting Students
- The course completion rate of 82% and the persistence rate of 42% from the quantitative indicator data may represent information from all three programs, so it is not possible to discuss how each individual program is doing in this regard. However, this overall data indicates that the overall program is HEALTHY IN ITS EFFECTIVENESS and since the course completion rate and persistence rate is higher than the previous year, the healthy rating is most likely as a result that the graduation rate has increased by 4%.

Graduating Students
- All three programs met their graduation targets. Of note, the SPED program graduated 25 students in its third year and continues to surpass its expected projections.
- The AST program met its target of graduating 25% Native Hawaiian students (43%).
Previous Action Plan for Goal #3

1. Funding for program counselor to support CTE and SPED licensure degrees
   - The enrollment of the CTE and SPED licensure degree programs has continued to increase over the past few years, which requires an additional program counselor in order to support and maintain program effectiveness.
     - **Description**: Responsible for providing outreach, recruitment, supportive advising and counseling, orientation, placement testing, academic and educational planning, graduation certification, financial aid information, career exploration, and counseling for CTE/SPED licensure students. Deliver and/or coordinate student services and support at off-campus locations to promote licensure programs. Monitor and track students, develop intervention strategies to facilitate success and develop and generate longitudinal and statistical data and reports related to licensure programs including annual reports.

2. Funding for Secretary II position
   - Due to the complex administrative duties and paperwork required by the CTE/SPED teacher licensure programs, a Secretary II position is now needed to support and maintain those programs. These Secretary II duties described below are currently being implemented by one staff member designated as Office Clerk IV (with the exception of generating PAFs for full-time faculty)
     - **Secretary II Description**: Responsible for operating the CTE/SPED teacher licensure program offices smoothly and efficiently within campus and division guidelines. Assists program coordinators with budgets, hiring and evaluating student assistants, equipment inventory, and course resource materials. Responsible for operating campus software such as Banner, STAR, Kuali, SuperQuote, and Etravel to input/extract data of student and faculty information. Generates purchase requests and tracks budget. Processes purchase and travel reimbursements. Organizes Etravel and reimbursement for travel to outer islands and faculty conferences. Monitors and updates master course schedules and assigns classrooms for each instructor. Assists with hiring of full-time faculty and lecturers, generates PAF forms for lecturers and faculty, distributes confidential documentation, organizes and coordinates work requests from faculty, and organizes keys and offices for faculty. Attends program meetings to take minutes and handles all
general office phone, email, and in-person communication with students, faculty, college, and the community. Prepares and submits requests for facilities maintenance, repairs, or equipment movement. Manages and secures all confidential faculty and student records and manages sign-out procedures for program equipment and hardware.

Results
1. All requested positions were not funded due to Covid-19.

2021-2022 Action Plan for Goal #3

Preparing Students:

1. **Hire 2 SPED 9-month instructor positions for SPED program.**
   - Currently, there are 23 SPED courses and practicums being offered in fall 2021 and no FTE SPED 9-month instructional faculty. The only FTE SPED faculty is serving as the field coordinator, which is an 11-month non-instructional position and is limited to teaching 3 TEs/semester as an overload. This has resulted in an 51:0 faculty to student ratio, which is well above Leeward CC’s average program ratio of student to faculty ratio is approximately 30:1.
   - However, the UH system has approved a request for the Teacher Education program to hire one 9-month instructional faculty member in fall 2021 to address the SPED program needs.
   - To cover the rest of the courses, the program hires lecturers (11 have been hired for fall 2021), which results in a high turnover of personnel each semester. Hiring FTE SPED instructors allows the program to maintain consistency and quality.
     - **Description:** Responsible for instruction of SPED courses.

2. **Hire 1 CTE 9-month instructor position for Career and Technical Education (CTE) program.**
   - Currently, there are 17 CTE courses and practicums being offered in fall 2021 and no FTE CTE 9-month instructional faculty. The only FTE CTE faculty is serving as the field coordinator, which is an 11-month non-instructional position and is limited to teaching 3 TEs/semester as an overload. This has resulted in an 23:0 faculty to student ratio, which is well above Leeward CC’s average program ratio of student to faculty ratio is approximately 30:1.
   - To cover the rest of the courses, the program hires lecturers (7 have been hired for fall 2021), which results in a high turnover of personnel each semester. Hiring one FTE CTE instructor allows the program to maintain consistency and quality.
3. **Hire 1 AST 9-month instructor position for AS in Teaching program.**
   - As a result of the Covid-19 freeze on positions, one of the original four AST 9-month positions that the state legislature approved in fall 2006 was permanently removed. The AST position was temporarily vacant due to a faculty retirement and the program was in the process of hiring a new AST faculty, when the position was frozen. This has resulted in an 128:1 faculty to student ratio, which is well above Leeward CC’s average program ratio of student to faculty ratio is approximately 30:1.
   - To cover the rest of the AST courses, the program hires lecturers (6 have been hired for fall 2021), which results in a high turnover of personnel each semester. Hiring one FTE AST instructor allows the program to maintain consistency and quality.
   - **Description:** Responsible for instruction of all AST courses, but focus is on teaching the Language and Literacy and Art, Music, and Movement courses.

**Supporting Students:**

1. **Funding for program counselor to support Associate in Science in Teaching (AST) degree.**
   - As a result of the Covid-19 freeze on positions, the original AST program counselor position that the state legislature approved in fall 2006 was permanently removed. The AST program counselor position was temporarily vacant due to a faculty moving to a new position and the program was in the process of hiring a new AST program counselor when the position was frozen. Currently, the position is being filled by a general counselor, but with over 500 students to counsel and advise, a permanent position program counselor is needed in order to support and maintain program effectiveness.
   - **Description:** Responsible for providing outreach, recruitment, supportive advising and counseling, orientation, placement testing, academic and educational planning, graduation certification, financial aid information, career exploration, and counseling for education students. Deliver and/or coordinate student services and support at off-campus locations to promote licensure programs. Monitor and track students, develop intervention strategies to facilitate success, and develop and generate longitudinal and statistical data and reports related to licensure programs including annual reports.
2. Funding for program counselor to support CTE and SPED licensure degrees
   ● The enrollment of the CTE and SPED licensure degree programs has continued to increase over the past few years, which requires an additional program counselor in order to support and maintain program effectiveness.
     ○ Description: Responsible for providing outreach, recruitment, supportive advising and counseling, orientation, placement testing, academic and educational planning, graduation certification, financial aid information, career exploration, and counseling for CTE/SPED licensure students. Deliver and/or coordinate student services and support at off-campus locations to promote licensure programs. Monitor and track students, develop intervention strategies to facilitate success, and develop and generate longitudinal and statistical data and reports related to licensure programs including annual reports.

3. Funding for Secretary II position
   ● Due to the complex administrative duties and paperwork required by the CTE/SPED teacher licensure programs, a Secretary II position is now needed to support and maintain those programs. These Secretary II duties described below are currently being implemented by one staff member designated as Office Clerk IV (with the exception of generating PAFs for full-time faculty)
     ○ Secretary II Description: Responsible for operating the CTE/SPED teacher licensure program offices smoothly and efficiently within campus and division guidelines. Assists program coordinators with budgets, hiring and evaluating student assistants, equipment inventory, and course resource materials. Responsible for operating campus software such as Banner, STAR, Kuali, SuperQuote, and Etravel to input/extract data of student and faculty information. Generates purchase requests and tracks budget. Processes purchase and travel reimbursements. Organizes etravel and reimbursement for travel to outer islands and faculty conferences. Monitors and updates master course schedules and assigns classrooms for each instructor. Assists with hiring of full-time faculty and lecturers, generates PAF forms for lecturers and faculty, distributes confidential documentation, organizes and coordinates work requests from faculty, and organizes keys and offices for faculty. Attends program meetings to take minutes and handles all general office phone, email, and in-person communication with students, faculty, college, and the community. Prepares and submits requests for facilities maintenance, repairs, or equipment movement. Manages and secures all
Graduating Students

1. Track program completers’ employment status and their teaching proficiency as educators.
   - As part of national accreditation, it is now required to track program completers’ employment status and the level of teaching proficiency of those program completers.

Resource Implications for Goal #3

1. Two FTE 9-month SPED Instructor Positions - $100,000
2. One FTE 9-month CTE Instructor Position - $50,000
3. One FTE 9-month AST Instructor Position - $50,000
4. One FTE AST 11-month Program Counselor - $60,000
5. One FTE CTE/SPED Teacher Licensure 11-month Program Counselor - $60,000
6. CTE/SPED Teacher Licensure Program Secretary II Position FTE - $36,384

C. Community Development; Program Goal 4 - To create responsive community partnerships and to partner with local schools to provide field and service-learning experiences.

Targets

AST
- 100% of AST graduates will complete 45 hours of field experience at local schools

CTE
- 100% of CTE graduates will complete a practicum at local schools

SPED
- 100% of SPED graduates will complete practicum at local schools

2020-2021 Data

AST
- 100% of AAT graduates completed 45+ hours of field experience at local schools

CTE
- 100% of CTE graduates completed a practicum at local schools

SPED
- 100% of SPED graduates completed practicum at local schools

Analysis
The Teacher Education Program is meeting program mission goal #4.
- All three programs met their targets for graduates completing their practicum at local schools.

**Previous Action Plan for Goal #4**
1. Maintain current partnerships with local schools for AST students needing field experience and for CTE and SPED students completing their practicums.

**Results**
1. Current partnerships were maintained via virtual means and alternative assignments.

**2021-2022 Action Plan for Goal #4**
1. Maintain current partnerships with local schools for AST students needing field experience and for CTE and SPED students completing their practicums via virtual means and alternative assignments.

**Resource Implications for Goal #4**
1. None

**D. Organizing Theme - Workforce and Personal Development; Program Goal 5 - To ensure completion of certificates or degrees leading to transfer or employment.**

**Targets**

**AST**
- Develop and maintain MOU’s with UH 4-year for AST transfers
- 25 AAT transfers to UH 4-year
- No target set for graduates employed as either paraeducators or teachers

**CTE**
- Transfers -N/A - Terminal Degree
- 8 graduates employed as CTE teachers

**SPED**
- Transfers - N/A - Terminal Degree
- 8 graduates employed as SPED teachers

**2020-2021 Data**

**AST**
- UH West MOA renewed
- 58 AST grad transfers to UH 4-year
- No data for employment

**CTE**
- N/A - Terminal Degree
- 22 CTE graduates employed as CTE teachers (2018-19 data)

**SPED**
• N/A - Terminal Degree
• 26 graduates employed as SPED teachers (2018-19 data)

Analysis
The Teacher Education Program is meeting program mission goal #5.

• The Teacher Education’s exceeded its target of AST transfers to UH 4-year programs.
• Communication between 4-year university partners are ongoing to maintain MOUs.
• The CTE Program is meeting its target of at least 8 of graduates employed by producing 22 graduates that are currently employed by HIDOE. The SPED Program exceeded its target by 18. At this time, there is no employment data for the AST program.

Previous Action Plan for Goal #5

1. MOA with UH West Oahu secondary and elementary programs is planned to be reviewed and updated.
2. Focus on following up with AST, CTE, and SPED graduates to determine employment and how well the program prepared graduates for that employment.

Results

1. MOA with UH West Oahu completed.
2. Follow-up on graduates to determine employment postponed due to pandemic.

2021-2022 Action Plan for Goal #5

1. **Long-Range Plan:** Review of the Teacher Education program’s proposed long-range plan indicates its potential to systematically collect and evaluate the program’s effectiveness in producing CTE and SPED candidates that ultimately receive tenure at the beginning of their fourth year of teaching as part of the HIDOE’s Educator Effectiveness System (EES). Each aspect of the plan is described below:
   • **Follow-up First Year Survey:** Currently, the CTE and SPED programs send out Follow-up Surveys to completers one year after they leave the program, but have a poor response rate. To increase that rate of return, program faculty plan to invite their completers to be part of a proposed professional development seminar (described below), which will allow more surveys to be completed. In addition, the follow-up surveys will be revised to
include additional questions that align with the EES system, which is based on Danielson’s Framework.

- **Offering Professional Development Workshop on Indigenous Practices Specifically to Completers:** The Teacher Education program plans to support its completers after they leave the program by collaborating with its community and state partners to present a series of professional development workshops that focus on indigenous teaching practices and specifically invite them to that workshop (as well as other teaching professionals). In this way, the Teacher Education program will have an opportunity to not only support its completers on developing their culturally responsive teaching strategies, but also reconnect with its completers, and use that time to create focus groups to determine the program’s long-range effectiveness.

- **Completer Focus Groups:** The Teacher Education program plans to invite any program completer to its professional development workshop, and then based on attendance create focus groups to examine the long-term effectiveness of the CTE and SPED programs in preparing them as teaching professionals. The questions posed to the focus groups will align with the program’s six mission goals (e.g., access to the program, flexibility of curriculum), but will focus on program mission goal #3, how well did the program prepare and support completers for the classroom. Questions for this specific goal will be based on the program’s HTSB standards/Focus Areas, but the EES system as well, as this is the evaluation process by which public school teachers are tenured. Finally, completers will be asked to provide any recommendations on how the programs can improve.

- **Follow-up Fourth Year Survey:** Because tenure is awarded to new teachers on the first day of their fourth year, the program plans to send a fourth-year follow-up survey. The program believes that by providing the professional development workshop to completers, relationships will have been strengthened, and this will motivate more completers to let the faculty know whether they were awarded tenure, and how prepared they were to complete three years of teaching. If the faculty find that the response rate remains poor, then they will follow up with a focus group involving a sample of completers.

**Resource Implications for Goal #5**

1. None

**E. Organizing Theme - Program Development; Program Goal 6** - To systematically review program goals to ensure a high-quality program.
Targets

AST
- Complete ARPD Annually

CTE
- Complete ARPD Annually
- Prepare for annual state audit
- Renew National Accreditation

SPED
- Complete ARPD Annually
- Prepare for annual state audit
- Renew National Accreditation

2020-2021 Data

AST
- ARPD Completed

CTE
- ARPD Completed
- Annual State Audit completed
- National Accreditation (AAQEP) approved until 2028

SPED
- ARPD Completed
- Annual State Audit completed
- National Accreditation (AAQEP) approved until 2028

Analysis
The Teacher Education Program is meeting program mission goal #6.

- The Teacher Education Program faculty and staff meets bi-monthly to discuss current TEP initiatives and projects and to make decisions on TEP’s effectiveness to reach program mission goals’ #1-6.
- In addition, faculty and staff meet annually to review previous ARPD action plans, develop new action plans, and identify the resources needed to carry those new action plans.

Previous Action Plan for Goal #6

1. Program Evaluation - Use ARPD report to support future annual accreditation reports.
2. Program Evaluation - Develop TEP course auditing system that aligns with Kuali curriculum procedures in order to systematically review TEP courses for quality
3. Program Evaluation - Update TEP Conceptual Framework to reflect accreditation self-study changes
4. Program Facilities - Repair classroom walls and repaint. Classroom walls in several of the Educational Building are damaged or marked and are
need of repair
5. Program Budget - Work with Operations & Maintenance to update Educational Building office furniture to accommodate new hires.

Results
1. ARPD report will be used for annual accreditation report starting in fall 2022
2. TEP course auditing system completed. Courses needing 5-year review submitted.
3. TEP conceptual framework updated to reflect accreditation.
4. Program facilities not repaired due to pandemic.
5. Educational Building office furniture not acquired due to pandemic.

2021-2022 Action Plan for Goal #6

1. Program Evaluation - Use ARPD report to support future annual accreditation reports.

Resource Implications for Goal #6

1. None
Part III. Program Student Learning Outcomes

Please see pages 3-5 above for List of Program SLOs

A. Expected Level Achievement

- **AST Program**: The expected level of achievement is that at least 70% of the students will “meet or exceed proficiency” for each of the program SLOs.

- **CTE and SPED licensure Program**: The expected level of achievement is that each student will “meet or exceed proficiency” for each of the program SLOs. It is expected that 70% of the students will be able to do this.

  *Proficiency Level with Criteria/Score*

  4 = Exceeds (E)
  - Student scores above 90% or a 4 on the assignment rubric or is observed ALWAYS demonstrating the target behavior.

  3 = Meets (M)
  - Student scores between 89-70% or a 3 on the assignment rubric or is observed MOSTLY demonstrating the target behavior.

  2 = Developing (D)
  - Student scores below 69% or a 2 on the assignment rubric or is observed SOMETIMES demonstrating the target behavior.

  1 or 0 = Below (B)
  - Student scores below 50% or a 1 or 0 on the assignment rubric or is observed RARELY/NEVER demonstrating the target behavior.

  Not Attempted (NA)
  - Student did not submit the assignment or did not have the opportunity to demonstrate the target behavior.

B. Courses Assessed

- **AST Program**: ED 295 - Field Experience in Education
- **CTE Program**: ED 393S - CTE Practicum II
- **SPED Program**: ED 336 - Student Teaching Portfolio

C) Assessment Strategy/Instrument

- All 3 programs use ED 295, ED 393S, and ED 336 as capstone courses (where students create teacher portfolios using artifacts from their program courses) in order to provide evidence they are “meeting or exceeding proficiency” for each of the program SLOs.
AST program - at the end of each academic year, 10% of the teaching portfolio’s from ED 295 are randomly sampled and assessed for proficiency by education faculty using a rubric for each program SLO.

CTE and SPED programs - At the end of each academic semester, a random sampling of approximately 25% from portfolio’s from ED 393S and ED 336 are assessed for proficiency by education faculty using a rubric for each program SLO.

D) Program Assessment Results

AST Program SLO Assessment Results 2020-2021

Effective Teacher (HTSB Standards #1-8)
PLO St #1 Learner Development
  • E = 9, M = 1, D=0, B=0
PLO St #2 Learning Differences
  • E = 9, M = 1, D=0, B=0
PLO St #3: Learning Environment
  • E = 9, M = 1, D=0, B=0
PLO St #4 Content Knowledge
  • E = 10, M = 0, D=0, B=0
PLO St #5 Application of Content
  • E = 10, M = 0, D=0, B=0
PLO St #6 Assessment
  • E = 9, M = 1, D=0, B=0
PLO St #7 Planning for Instruction
  • E = 10, M = 0, D=0, B=0
PLO St #8 Instructional Strategies
  • E = 9, M = 1, D=0, B=0

Caring Teacher (HTSB Standard #9)
PLO St #9 Professionalism
  • E = 10, M = 0, D=0, B=0

Collaborative Teacher (HTSB Standard #10)
PLO St #10 Leadership & Collaboration
  • E = 10, M = 0, D=0, B=0

Analysis of AST Program Assessment Results

• Out of the 10 portfolios sampled from 68 students and assessed by education faculty, at 100% of the students “met or exceeded proficiency” on each of the ten HTSB standards.
Previous Action Plan for AST PLOs

- None

Results

1. N/A

2021-2022 Action Plan for AST PLOs

1. Revision of Standard #9 (Professionalism). Hawai‘i Teachers Standards Board has adopted the Model Code of Ethics for Educators and needs to be integrated into Standard #9.

Resources Requested

1. None

CTE Program SLO Assessment Results 2020-2021

CTE Teacher Candidate Scores on Standards #1-10

Teaching Portfolio

Student #1
- St1 = 4, St2 =3, St3=4, St4=4, St5=4, St6=4, St7=4, St8=4, St9=4, St10=4

Student #2
- St1 = 3, St2 =4, St3=3, St4=3, St5=3, St6=4, St7=4, St8=4, St9=4, St10=4

Student #3
- St1 = 4, St2 =3, St3=3, St4=3, St5=3, St6=3, St7=3, St8=3, St9=4, St10=4

Student #4
- St1 = 4, St2 =4, St3=4, St4=4, St5=4, St6=4, St7=4, St8=4, St9=3, St10=4

Student #5
- St1 =3 , St2 =3, St3=3, St4=3, St5=3, St6=4, St7=3, St8=3, St9=4, St10=4

Analysis of CTE Program Assessment Results

- Out of the 5 randomly selected portfolios assessed by education faculty, all 5 of the students or 100% “met or exceeded proficiency” on each of the ten HTSB standards.
- Overall, 100% or 16/16 of the CTE Teacher Candidates in the final student practicum, completed the program successfully and earned their CTE teacher licensure.
Previous Action Plan for CTE PLOs

1. None

Results

1. N/A

2021-2022 Action Plan for CTE PLOs

1. Revision of Standard #9 (Professionalism). Hawai’i Teachers Standards Board has adopted the Model Code of Ethics for Educators and needs to be integrated into Standard #9.

Resources Requested

1. N/A

SPED Program SLO Assessment Results 2020-2021

SPED Teacher Candidate Scores on Standards #1-10

Teaching Portfolio

Student #1
- St1 = 4, St2 = 4, St3 = 4, St4 = 3, St5 = 3, St6 = 4, St7 = 4, St8 = 3, St9 = 4, St10 = 4

Student #2
- St1 = 3, St2 = 3, St3 = 4, St4 = 3, St5 = 3, St6 = 3, St7 = 4, St8 = 3, St9 = 4, St10 = 3

Student #3
- St1 = 4, St2 = 4, St3 = 4, St4 = 3, St5 = 4, St6 = 3, St7 = 4, St8 = 3, St9 = 4, St10 = 4

Analysis of SPED Program Assessment Results

- Out of the 3 randomly selected portfolios assessed by education faculty, all 3 of the students or 100% “met or exceeded proficiency” on each of the ten HTSB standards.
- Overall, 100% or 25 of the SPED Teacher Candidates in the final student practicum, completed the program successfully and earned their SPED teacher licensure.

Previous Action Plan for SPED PLOs

1. None

Results

1. N/A
2021-2022 Action Plan for SPED PLOs

1. Revision of Standard #9 (Professionalism). Hawai‘i Teachers Standards Board has adopted the Model Code of Ethics for Educators and needs to be integrated into Standard #9.

Resources Requested

1. N/A

Part IV. Action Plan

Action plans are embedded in Part II: Analysis of the Program and Part III: Program Student Learning Outcomes sections.

Part V. Resource Implications

Resource Implications are embedded in Part II: Analysis of the Program section. For an overview of resources requested, please click on the following link: Teacher Education Program Resource Request List - 2021-2022

Footnotes - Program Goal Targets

¹Program Goal #1 Targets

- **Number of AST, CTE, and SPED Majors** - Target is set to reflect the average student to faculty ratio of 30:1 for Leeward CC Programs. UHCC ARPD
  - For the AST program, there are 5 FTE AST faculty and thus, the target is set at 150 majors.
  - For the CTE program, there is 1 FTE CTE faculty and thus, the target is set at 30 majors.
  - For the SPED program, there is 1 FTE CTE faculty and thus, the target is set at 30 majors.

- **% Underrepresented Students** - Target is set to reflect the percentage of Native Hawaiian (26%) and Filipino (22%) students attending public schools in Hawai‘i.

- **% Nontraditional Students** - Target is set to reflect the percentage of male teachers (20%) employed in public schools in Hawai‘i.

²Program Goal #2 Targets

- **% Fill Rates** - Target is set based on the average fill rates for Leeward CC Programs. UHCC ARPD

³Program Goal #3 Targets

- **% Proficiency on HTSB PLOs** Target is based on the generally accepted level that 70% represents the minimum level of student success.
- **% Course Completion Rate** - Target is based on the generally accepted level that 70% represents the minimum level of student success.

- **% Persistence Fall-to-Fall** - Target is set based on Leeward’s “Wildly Important Goal” 2019 initiative to retain students. [UHCC ARPD](#)

- **Number of AST, CTE, and SPED Graduates** - Target is set based on the average of past graduates over the past 3 years for each program. [UHCC ARPD](#) and internet program data.
  - For the AST program, the average number of AAT graduates is 60.
  - For the CTE program, the average number of AAT graduates is 10.
  - For the SPED program, the average number of AAT graduates is 10.

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5**Program Goal #4 Targets**

- **AST, CTE, and SPED Practicum Hours** - Target for AST practicum hours (45 hours) is set by the number of hours required by 4-year universities (UH Manoa - 40 hours; UH West Oahu - 45 hours). CTE and SPED minimum practicum hours is set by the Hawai’i Teacher Standards Board.

4**Program Goal #5 Targets**

- **Number of AST transfers to UH 4-year** - Target is set based on the average AST transfers to UH 4-year over the past 3 years. [UHCC ARPD](#)

- **Number of AST, CTE, and SPED graduates employed** - Target for CTE and SPED programs is based on 80% of graduates will be employed.