

# **HAWAI`I COMMUNITY COLLEGE COMPREHENSIVE PROGRAM REVIEW REPORT**

## **EARLY CHILDHOOD EDUCATION**

**November 15, 2010**

**Assessment Period: July 1, 2007 to June 30, 2010**

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Writer: Mary Goya, Professor**

*Program Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Student Learning Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college wide process, the Program Reviews are available to the college and community at large to enhance communication and public accountability.*

**HAWAII COMMUNITY COLLEGE  
PROGRAM NAME**

**A. Program Effectiveness**

**Brief Program Description**

The Early Childhood Education Program (ECE) is designed to provide attitudes, skills and knowledge for people who work with young children and their families in a variety of early childhood programs. The Certificate of Completion (C.C.) or Certificate of Achievement (C.A.) prepares students for support roles in early childhood programs. An Associate in Science (A.S.) degree prepares students to be teachers or lead practitioners in early childhood programs.

The Hawai'i Community College Children's Center located at the Manono Campus Building 3393, provides a setting for early childhood students to gain practical experience with young children. The Center provides early education and care for children 18 months to 5 years of age and serves children of students, faculty, and staff from Hawai'i Community College and the University of Hawai'i at Hilo. ECE students have many opportunities to practice their emerging skills in a safe place that is of high quality and nationally accredited. This model of excellence is important for beginning students.

The Program supports the college mission by serving many segments of our Island, through the outreach PACE Program, online instruction and courses offered on the Hilo and West Hawaii campuses. Students are prepared to enter the workforce as an early childhood professional with specific training in children, families, communities and ECE curriculum.

Graduates are able to fulfill entry level to teacher level roles in early childhood programs, serve as educational assistants in the public schools, and seek employment in related fields such as Home Visitors with the Healthy Start Programs, to name just a few. The largest employer of our graduates is Kamehameha Schools Early Childhood Division and Project Head Start. By connecting and contributing to the lives of young children and their families our graduates support the creation of healthy communities and build a strong early childhood workforce.

**Program Changes:**

Since the 2005 Comprehensive Program Review our program has completed program and course modifications to fully align the program with our counterparts on Maui, Kauai, and Honolulu. These actions supported the program in fully articulating with the University of Hawaii West Oahu's new Bachelors Degree in Social Science with a Concentration in Early Childhood Education.

The four community colleges with ECE degrees work well together. In the past several years we have been developing online components for our programs. The P-3 Grant with the University of Hawaii system has supported the development of ECE courses for statewide online delivery and provided technology support and professional development for faculty. ED 245 and ED 115 were developed by the HawCC faculty and each course has been offered twice to date. Other courses are available for students to take from Maui, Kauai, and Honolulu.

Another collaborative endeavor has been the Perkins funded project to prepare for National Accreditation with the National Association for the Education of Young Children (NAEYC). Re-alignment of learning outcomes and development of key assignments and assessments plans are all under development. Our application for national accreditation should be ready for submittal in the Fall of 2012 as proposed.

The Children’s Center expanded its’ services to 8 toddlers 18 to 36 months of age in 2006. A new Early Childhood Specialist (Toddler Teacher) was hired for this expansion. The Children’s Center remains consistently full serving 15 preschools and 8 toddlers each semester.

The PACE non credit to credit conversion program offered the following courses and (workshops).

Year	# PACE courses offered (workshops)	Location
Fall 2005-Spring 2006	3 (48)	Hilo, Waimea
Fall 2006- Spring 2007	5.25 (84)	Hilo, Waimea, Kailua-Kona
Fall 2007- Spring 2008	4 (64)	Hilo, Waimea, Kailua-Kona
Fall 2008- Spring 2009	3 (48)	Hilo, Waikoloa, Kailua-Kona
Fall 2009- Spring 2010	4 (64)	Hilo, Waikoloa, Kailua-Kona

The ECE program has almost completed assessment of four program learning outcomes with expectations being met in each case. This data and experience is helping with the national accreditation application.

All completed Learning Outcomes Assessment results are in Appendix A.

## B. Program Analysis

The program data continues to be strong and consistent, though 2009/2010 presented some challenges and unique program situations that impacted the data and the program health calls. The number of majors remains incredibly consistent over three years. The data provided shows a steady and strong demand in the number of positions available in the county and state. A CAUTIONARY rating was received under DEMAND since the number of courses and SSH's declined with the exception of SSH's taken by non-majors. It is difficult to know why enrollments were lower when the number of majors remains constant. Numbers were up from 2007, however.

Our lab and practicum courses retain a cap of 10 students and the West Hawaii sections remain consistently under enrolled. However this educational service remains essential to the West Hawai'i community. A faculty presence in West Hawai'i would stabilize interest and provide the support needed to students. Recruitment, retention, and development of the program presence on the west side would help build the early childhood workforce while assisting students with their educational goals.

In the EFFICIENCY area numbers edged up in all but one indicator. The cost per SSH increased by \$94.00 which can largely be attributed to faculty promotion, faculty sabbatical, and faculty re-assigned time increases for special non-program projects. The call remained CAUTIONARY.

The EFFECTIVENESS call was unhealthy as the completion and persistence rates declined. The good news is that the number of certificates, degrees and transfers all increased. The overall program rating was CAUTIONARY, yet the program faculty and staff feel the program runs incredibly well in a great facility delivering high quality early childhood education based on national guidelines. As mentioned, the program is currently going through a self study to apply for NAEYC Accreditation in Fall 2012.

### **Strengths:**

- S1-The curriculum and program are updated and current with statewide participation for articulation and alignment; program SLO's and course SLO's, including course outcome guides are completed on all courses and are now being updated for NAEYC Accreditation purposes. These are aligned with the statewide ECE programs on MCC, HnlCC, and KauCC.
- S2-The program is articulated with a Bachelor's Degree at UH West Oahu. (Bachelor's in Social Science with a concentration in Early Childhood) and several of our graduates have transferred to UHWO. Auto admission is now offered to UHWO for our program AS Degree graduates.
- S3-HawCC has participated with all the ECE programs statewide in the development of online courses and this has increased access for our outreach students.

**Weaknesses:**

- W1-Outreach delivery continues to be challenging. The lack of a West Hawai'i or outreach faculty member prevents coordinated needs assessment, thoughtful advising, recruitment, retention and delivery of the program island-wide.
- W2-The new campus in Kona must have a Children's Center and a faculty hired at least by the time the campus is opened.

Perkins Indicators that are of concern are in the area of completion and retention. Completion rates should rise as faculty return from other assignments. Nontraditional participation and completion were once again not met, yet this is more of a societal and cultural issue than a program issue as very few men enter the field of ECE.

Progress Made on Action Plan from last Comprehensive Program Review.

All goals were accomplished, including:

- Children's Center Accredited & Program Accreditation Application in process
- Articulation with UHWO-ECE Degree complete
- Student Survey Satisfaction Implemented
- Assessment Plans current

**Goals for the Coming Comprehensive Review Period**

- Renew the Children’s Center Accreditation
- Submit the Program’s Accreditation Application
- Continue development and expansion of outreach

**B. Action Plan for Program Improvement: Table 1**

<b>Task:</b>	<b>Academic yr.</b>	<b>Who is responsible</b>	<b>How does it improve program effectiveness?</b>	<b>Addresses which strength or weakness*</b>
<i>1. Updating Learning Outcomes and Assessment</i>	<i>2010-11 2011-12</i>	<i>Program Faculty</i>	<i>Continuous Program Improvement</i>	<i>S1 W1</i>
<i>2. Continue development of Distance Education</i>	<i>2010-11 2011-12 2012-13</i>	<i>Program Faculty</i>	<i>Students have additional opportunities to study and complete ECE degrees</i>	<i>S3 W1</i>
<i>3. Program Revisions for Accreditation</i>	<i>2010-12</i>	<i>Program Faculty</i>	<i>National Accreditation is Goal of CC’s within UH system</i>	<i>S1 S3</i>

**Table 2 —Prioritized Top 3 Cost Items (“G” funded requests only)**

(examples given in *italics*; delete & replace with Program’s items)

**\*Budget Categories: P=Personnel; S1x=Program Review Special Fund; SE=Supplies Enhanced; Eq=Equipment (>= \$5K)**

Priority	\$ amount & budget category* Except R/M	Justifications	
		Best fits which Strategic Outcomes Goal and Performance Measure(s)** and how?	Addresses which strength or weakness?
<i>1. 1 FTE-Outreach Faculty by Fall 2012</i>	<i>\$55k, P</i>	<i>A2.5, B.2, D.1</i>	<i>W1 W2</i>
<i>2. Accreditation Cost Includes initial application and team visit expenses</i>	<i>\$10k,</i>	<i>A1.1-2-4-5 B2, D.1</i>	<i>All</i>

**\*\*Strategic Outcomes Goals and Performance Measures are: A1.1, B4., C1., D3., E2., etc.**

**Table 3 and Table 4 – not applicable to this review**

C. Table 5—Data Elements

Annual Report of Program Data for Early Childhood Education  
Hawaii Community College Program Major(s): ECED

<b>Overall Program Health</b>					<b>Cautionary</b>
<b>Demand Indicators</b>					<b>Demand Health Cautionary</b>
		Academic Year			
		Fall 07	08-09	09-10	
1	New & Replacement Positions (State)	84	635	550	
2	New & Replacement Positions (County Prorated)	13	86	73	
3	Number of Majors	93	91	93	
4	SSH Program Majors in Program Classes	184	563	411	
5	SSH Non-Majors in Program Classes	45	152	220	
6	SSH in All Program Classes	229	715	631	
7	FTE Enrollment in Program Classes	15	24	21.0	
8	Total Number of Classes Taught	9	22	16	
<b>Efficiency Indicators</b>					<b>Efficiency Health Cautionary</b>
		Academic Year			
		Fall 07	08-09	09-10	
9	Average Class Size	8.0	10.5	12.8	
10	Fill Rate	74%	61%	73%	
11	FTE BOR Appointed Faculty	1.5	2.0	2	
12	Majors to FTE BOR Appointed Faculty	62.0	45.5	46.5	
13	Majors to Analytic FTE Faculty	42.3	32.8	46.5	
13a	Analytic FTE Faculty	2.2	2.8	2	
14	Overall Program Budget Allocation	\$107,931	\$159,820	\$200,876	
14a	General Funded Budget Allocation	n/a	\$141,420	\$186,393	
14b	Special/Federal Budget Allocation	n/a	\$18,400	\$ 14,483	
15	Cost per SSH	\$471.31	\$223.52	\$ 318	
16	Number of Low-Enrolled (<10) Classes	6	11	7	
<b>Effectiveness Indicators</b>					<b>Effectiveness Health</b>
		Academic Year			
		2007	08-09	09-10	
17	Successful Completion (Equivalent C or Higher)	n/a	80%	74%	
18	Withdrawals (Grade = W)	n/a	8	12	
19	Persistence (Fall to Spring)	57%	65%	55%	
20	Unduplicated Degrees/Certificates Awarded	n/a	11	12	

20a	Number of Degrees Awarded	15	7	11	Unhealthy
20b	Certificates of Achievement Awarded	0	3	0	
20c	Academic Subject Certificates Awarded	n/a	0	0	
20d	Other Certificates Awarded	n/a	2	1	
21	Transfers to UH 4-yr	8	7	9	
21a	Transfers with degree from program	n/a	0	0	
21b	Transfers without degree from program	n/a	7	9	

C/P denotes that the measure is provided by the college, if necessary.

Distance Education Completely On-line Classes		Academic Year		
		Fall 07	08-09	09-10
22	Number of Distance Education Classes Taught	n/a	1	0
23	Enrollment Distance Education Classes	n/a	27	0
24	Fill Rate	n/a	108%	0%
25	Successful Completion (Equivalent C or Higher)	n/a	78%	0%
26	Withdrawals (Grade = W)	n/a	2	0
27	Persistence (Fall to Spring Not Limited to Distance Education)	n/a	50%	0%
Perkins IV Core Indicators				
Perkins IV Measures 2008-2009		Goal	Actual	Met
28	1P1 Technical Skills Attainment	90.00	100.00	Met
29	2P1 Completion	44.00	21.43	Did Not
30	3P1 Student Retention or Transfer	55.00	54.17	Did Not
31	4P1 Student Placement	50.00	55.56	Met
32	5P1 Nontraditional Participation	16.00	2.11	Did Not
33	5P2 Nontraditional Completion	15.25	0.00	Did Not

## Appendix A

May 2009

### EARLY CHILDHOOD EDUCATION

#### FINAL SUMMARY - ASSESSMENT OF STUDENT LEARNING OUTCOME # 2

**-Assess children's progress using formal and informal observation and assessment tools and methods.**

As planned in Fall 2008, ED 131 Written Child Observations, ED 105 Written Preschool Child Observations, and ED 190 Child Portfolios were collected. All ED 190 Child Portfolios were used and a random sample of ED 131 Observations and ED 105 Observations were pulled and one of each was attached to each portfolio. This grouping of three pieces of student work was considered one artifact for a total of 7 artifacts of approximately 30 pages each.

The Evaluation Team of Mai Wong, ECE Faculty; Bernie Pavao, HawCC Preschool Teacher; and Shana Young, ECE Advisory Board Member reviewed each artifact and scored them using the developed rubric. One hundred percent of the artifacts were scored **meets or exceeds expectations** with a slightly larger percentage scoring exceeds. This is well above our Performance Rate Goal of 80 percent meeting or exceeding expectations. Artifacts and scoring sheets were filed. It is evident at this time that our students are developing strong skills in observation and meets the expectations for SLO #2.

Mary Goya and Mai Wong, ECE Faculty

October 2009

### EARLY CHILDHOOD EDUCATION

#### FINAL SUMMARY – ASSESSMENT OF STUDENT LEARNING OUTCOME #1

***-Plan, implement and evaluate curriculum and learning environments for individual and groups of children based on knowledge of child development and its multiple influences to ensure that they promote health, safety, positive development and learning for all children.***

As planned in the Spring 2008 four envelopes of student's works were collected. Copies of one activity plan project were collected from the ED 264 and ED 190 students (2 envelopes). Copies of Environment Checklist Project (1 envelope) were collected from ED 264 students and copies of Health, Safety and Nutrition Environment Checklist Project (1 envelope) were collected from ED 115 students. All the ED 190 student activity plans were used. A random sample was pulled from each of the other three envelopes and was placed with each of the ED 190 Activity Plans. This group of four pieces of student work was considered one artifact. There were a total of five artifacts to be reviewed.

The artifacts were evaluated by the Early Childhood Education Assessment team consisting of a faculty member, Mary Goya, a Hawaii Community College Children's Center teacher, Channel Espanola and an ECE Advisory Board Member, Shana Young. Each member reviewed each artifact and scored them using the developed rubric. Comments regarding the process were solicited by email from the ECE Assessment committee at the conclusion of their work. Below are the comments from each of the three members.

Mary Goya

I thought the artifacts were quite good and well presented. The rubric was somewhat challenging, largely because some of the numbers of items required made a perfectly good artifact did not really meet standards, so I often just put Meets Req, instead of Exceeds. It was very clear to me that everyone meets and/or exceeds. I think the professional portfolio will help and continuing to re-work the rubrics will be helpful, yet maybe just a really good rubric and the professional portfolio will take care of most of our needs. I think going thru the process is actually a good way to learn what works and what does not.

Channel Espanola

I kind of agree with Shana it was great and well put together but there were other artifacts that were hard to understand.

Shana Young

I feel the entire assessment is great however; it's a bit hard to score when there are different ECE student's work, included into one artifact.

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The results of the tabulations are shown in the table below.	Artifact #2	Artifact #3	Artifact #4	Artifact #5
Artifact #1				
Member 1	3	2	2	3
Member 2	1	1	2	3
Member 3	2	2	2	2

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Artifact #1 showed a great variation in scoring from exceeding expectations to not meeting expectations. Artifact #2 was rated by one member as not meeting expectations and 2 members rating it as meeting expectations.

Conclusion

The comments and the data suggest that some guidelines may need to be developed to assist members in rating the artifacts. Providing members with the actual assignment from the faculty may also assist in the assessment.

Artifacts and scoring sheets were filed. It is evident at this time that our students are meeting the Program Learning Outcome #1:

**Fall 2009 and Spring 2010 assessed PLO # 6: Demonstrate collaboration, critical thinking, and reflection.** Artifacts were collected and two team members have completed their assessment of the artifacts. The third member of the team is still reviewing, so the final report is not complete or attached.