

HAWAI‘I COMMUNITY COLLEGE COMPREHENSIVE PROGRAM REVIEW (CPR)

Early Childhood Education

November 27, 2017

**3-Year Review Period:
July 1, 2014 to June 30, 2017
AY14-15, AY15-16 and AY16-17**

**Initiator: Trina Nahm-Mijo
Writer(s): Brenda Watanabe and Jana Smith**

Program/Unit Review at Hawai‘i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College’s budget process. This ongoing systematic assessment process supports achievement of Program/Unit Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability.

Please see <http://hawaii.hawaii.edu/files/program-unit-review/>

Please remember that this review should be written in a professional manner. Mahalo.

PART I: PROGRAM DATA AND ACTIVITIES

Program Description

Provide the short program description as listed in the current catalog.

The Early Childhood Education Program 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. Per state licensing requirements, 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 on the Manono Campus, 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. The Center is nationally accredited by the National Association for the Education of Young Children. (NAEYC) The budget numbers included in the data under efficiency does NOT include the cost for the Children's Center.

The Early Childhood Education Program prepares individuals to work with young children and their families in a variety of roles in the community. The program graduates have either entered the job market, started their own homecare business or continued to pursue their education at UH Hilo or UH West Oahu. The Hawai'i Community College Children's Center provided quality care and education to 8 toddlers and 15 preschoolers each semester for Hawai'i Community College and UH Hilo students, faculty and staff. The Center also served as a laboratory site for 4-8 students a semester and a site for numerous other Early Childhood Education, Liberal Arts and Nursing students to complete course assignments.

Previous Comprehensive Review Information

Provide the year and URL for the location of this program's last Comprehensive Review on the HawCC Program/Unit Review website: <http://hawaii.hawaii.edu/files/program-unit-review/>

Year	AY 2011-2014
URL	http://hawaii.hawaii.edu/files/program-unit-review/docs/2014_eced_program_review.pdf
Provide a short summary of the CERC's evaluation and recommendations from the program's last Comprehensive Review. Discuss any significant changes to the program that	The last Comprehensive Review was done for SY 2011- 2014. During that time the overall health of the program was affected by the retirement of a key faculty member. A new faculty member was hired in Spring 2014 with the prediction the Efficiency Indicator would improve from "Unhealthy" to "Cautionary" in the next year-- which indeed it did. However, this cycle was again repeated in FY 2015-2016 with the retirement of the remaining key faculty and the hiring of another new faculty member, leaving the program under the guidance of two full-time instructional faculty hired within the past 3 years. Both faculty

<p>were aligned with those recommendations but are not discussed elsewhere in this report.</p>	<p>members and Children’s Center staff work extensively to carry out the mission of the program.</p> <p>CERC evaluation from the SY 2011-2014 recognized the strengths as having a designated facility; national NAEYC accreditation; and articulation with UHWO. Also commended are its alliance with other UH system colleges to align and adopt common PLO/CLOs and key assignments. The weaknesses identified are outreach delivery for a large geographical area; lack of program presence in West Hawai’i; and decline in ECED majors. Recommendation is for the ECED program to continue its stringing review process and implement a plan to increase overall majors. With these in mind, request for marketing materials was done with an overall plan to develop effective marketing.</p> <p>During AY 2015-16, changes were made to faculty assignments to accommodate delivery of crucial coursework for student graduation. When a lecturer gave notice of unavailability one week before the start of the Spring 2016 semester, the faculty and Children’s Center staff worked cooperatively to ensure students received and completed their required coursework. ECED 190 and 291 shared overlapping instructional hours at the seminar level while maintaining the required student teaching hours of each course.</p> <p>In the AY 2016-17, faculty was stabilizing and the ECED program continued its stringent review process and actions focused on recruitment and retention. To date, the program has yet to acquire marketing materials.</p>
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ARPD Data: Analysis of Quantitative Indicators

Program data can be found on the ARPD website: <http://www.hawaii.edu/offices/cc/arpd/>

Please attach a copy of the program’s data tables for the three years under review and submit with this Comprehensive Program Review (CPR).

- a) If you will be submitting this CPR in hard copy, print and staple a copy of the data tables for the three years under review to the report; the icon to print the data tables is on the upper right side, just above the data tables.**
- OR**
- b) If you will be submitting this CPR in digital form (WORD or PDF), attach a PDF copy of the data tables for the three years under review along with the digital submission; the icon to download the data tables as a PDF is in the upper right of the screen, just above the data tables.**

Analyze the program’s ARPD data for the 3-year review period.

Describe, discuss, and provide context for the program's AY15 through AY17 data, including the program's health scores in the Demand, Efficiency, Effectiveness and Overall Health categories.

Overall Health:

2014-15 = Cautionary

2015-16=Unhealthy

2016-17=Cautionary

In 2014-15:

Demand was Unhealthy, Efficiency was *Cautionary*, Effectiveness was *Healthy*.

During 2015-16:

Demand and Efficiency were both *Unhealthy*. Effectiveness was *Cautionary*.

During 2016-17:

Demand was *Cautionary*, Efficiency was *Healthy*, Effectiveness was *Cautionary*.

Demand - Though Full Time enrollment decreased by 7% over the three years, the Fall Part Time increased by 13%. Therefore, improving the Health Call to *Cautionary* from *Unhealthy*. There has been a significant amount of non-majors in program classes. There is one indicator that does not get accurately reported in the ARPD. That is the "New & Replacement Positions (County Pro-rated). The CPI code given, year to year, only reflects a "Director" position and does not accurately reflect the wide variety of positions available to the ECE program graduates. Therefore, the low Demand Health Call of the ARPD is not supported by other data, such as EMSI Dataset (UHCC, August 2017) that lists Preschool Teachers as one of the top six fastest growing occupations in Hawai'i County. This seems contraindicative and further supports the need for a more accurate CPI code.

Efficiency- The Health Call went from *Cautionary* to *Unhealthy* to *Healthy*. Part of the shift during the three years was due to going from one faculty to two. The other factors giving a marker of *Healthy* were class size & fill rate increases.

Effectiveness - This Health Call went from *Healthy*, in 2014, to two years of *Cautionary*, probably due to an increase in Part Time students with lower Semester Persistence. There are also more Part Time students than Full Time students. There were fewer degrees awarded from 2014 to 2016. There was an increase in Certificates awarded. There are a few students who intentionally pursue a certificate to pursue alternate pathways in state licensing requirements.

Describe, discuss, and provide context for the program's data in the Distance Education, Perkins Core Indicators, and Performance Funding Indicators categories, as applicable.

Distance Ed : This area seems to be stable. Enrollment has stayed relatively consistent depending on the

amount of courses offered. Persistence increased from Fall to Spring for 2014-2015. There were no Fall 2016 online classes.

Perkins IV Core Indicators: The data is from AY2015-16.

1P1 Technical Skills- Goal was 92%. Attainment was 100%. **“Met”**

2P1 Completion - Goal was 51%. Attainment was 45%.

3P1 Student Retention or Transfer - Goal was 81%. Attainment was 71.43%.

4P1 Student Placement - Goal was 63.87%. Attainment was 69.57%. **“Met”**

5P1 Nontraditional Participation - Goal was 22%. Attainment was 1.45%.

5P2 Nontraditional Completion - Goal was 22%. Attainment was 0%.

What else is relevant to understanding the program’s data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the program’s data for the three years under review that are not discussed above.

Trends

- There is increased enrollment. The Fill Rate is also increasing.

Factors

- Some individuals who declare the Early Childhood Education as their major are under prepared and begin with remedial courses. These students may become discouraged and discontinue their education. Other students, after taking program courses, leave the program after learning that the field is not a good fit for them. Some students enter the program with a mistaken belief that this program provides them a pathway to teach in the elementary school. There are also students who will declare the Early Childhood Education major to take advantage of funding which is available to Career and Technical Education majors, and then later switch their major to Liberal Arts. These presumptions should be further explored to determine their validity.

Strengths

- There are 2 knowledgeable and dedicated faculty on site.
- There is a Children’s Center on site for students to gain practical experience in a lab setting.
- The program has excellent IT support.
- The ECE Advisory Council is varied, dedicated and from the field.
- The number of degrees and certificate are back on the rise after a slight dip in numbers.
- The majority of graduates are filling varied positions in the field; positions that are not reflected in the ARPD CIP codes.
- All higher education articulations are still viable. A new 2+2 articulation with UH-Hilo Psych has been created.
- Transfers to 4 year institutions is also on the rise with utilization of the 2+2 programs. A meeting with

the coordinator of the UHWO 2+2 produced a better alignment of the General Education requirements.

Challenges

- Keeping a higher rate of persistence from semester to semester continues to be a challenge. With student enrollment being mostly women, students have roles outside of school that take priority. These roles require nurturing and caregiving, which are foundational qualities needed for a career in this field.
- Changes in General Education requirements, in particular the new math progression, require 4-5 days a week attendance and impact students' flexibility for scheduling for ECE classes.
- Delivering a cohesive sequence of courses for a small group of students in West Hawaii.
- Improving the Health Call in the Demand section of the ARPD to Healthy needs the CPI codes to reflect the whole field with the many, varied positions. The current code for center director ONLY does not accurately reflect the workforce.

PROGRAM ACTIVITIES

Report and discuss all major actions and activities that occurred in the program during the 3-year review period, including the program's meaningful accomplishments and successes. Also discuss the challenges or obstacles the program faced in supporting student success and explain what the program has done to address those challenges.

For example, discuss:

- Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing;
- New certificates/degrees;
- Personnel and/or position additions and/or losses;
- Other changes to the program's operations or services to students

Accomplishments/Successes -

- Hired a new faculty to help deliver scheduled courses on both campuses.
- Designed all course assignments to have a standardized format.
- Mapped and aligned individual assignments for each class for effective scaffolding of student learning.
- Modified some of the assignments to frontload necessary knowledge and skills to better prepare students as they progress through the program.
- Achieved course and program modifications that clarifies course requirements in its description and provides a clearer pathway for students.
- Designated fast track to modify ECED 140 title for system alignment.
- Reaffirmed and better aligned program to articulate into 4 year degree programs, such as UHWO Social Science and UHH Psychology program.
- Participated in the STAR Registration pilot program, including Academic Advising and one-on-one

registration with counselors during ECE classes.

- Expanded design and delivery of Distance Education courses.

Challenges/Obstacles -

1. Not knowing the budget each year makes it difficult to plan learning activities that may require additional materials.
2. Planning and delivery of a cohesive sequence of courses for the emerging group of West Hawaii students
3. The program data pertaining to CPI codes is limited and doesn't accurately reflect community needs

Contributions to the College

Discuss how the program aligns with and supports the College's institutional effectiveness and helps the Kauhale achieve our shared goals by describing how the program contributes to the achievement of our Mission, Vision and Institutional Learning Outcomes.

MISSION: To promote lifelong learning, Hawai'i Community College will emphasize the knowledge and experience necessary for Kauhale members to pursue academic achievement and workforce readiness. Aligned with the mission of the UH Community Colleges, we are committed to serving all segments of our Hawai'i Island community.

http://uhcc.hawaii.edu/OVPCC/strategic_planning/mission.php

The ECE program aligns with the Mission of the college in the following ways:

- It is a two-year program with two dedicated faculty.
- The program consists of rigorous coursework that includes acquisition of knowledge and "real-life" application of that knowledge.
- Graduates are qualified to work in state-licensed facilities to be teachers and caregivers. Those achieving certificates are workforce ready to become assistants and aides.
- We serve all segments of the island through regular online, polycom, and face-to-face classes.
- The faculty meets outside of class time and office time and makes themselves available technologically to support student success in their academic pathways.

VISION: Our Kauhale of lifelong learners will be productive and engaged citizens capable of meeting the complex challenges of our island and global communities.

The ECE program supports the vision of lifelong learners in the following ways.

- There are verbal and written reflections in every class to assist students in gaining understanding of themselves and their places in the community and world.
- Courses have built in assignments that are actual Service Learning Projects.
- In the upper level courses, there are advocacy projects that are part of the curriculum. Indeed, advocacy for children and families is a PLO of the program.
- There is an underlying expectation for graduates to contribute to the community as lifelong educators and learners.

In 2015, the ECE program aligned the CLOs with its PLOs. The PLOs were then aligned with the college's ILOs.

In May 2017, the PLO/ILO alignment was revisited per administrative directive. It was felt that the program's PLOs matched well with the initial three ILOs. While the program does practice ILOs 4-6, they have not been systematically aligned and there is a plan to work on full alignment for the next CPR cycle.

ILO #1: Communicate effectively in a variety of situations.

- Effective communication is embedded in the program's curriculum
- Verbal and written communication is a daily practice within each class.
- The ECE field requires effective communication skills to work successfully with children, families, colleagues and agencies. Each course has activities to introduce and strengthen this necessary skill.
- Syllabi Agreements are given in each class that set parameters on how communication is to be conducted. Online classes have a description of Online Netiquette.

ILO #2: Utilize critical thinking to solve problems and make informed decisions.

- The Early Childhood field is one that is dynamic which requires critical thinking and problem solving on a daily basis. Many students come into the program who have had little experience practicing these skills. Therefore, the ECE curriculum, with whole modules dedicated, includes many activities and assignments to develop critical thinking and problem solving. The Socratic method is also utilized in class to facilitate the development of these skills.

ILO #3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.

- All coursework in the ECE program emphasizes diversity, tolerance and understanding within the field of early childhood, the related communities and the world.
- Varying perspectives and world events are often part of the weekly discussions.
- Service Learning Projects, both college and community sponsored, are included in the curriculum.
- Extra credit is often given for student initiated SLPs.

ILO #4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

To be aligned at next CPR cycle.

ILO #5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.

To be aligned at next CPR cycle.

ILO #6: Contribute to sustainable environmental practices for personal and community well-being.

To be aligned at next CPR cycle.

Learning-Outcomes Assessments

For assessment resources and PDF copies of all submitted assessment reports from the program during the 3-year review period, please see the [Assessment Reports Archive](#).

- The ~~program~~ faculty/staff have reviewed the program record on Kualii KSCM and hereby affirm that all information, including all program learning outcomes (PLOs), are correct.
- The program faculty/staff have reviewed the program record on Kualii KSCM and have found that all or some information is incorrect and hereby affirm that the program will submit proposal(s) for revision(s), as appropriate.
Kualii KSCM: <https://hawaii.kualii.co/cm/#/courses>

If the program's information on Kualii KSCM needs revision (for example, program description, entry or completion requirements, PLOs), program faculty may propose revision through the Curriculum Review Committee or Fast Track processes, as appropriate. Both types of revision proposals may be submitted via Kualii.

Program Learning Outcomes (PLOs)

List the Program Learning Outcomes (PLOs) as recorded on Kualii KSCM.

Early Childhood Education Program Program Learning Outcomes (PLOs)

1. Use knowledge of child development and of individual children to create healthy, challenging learning environments and experiences.
2. Build respectful partnerships with children, families and their communities.
3. Build positive relationships and guide all children through supportive interactions.
4. Observe, document and assess all children's development and learning in partnership with families.
5. Plan, implement and assess learning experiences using appropriate content, concepts and methods.
6. Using reflective practices to base decisions and actions on ethical and professional standards.
7. Advocate for children and their families within the program.

Discuss the program's successes and challenges in helping program majors achieve its overall

Program Learning Outcomes (PLOs).

Include a summary discussion of the results of any PLO assessments voluntarily undertaken by the program's faculty.

Successes:

-According to the F16 Course Assessment for ECED 291, the capstone course where all of the course CLOs are also the program's PLOs, all students "Met Expectations" with their Professional Portfolio artifacts.

-There is daily communication and interaction between the students and instructors in the ECED 190 (Lab) and ECED 291 (Practicum). This practice scaffolds their learning as they practice the knowledge and skills they have acquired in the previous year of coursework. This also helps in achieving their academic goals.

Challenges:

The majority of the ECE program's majors are Part Time. This is a challenge as we try to help students navigate their course toward graduation with an AS degree in ECE.

Challenge/Strength: The ECE program helps the student scaffold a year plus of knowledge and skills to implement with children in a real-life setting that occurs in the last semester. Once in this setting a student may come to realize that this career is not a match because they are working with society's most vulnerable and their families, a very demanding job on every level. While this a better thing for children and the student for the student to come to this realization before they get an actual job.

Another factor is that this field attracts people who are naturally nurturing and caregiving but not necessarily able to complete their academic journey in a timely fashion due to their myriad life commitments.

Course Learning Outcomes (CLOs)

List all program courses (alpha/#/title) that were assessed during the 3-year review period.

Fall 2014 - ECED 115 , 131 = Initial

Spring 2015 - ECED 115 = CtL

Fall 2015 - ECED 105 , 110 = Initial

ECED 131 = CtL

Spring 2016 - None

Fall 2016 - ECED 140, 291 = Initial (F2F)

Spring 2017 - ECED 263, 140 (online) = Initial

Discuss and summarize the overall results of course assessments conducted during the 3-year review period, focusing on students' achievement of Course Learning Outcomes (CLOs). Describe how the program's faculty/staff used course assessment results to plan for and implement improvements in student learning, and analyze the effects on students' learning of implementing those improvements.

- 1) Overall, the assessments for the last three years show that the students in the program were able to meet Course Learning Outcomes (CLOs).
- 2) After each assessment, the instructors review the results and determine if there needs to be an action plan. A couple of course assessments pointed the way to some modifications . These modifications were implemented and provided progress towards more student comprehension and academic success.
- 3) In the Fall 2015, ECED 131 was in the Closing the Loop phase. A major revision that broke the assignment into more achievable sections was implemented. The assessment showed that there were a higher amount of "Meets Expectations" achieved. This assignment is still done in this way to help students gain a deeper understanding of the importance of child observation and development.

PART II: RESOURCES INVENTORY

Describe and discuss the program's current resources and resource needs.

Describe the status of the following faculty/staff program resources:

Adequate Academic Support Resources (Library, tutoring, learning and testing facilities).

The program has an extensive library of books, videos and handouts to support our basic coursework. There are also some resources that were left by previous faculty. Needed now is an in-depth inventory of resources to determine which ones need updating or deleting. This may require a part time person to assist and a budget to replace outdated videos to newer DVDs.
\$1000 in marketing materials were requested in the last CPR. No monies have yet

**Document Steward: IAO
rev. Sept 2017**

	been received.
Adequate Student Support Services (academic advising, counseling, career guidance).	This area is adequate.
Safe workplace.	The maintenance and janitorial crews work hard to provide a safe and clean environment. Any work orders that are submitted are usually handled in a timely fashion.
Adequate and up-to-date computers and software (for program needs).	The IT and Computer support units update program computers software/hardware, repair and update audiovisual equipment/systems on a regular basis and upon request. Response time is usually very good.
Adequate computer access to allow faculty to do their jobs.	Each faculty has their own computer and printer. There is also a classroom computer, video projector and ELMO. Another computer and printer are available for student use in the seminar room.
Adequate training in computer technology (applications, operating systems, hardware, etc.).	There is plenty of training offered on a regular basis. There is also one on one consulting and tutoring for all the computer applications.
Adequate training in audiovisual technology (projectors, ELMOs, polycom, etc.).	The person in charge of this area is available 100% for any queries, tutorials or repairs needed for these items.
Adequate training in distance learning course development and management (Laulima, etc.).	The OCPD program was an amazing intensive training in how to create online classes. The staff is also always available for refresher trainings. There are updates on new Laulima tools and trainings in applications that would enhance student learning.

Resource Category	Resources the program needs to operate effectively:	Resources the program already has:	What is the program's resource gap?
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A. Personnel	A part time assistant	2 faculty, use of the copy room , shared part time student worker	100%
1) Positions (Functions)	Do not have access to the budget for this.	Do not have access to the budget for this.	Cannot determine due to columns 1 & 2
2) Professional Development	Do not have access to the budget for this.	Do not have access to the budget for this.	Cannot determine due to columns 1 & 2
B. Operating Resources	Do not have access to the budget for this.	Do not have access to the budget for this.	Cannot determine due to columns 1 & 2
1) Supplies	Do not have access to the budget for this. But can submit a yearly supply request which gets filled.	Not much carries over from year to year.	Cannot determine due to columns 1 & 2
2) Contracts	Do not have access to the budget for this.	Do not have access to the budget for this.	Cannot determine due to columns 1 & 2
3) Equipment	Do not have access to the budget for this.	Do not have access to the budget for this.	Cannot determine due to columns 1 & 2
4) Space and Facilities	Cannot determine	Has 2 classrooms, a storage and 2 offices	Cannot determine due to column 1
C. Technology	Having polycom capability might improve island wide availability	Access to polycom classroom in another building	Unknown
1) Hardware	Having polycom capability might improve island wide availability	Access to polycom classroom in another building	Unknown
2) Apps or Software	Do not have access to the budget for this.	Do not have access to the budget for this.	Cannot determine due to columns 1 & 2
3) Tech Support			
4) Tech-related Professional Development	Do not have access to the budget for this.	Do not have access to the budget for this.	Cannot determine due to columns 1 & 2
5) Tech labs / facilities			

PART III: 3-YEAR ACTION PLAN & RESOURCE ALLOCATIONS

Provide a detailed narrative discussion of the program's overall 3-Year Action Plan to improve student success for AY18, AY19 and AY20. This 3-Year Action Plan should be based on analysis of the Program's 3-year data trends for student achievement and the overall results of course and program assessments of student learning conducted during the 3-year review period.

This 3-year Action Plan must identify the program's specific goals and objectives for the next three years, and must include annual benchmarks and timelines to achieve each goal.

Note: "Budget asks" to accomplish the program's Action Plan may be included in the Action Items below.

The ECE program has undergone numerous changes in the last 4 years. Two long-term faculty resigned at different times which left a hole in delivery of classes and continuity of program. Many system changes have occurred within those same four years. A new Chancellor has assumed the post.

The ECE field has more positions that graduates fill; but, more graduates are needed.

Recruitment has been moderately productive with a new ECE flyer that is distributed at every ECE conference, high school career fairs and the HawCC College & Career Days. The ECE program will keep recruitment as a permanent action plan and continue to brainstorm strategies to increase the enrollment.

While the current alignment of PLOs with the first 3 ILOs has established a foundation, aligning the PLOs to the remaining of the ILOs (4-6) will further in refine the program to one that can more effectively move students through in a timely and successful fashion.

By refining the program, the expected goal is to achieve more graduation degrees and certificates by Spring 2020.

Another goal is to align with the Sustainability Initiative (21CF) per ***Strategic Directions***, in ECE classes by 2022. One action is to align one course, ECED 264 with sustainable practices by the Fall 2019.

Provide a detailed discussion of how the program's 3-year Action Plan will help the College achieve our Initiatives in the *Strategic Directions 2015-2021* plan:

<http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf>

- 1) The Graduation Initiative (HGI):
 - Providing distance classes helps persistence towards graduation

-Provide a variety of times and classes for W.HI students to achieve their graduation goals in a timely fashion

2) Innovative Initiative (HII):

- Promoting educational opportunities by creating pathways from CCs to UH 4 year programs, thereby increasing the quality of the workforce
- Continue to work with the community to identify jobs in the workforce

3) 21st Century Facilities (21CF):

- Paint the campus- just a desire

4) HPMS:

- By working towards more graduation degrees and certificates, it is anticipated there will be more Native Hawaiians enrolled.
- Aligning the Sustainability Initiative will hopefully attract more Native Hawaiian students.

ACTION ITEMS to ACCOMPLISH the ACTION PLAN

Provide a detailed description and discussion of each Action Item that the program will undertake to accomplish its 3-Year Action Plan.

Action Item 1: Fully Align all PLOs to ILOs

What specific strategies, tactics, initiatives, innovations and/or activities will the program implement to accomplish one or more of the goals described in the 3-year Action Plan above?

Faculty will meet to insure that all of the program's PLOs align with ILOs by 2019. This will entail thoughtfully reviewing all curriculum and related assignments, then determining appropriate alignment.

How will implementing this Action Item help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs) over the next 3 years?

If the entire campus is aligned and on the same track, it will assist in a continuity for the student that gives a sense of security. This security, in turn, will help the student be able to move confidently through their coursework knowing that they will achieve a solid and grounded education.

Budget & Resource Asks: Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter "N/A" below.*

• **Provide justification why this resource is necessary to accomplish this Action Item and the program's Action Plan.**

• **Include the total cost and timeline for purchase or re-allocation.**

N/A

Action Item 2: Increase Enrollment through Recruitment and Retention

• **What specific strategies, tactics, initiatives, innovations and/or activities will the program implement to accomplish one or more of the goals described in the 3-year Action Plan above?**

One of the strategies for this Goal will be the accomplishment of Action Goal #1. A unified and cohesive outcome matrix serves to assist the student in navigating their academic pathway more smoothly.

Another strategy will be the strengthening of the presence of the ECE program in West Hawaii, thereby facilitating quicker graduation rates.

Increased enrollment in the program in general will also increase the chances of persistence to graduation. Receiving the marketing materials from the previous CPR will be helpful in recruiting more in high schools and the community at large.

• **How will implementing this Action Item help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs) over the next 3 years?**

Anytime there is a smoother more focused attempt at increased delivery of coursework, there will be increased chances of persistence to graduation.

• **Budget & Resource Asks: Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter "N/A" below.***

• **Provide justification why this resource is necessary to accomplish this Action Item and the program's Action Plan.**

• **Include the total cost and timeline for purchase or re-allocation.**

N/A

Action Item 3: Align Course for Sustainability Initiative

What specific strategies, tactics, initiatives, innovations and/or activities will the program implement to accomplish one or more of the goals described in the 3-year Action Plan above?

In piloting any new course perspective such as the Sustainability course, there must be time for faculty for research and development. This may be in the form of release time for the faculty or having a student worker to assist in this goal.

How will implementing this Action Item help lead to improvements in student learning and their attainment of the program’s learning outcomes (PLOs) over the next 3 years?

The Sustainability Goal pilot course will increase the students’ knowledge base to prepare for a world that is moving in that direction. One of the PLOs is all about building relationships with families in the community and this will help to build bridges. Another PLO is about advocating for children and their families. What better way to advocate than to have young teachers armed with information on how to keep our world a more sustainable place.

Budget & Resource Asks: Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter “N/A” below.*

Provide justification why this resource is necessary to accomplish this Action Item and the program’s Action Plan.

Include the total cost and timeline for purchase or re-allocation.

N/A

BUDGET & RESOURCE ASKS

For each budget-or-resource-ask detailed in the Action Items above, answer the following questions:

What are the implications or consequences for the program if this request is not funded?	N/A
How can the program build,	

create, or develop the needed resources within its existing capacity?	N/A
Can other resources be re-purposed to accommodate this need?	N/A
Are there other sources to fund this need, such as grants, community partnerships, etc.?	N/A
Can this need be deferred? If so, for how long? What are the consequences if deferred?	N/A

Hawaii Community College

2015 Instructional Annual Report of Program Data

Early Childhood Education

Part I: Program Quantitative Indicators

Overall Program Health: **Cautionary**

Majors Included: ECED Program CIP: 13.1210

Demand Indicators		Program Year			Demand Health Call
		12-13	13-14	14-15	
1	New & Replacement Positions (State)	103	80	90	Unhealthy
2	*New & Replacement Positions (County Prorated)	4	4	5	
3	*Number of Majors	89	76	71	
3a	Number of Majors Native Hawaiian	47	39	45	
3b	Fall Full-Time	42%	34%	48%	
3c	Fall Part-Time	58%	66%	52%	
3d	Fall Part-Time who are Full-Time in System	2%	2%	0%	
3e	Spring Full-Time	42%	38%	45%	
3f	Spring Part-Time	58%	63%	55%	
3g	Spring Part-Time who are Full-Time in System	1%	3%	2%	
4	SSH Program Majors in Program Classes	650	443	468	
5	SSH Non-Majors in Program Classes	195	162	120	
6	SSH in All Program Classes	845	605	588	
7	FTE Enrollment in Program Classes	28	20	20	
8	Total Number of Classes Taught	20	17	18	

Efficiency Indicators		Program Year			Efficiency Health Call
		12-13	13-14	14-15	
9	Average Class Size	13.7	11.4	10.6	Cautionary
10	*Fill Rate	62.4%	54.9%	52.6%	
11	FTE BOR Appointed Faculty	2	1	2	
12	*Majors to FTE BOR Appointed Faculty	44.5	75.5	35.5	
13	Majors to Analytic FTE Faculty	37.6	37.1	33.1	
13a	Analytic FTE Faculty	2.4	2.0	2.1	
14	Overall Program Budget Allocation	\$179,721	\$149,992	Not Reported	
14a	General Funded Budget Allocation	\$167,050	\$107,464	Not Reported	
14b	Special/Federal Budget Allocation	\$0	\$2,937	Not Reported	
14c	Tuition and Fees	\$12,671	\$39,591	Not Reported	
15	Cost per SSH	\$213	\$248	Not Reported	
16	Number of Low-Enrolled (<10) Classes	7	7	7	

*Data element used in health call calculation

Last Updated: October 7, 2015

Effectiveness Indicators		Program Year			Effectiveness Health Call
		12-13	13-14	14-15	
17	Successful Completion (Equivalent C or Higher)	74%	81%	81%	Healthy
18	Withdrawals (Grade = W)	9	11	14	
19	*Persistence Fall to Spring	60%	67%	65.7%	

19a	Persistence Fall to Fall	41.4%	44.7%	46.2%
20	*Unduplicated Degrees/Certificates Awarded	11	16	15
20a	Degrees Awarded	10	13	10
20b	Certificates of Achievement Awarded	0	2	2
20c	Advanced Professional Certificates Awarded	0	0	0
20d	Other Certificates Awarded	1	3	3
21	External Licensing Exams Passed	Not Reported	Not Reported	Not Reported
22	Transfers to UH 4-yr	10	5	13
22a	Transfers with credential from program	4	1	6
22b	Transfers without credential from program	6	4	7

Distance Education: Completely On-line Classes		Program Year		
		12-13	13-14	14-15
23	Number of Distance Education Classes Taught	2	1	2
24	Enrollments Distance Education Classes	45	29	41
25	Fill Rate	90%	100%	84%
26	Successful Completion (Equivalent C or Higher)	76%	90%	66%
27	Withdrawals (Grade = W)	3	1	6
28	Persistence (Fall to Spring Not Limited to Distance Education)	65%	79%	38%

Perkins IV Core Indicators 2013-2014		Goal	Actual	Met
29	1P1 Technical Skills Attainment	91.00	88.89	Not Met
30	2P1 Completion	47.00	50.00	Met
31	3P1 Student Retention or Transfer	75.21	80.00	Met
32	4P1 Student Placement	68.92	44.44	Not Met
33	5P1 Nontraditional Participation	17.50	1.45	Not Met
34	5P2 Nontraditional Completion	16.00	0.00	Not Met

Performance Funding		Program Year		
		12-13	13-14	14-15
35	Number of Degrees and Certificates	10	15	12
36	Number of Degrees and Certificates Native Hawaiian	5	4	6
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients	68	51	45
39	Number of Transfers to UH 4-yr	10	5	13

*Data element used in health call calculation

Last Updated: October 7, 2015

Hawaii Community College

2016 Instructional Annual Report of Program Data

Early Childhood Education

Part I: Program Quantitative Indicators

Overall Program Health: **Unhealthy**

Majors Included: ECED Program CIP: 13.1210

Demand Indicators		Program Year			Demand Health Call
		13-14	14-15	15-16	
1	New & Replacement Positions (State)	80	90	95	Unhealthy
2	*New & Replacement Positions (County Prorated)	4	5	7	
3	*Number of Majors	76	71	66	
3a	Number of Majors Native Hawaiian	39	45	37	
3b	Fall Full-Time	34%	48%	48%	
3c	Fall Part-Time	66%	52%	52%	
3d	Fall Part-Time who are Full-Time in System	2%	0%	1%	
3e	Spring Full-Time	38%	45%	38%	
3f	Spring Part-Time	63%	55%	62%	
3g	Spring Part-Time who are Full-Time in System	3%	2%	7%	
4	SSH Program Majors in Program Classes	443	468	424	
5	SSH Non-Majors in Program Classes	162	120	111	
6	SSH in All Program Classes	605	588	535	
7	FTE Enrollment in Program Classes	20	20	18	
8	Total Number of Classes Taught	17	18	15	

Efficiency Indicators		Program Year			Efficiency Health Call
		13-14	14-15	15-16	
9	Average Class Size	11.4	10.6	11.5	Unhealthy
10	*Fill Rate	54.9%	52.6%	54.5%	
11	FTE BOR Appointed Faculty	1	2	1	
12	*Majors to FTE BOR Appointed Faculty	75.5	35.5	65.5	
13	Majors to Analytic FTE Faculty	37.1	33.1	36.8	
13a	Analytic FTE Faculty	2.0	2.1	1.8	
14	Overall Program Budget Allocation	\$149,992	Not Reported	Not Yet Reported	
14a	General Funded Budget Allocation	\$107,464	Not Reported	Not Yet Reported	
14b	Special/Federal Budget Allocation	\$2,937	Not Reported	Not Yet Reported	
14c	Tuition and Fees	\$39,591	Not Reported	Not Yet Reported	
15	Cost per SSH	\$248	Not Reported	Not Yet Reported	
16	Number of Low-Enrolled (<10) Classes	7	7	6	

*Data element used in health call calculation

Last Updated: February 17, 2017

Effectiveness Indicators		Program Year			Effectiveness Health Call
		13-14	14-15	15-16	
17	Successful Completion (Equivalent C or Higher)	81%	81%	77%	Cautionary
18	Withdrawals (Grade = W)	11	14	13	
19	*Persistence Fall to Spring	67%	65.7%	56.3%	
19a	Persistence Fall to Fall	44.7%	46.2%	34.7%	
20	*Unduplicated Degrees/Certificates Awarded	16	15	11	
20a	Degrees Awarded	13	10	4	
20b	Certificates of Achievement Awarded	2	2	9	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	3	3	8	
21	External Licensing Exams Passed	Not Reported	Not Reported	N/A	
22	Transfers to UH 4-yr	5	13	6	
22a	Transfers with credential from program	1	6	4	
22b	Transfers without credential from program	4	7	2	

Distance Education: Completely On-line Classes		Program Year		
		13-14	14-15	15-16
23	Number of Distance Education Classes Taught	1	2	1
24	Enrollments Distance Education Classes	29	41	16
25	Fill Rate	100%	84%	64%
26	Successful Completion (Equivalent C or Higher)	90%	66%	100%
27	Withdrawals (Grade = W)	1	6	0
28	Persistence (Fall to Spring Not Limited to Distance Education)	79%	38%	50%

Perkins IV Core Indicators 2014-2015		Goal	Actual	Met
29	1P1 Technical Skills Attainment	91.00	91.30	Met
30	2P1 Completion	50.30	47.83	Not Met
31	3P1 Student Retention or Transfer	76.72	79.41	Met
32	4P1 Student Placement	69.00	61.11	Not Met
33	5P1 Nontraditional Participation	19.69	1.47	Not Met
34	5P2 Nontraditional Completion	19.36	0.00	Not Met

Performance Measures		Program Year		
		13-14	14-15	15-16
35	Number of Degrees and Certificates	15	12	13
36	Number of Degrees and Certificates Native Hawaiian	4	6	10
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients	51	45	38
39	Number of Transfers to UH 4-yr	5	13	6

*Data element used in health call calculation

Last Updated: February 17, 2017

Hawaii Community College

2017 Instructional Annual Report of Program Data

Early Childhood Education

Part I: Program 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	Cautionary
2	*New & Replacement Positions (County Prorated)	5	7	4	
3	Number of Majors	71	66	58	
3a	Number of Majors Native Hawaiian	45	37	25	
3b	Fall Full-Time	48%	48%	35%	
3c	Fall Part-Time	52%	52%	65%	
3d	Fall Part-Time who are Full-Time in System	0%	1%	5%	
3e	Spring Full-Time	45%	38%	24%	
3f	Spring Part-Time	55%	62%	76%	
3g	Spring Part-Time who are Full-Time in System	2%	7%	8%	
4	SSH Program Majors in Program Classes	468	424	467	
5	SSH Non-Majors in Program Classes	120	111	153	
6	SSH in All Program Classes	588	535	620	
7	FTE Enrollment in Program Classes	20	18	21	
8	Total Number of Classes Taught	18	15	13	

Efficiency Indicators		Program Year			Efficiency Health Call
		14-15	15-16	16-17	
9	Average Class Size	10.6	11.5	15.5	Healthy
10	*Fill Rate	52.6%	54.5%	70.3%	
11	FTE BOR Appointed Faculty	2	1	2	
12	*Majors to FTE BOR Appointed Faculty	35.5	65.5	28.7	
13	Majors to Analytic FTE Faculty	33.1	36.8	37.9	
13a	Analytic FTE Faculty	2.1	1.8	1.5	
14	Overall Program Budget Allocation	Not Reported	Not Yet Reported	\$116,549	
14a	General Funded Budget Allocation	Not Reported	Not Yet Reported	\$114,215	
14b	Special/Federal Budget Allocation	Not Reported	Not Yet Reported	\$0	
14c	Tuition and Fees	Not Reported	Not Yet Reported	\$2,334	
15	Cost per SSH	Not Reported	Not Yet Reported	\$188	
16	Number of Low-Enrolled (<10) Classes	7	6	3	

*Data element used in health call calculation

Last Updated: October 29, 2017

Effectiveness Indicators		Program Year			Effectiveness Health Call
		14-15	15-16	16-17	
17	Successful Completion (Equivalent C or Higher)	81%	77%	79%	Cautionary
18	Withdrawals (Grade = W)	14	13	16	
19	*Persistence Fall to Spring	65.7%	56.3%	57.8%	
19a	Persistence Fall to Fall	46.2%	34.7%	37.7%	
20	*Unduplicated Degrees/Certificates Awarded	15	11	12	
20a	Degrees Awarded	10	4	6	
20b	Certificates of Achievement Awarded	2	9	7	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	3	8	8	
21	External Licensing Exams Passed	Not Reported	N/A	N/A	
22	Transfers to UH 4-yr	13	6	7	
22a	Transfers with credential from program	6	4	3	
22b	Transfers without credential from program	7	2	4	

Distance Education: Completely On-line Classes		Program Year		
		14-15	15-16	16-17
23	Number of Distance Education Classes Taught	2	1	2
24	Enrollments Distance Education Classes	41	16	40
25	Fill Rate	84%	64%	80%
26	Successful Completion (Equivalent C or Higher)	66%	100%	85%
27	Withdrawals (Grade = W)	6	0	4
28	Persistence (Fall to Spring Not Limited to Distance Education)	38%	50%	No Fall Courses

Perkins IV Core Indicators 2015-2016		Goal	Actual	Met
29	1P1 Technical Skills Attainment	92.00	100.00	Met
30	2P1 Completion	51.00	45.45	Not Met
31	3P1 Student Retention or Transfer	81.00	71.43	Not Met
32	4P1 Student Placement	63.87	69.57	Met
33	5P1 Nontraditional Participation	22.00	1.45	Not Met
34	5P2 Nontraditional Completion	22.00	0.00	Not Met

Performance Measures		Program Year		
		14-15	15-16	16-17
35	Number of Degrees and Certificates	12	13	13
36	Number of Degrees and Certificates Native Hawaiian	6	10	6
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients ¹	45	38	7
39	Number of Transfers to UH 4-yr	13	6	7

*Data element used in health call calculation

Last Updated: October 29, 2017

¹PY 16-17; Pell recipients graduates not majors