

**HAWAI`I COMMUNITY COLLEGE
ANNUAL
PROGRAM REVIEW REPORT**

Early Childhood Education

Assessment Period: Fall 2008 – Spring 2009

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UHCC December 2009 Coversheet – Annual Report Program Data

College: Hawai'i Community College

Program: Early Childhood Education

Check All Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	APC
		X			X	X			

Introduction: Brief description of the program and program mission.

Brief Program Description

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. 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.

Program Mission Statement

The mission of the Community Colleges of the University of Hawai'i system with regard to early childhood education is twofold:

To provide training and education programs for the development of competent and nurturing caregivers and teachers for all Hawai'i's young children and their families.

To provide quality education and care services for the children of students, faculty and staff in the Community Colleges. These services will represent the best of current practices and will serve as a practicum for programs related to early childhood education as well as providing demonstration of quality education and care for the larger community.

Program Student Learning Outcomes

The underlying foundation for these outcomes is of knowledge of child development and of the multiple interacting factors that influence growth and learning. Through the AS program, the themes of development, families, communication, diversity and inclusion are addressed.

1. Plan, implement and evaluate curriculum and learning environments to ensure that they promote health, safety, positive development and learning for all children.
2. Use formal and informal observation and assessment tools and methods to appropriately plan for individual children and groups of children, assess their progress, positively influence their development and learning, and communicate effectively with families and with other professionals.
3. Communicate appropriately with children and adults from all backgrounds to build respectful, reciprocal relationships; use appropriate guidance practices with children.
4. Participate meaningfully in decisions about the educational, physical and human resources in classrooms and programs for children.
5. Base decisions and actions on ethical and other professional standards.
6. Demonstrate collaboration, critical thinking and reflection.
7. Advocate for children and their families in the classroom and the program.

Part I.

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

Overall Program Health					Cautionary
Demand Indicators					Demand Health Cautionary
		Academic Year			
		Fall 06	Fall 07	08-09	
1	New & Replacement Positions (State)	143	84	635	
2	New & Replacement Positions (County)	23	13	86	
3	Number of Majors	87	93	91	
4	SSH Program Majors in Program Classes	224	184	563	
5	SSH Non-Majors in Program Classes	97	45	152	
6	SSH in All Program Classes	321	229	715	
7	FTE Enrollment in Program Classes	21	15	24	
8	Number of Sections Taught	12	9	22	
Efficiency Indicators					Efficiency Health Cautionary
		Academic Year			
		Fall 06	Fall 07	08-09	
9	Average Class Size	8.6	8.0	10.5	
10	Fill Rate	53%	74%	61%	
11	FTE BOR Appointed Faculty	2.00	1.5	2.0	
12	Majors to FTE BOR Appointed Faculty	43.5	62.0	45.5	
13	Majors to Analytic FTE Faculty	31.9	42.3	32.8	
13a	Analytic FTE Faculty	2.7	2.2	2.8	
14	Overall Program Budget Allocation	\$128,647	\$107,931	\$159,820	
14a	General Funded Budget Allocation	n/a	n/a	\$141,420	
14b	Special/federal Budget Allocation	n/a	n/a	\$18,400	
15	Cost per SSH	\$389.84	\$471.31	\$223.52	
16	Number of Low-Enrolled (<10) Sections	7	6	11	
Effectiveness Indicators					Effectiveness Health Unhealthy
		Academic Year			
		2006	2007	08-09	
17	Successful Completion (Equivalent C or Higher)	n/a	n/a	80%	
18	Withdrawals (Grade = W)	n/a	n/a	8	
19	Persistence (Fall to Spring)	68%	57%	65%	
20	Unduplicated Degrees/Certificates Awarded	n/a	n/a	11	
20a	Number of Degrees Awarded	13	15	7	
20b	Certificates of Achievement Awarded	1	0	3	
20c	Academic Subject Certificates Awarded	n/a	n/a	0	
20d	Other Certificates Awarded	n/a	n/a	2	
21	Transfers to UH 4-yr	6	8	7	
21a	Transfer with degree from program	n/a	n/a	3	
21b	Transfer without degree from program	n/a	n/a	4	
Distance Education Completely On-Line Classes		Academic Year			
		Fall 06	Fall 07	0809	
22	Number of Distance Education Classes Taught	n/a	n/a	1	
23	Enrollment Distance Education Classes	n/a	n/a	27	
24	Fill Rate	n/a	n/a	108%	
25	Successful Completion (Equivalent C or Higher)	n/a	n/a	78%	
26	Withdrawals (Grade = W)	n/a	n/a	2	
27	Persistence (Fall to Spring Not Limited to Distance Education)	n/a	n/a	33%	
Perkins IV Core Indicators					
Perkins IV Measures 2007-2008		Goal	Actual	Met	
28	1P1 Technical Skills Attainment	90.00	95.24	Met	
29	2P1 Completion	44.00	42.86	Did Not	
30	3P1 Student Retention of Transfer	55.00	73.81	Met	
31	4P1 Student Placement	50.00	75.00	Met	
32	5P1 Nontraditional Participation	25.00	2.91	Did Not	
33	4P2 Non Traditional Completion	25.00	9.09	Did Not	

Part II.

Analysis of the Program (strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the data).

The data for the program continues to be quite strong and somewhat consistent. The 2008/09 data presented some analysis challenges as well as being impacted by unique program situations. Due to the change in methodology of data collection the analysis of the data was difficult. In previous years data was collected in the Fall semester only and in 08/09 the data was collected for the Summer, Fall and Spring semesters. Additional information was obtained so that course and enrollment figures for each of the Fall 08 and Spring 09 semesters were detailed. (Appendix A)

Demand:

- The number of positions available indicates that there are more positions available than there are majors providing a strong market for individuals with the Early Childhood Education training.
- In reviewing the Annual Program data there was an inconsistency as how the courses were counted. During the Fall 2008 each of the 5 sections of ED 190 was counted as individual courses and during the Spring 2009 the 3 sections of ED 190 were combined and counted as a single course, resulting in 22 courses. When the all sections of ED 190 in each of the semester was counted as one course (8 courses in Fall 2008 and 10 in Spring 2009), the actual total number of courses taught during 08/09 was 18. (Appendix A)
- The number of courses offered provided East Hawaii students with all the courses necessary for graduation within in a four semester cycle. For the West Hawaii students a combination of campus courses and distance outreach courses (PACE) were provided on a rotating basis.
- Student Semester Hours (SSH) of majors and non-majors increased by 61 % from Fall 07 (229) to Fall 08 (373). (Appendix A)
- The courses were largely enrolled by program majors. Twenty-one percent of the students enrolled in the early childhood education courses were non-majors – some may have enrolled in ED 105 or ED 131 to meet social sciences area requirements, others to satisfy elective courses or those who plan to, however have not yet, declared early childhood education as a major.

Efficiency:

- The given average class size does not account for a number of factors:
 - 1) Early Childhood Education course on the West side are essential, although they are consistently under enrolled due to geographical issues, weak program promotion and other undetermined factors.
 - 2) The Laboratory course (ED 190) was listed as 5 separate sections each semester with the maximum capacity of 2 or 3 students.
 - 3) Practicum courses offered each semester also has a maximum of 10 students.With these three contributing factors it is not surprising that average class size is near 10.
- When reviewing only lecture courses (excluding labs and practicum courses) enrollment figures netted an average class size of 17 students.
- Upon review of actual course and enrollment numbers, excluding labs and practicum, there were only two courses that had less than 10 students enrolled. (Appendix A)
 - Although, the West Hawaii courses consistently average 10 or fewer students course offerings are essential for those students.

- Enrollment figures for the East Hawaii course (9 students) may have been impacted because it was offered as a writing intensive course.
- Both of the FTE BOR Appointed Faculty had reassigned time. One faculty member had 9 credit-reassigned time per semester as Social Sciences Department Chair. The second faculty member had reassigned time to coordinate the PACE program, an outreach non-credit to credit conversion Early Childhood Education program.
- The number of majors to BOR appointed faculty is in the cautionary range, the recommended number of 15-35, the Early Childhood Education program was at 45.5.

Effectiveness:

Effectiveness of the program was impacted by several factors.

- With the approximately the same number of majors and high number students attending classes, the lower graduation numbers was unexpected.
 - Economic factors may play a role in that more students may be attending school part time thus taking more semesters to complete the program.
- Effectiveness was rated as unhealthy yet the program faculty and staff feel the program runs incredibly well in a state of the art facility delivering high quality early childhood education based on NAEYC guidelines.
- Eighty percent successful completion rate indicated that the a large number of students are succeeding in the program.
- Some of the students transferring to the 4 year UH system may be transferring to UH West Oahu with which Hawai`i Community College has an articulation agreement for Early Childhood AS degree students can transfer to their Social Sciences Department with a concentration in Early Childhood Education.

Distance Education Completely On-line Classes:

- Distance education is in its early stages of development and is becoming a coordinated statewide project among the four campuses with early childhood education programs (Maui, Honolulu, Kauai and Hawaii).
- Hawai`i Community College will offer one perhaps two on-line courses in any given academic year.
- Hawai`i Community College, in addition to completely on-line classes, also offers distance education through PACE (noncredit to credit conversion) and video conferencing technology.

Perkins IV Core Indicators:

Technical Skills Attainment – met

Completion – did not meet

- It appears that the program lacked individuals who stopped the program who identified themselves as American Indian or Alaska Native, Black or African American, two or more races, unknown/other or with disabilities.
- The program needs to find ways to encourage and support all students to earn a certificate or degree, perhaps by developing a peer-mentoring program or tutoring.
- Some students' goals may not be to earn a certificate or degree but to receive semester credit hours to apply towards a CDA (Child Development Associate) program. This is a national program that combines course work with on the job experience to gain recognition that qualifies individuals to work in early childhood education programs as teachers in Hawai`i.

Student Retention or Transfer – met

- Students are successful in the program and continue or transfer to other learning institutions.

Student Placement – met

- Students were able to find employment in the private and public sectors

Nontraditional Participation – did not meet

- Historically the early childhood education field is not able to attract or retain males into this predominately female career due to social and economic factors.
- Advocacy is needed for greater societal acceptance of males in a nurturing role and for increased economic compensation for individuals working in the early childhood education field
- The roles for the female continues to broaden to include more opportunities in previously considered male occupations, however this does not appear to be true for males in traditionally female roles.

Nontraditional Completion – did not meet

- The male student was able to meet his academic goals and was employed into the field – males with a degree in Early Childhood Education are rare and are sought after in the early childhood education field.

Strengths:

- Students have continued to transfer to the UH West Oahu's Bachelor's in Social Science with a concentration in Early Childhood.
- Hawai'i Community College alumni have graduated from the UH West Oahu's program with a Bachelor's in Social Science with a concentration in Early Childhood.
- PACE non-credit to credit component of the Early Childhood Education program continues to offer courses in Waikoloa and Hilo.
- ED 115 was delivered on line, for the first time in Fall 08.
- The faculty continues to work cooperatively with Maui, Kauai and Honolulu Community Colleges in developing and coordinating online courses.
- The program assessed its first SLO – SLO#2 *Assess children's progress using formal and informal observation and assessment tools and methods* and found that the 100% of the artifacts were scored "meets" or "exceeds expectations", with a slightly larger percentage scoring "exceeds". This was well above the Performance Rate Goal of 80% "meeting" or "exceeding expectations".
- Students are successful in the program.
- Increased numbers of students enrolled in program courses.

Weaknesses:

- Outreach delivery continues to be challenging due to lack of West Hawaii faculty member, hindering coordinated needs assessment, recruitment and retention of students and the delivery of the program.
- Distance Education professional development and resources are limited.
- Aging State vehicles, limited to Hilo area only, limit accessibility for outreach.
- Recruitment and retention of non-traditional students.
- Support and tracking of early childhood education program majors in developmental courses.
- Unavailability of a laboratory school for students on the West Hawai'i campus to practice and observe appropriate early childhood education practices.

Significant Program Actions (new certificates, stop-out; gain/loss of positions, results of prior year's action plan).

2008/09 Action plan

- Assessment Plan for SLO#1 implemented, data reviewed
 - SLO #1 was implemented and data reviewed – indicating the SLO#1 was met
- Assessment Plan for SLO#2 developed and artifacts created and collected
 - SLO #2 was developed and artifacts created and collected and ready for assessment by team beginning Fall 2009
- Professional Portfolio outline completed
 - Professional Portfolio was outline and ready for dissemination and sharing to introductory courses (ED 105, ED 110 and ED 131) in Fall 2009
- Children's Center and Program's NAEYC Accreditation materials purchased and basic timeline created (2011 target for accreditation)
 - NAEYC Accreditation materials were purchased and basic timeline created
 - Children's Center is collecting and assembling materials for reaccreditation
 - Children's Center staff are researching effective assembling of materials

Part III Action Plan for 2009-2010

- Introduce and distribute Professional Portfolio outline to introductory courses (ED 105, ED 110 and ED 131) in Fall 2009
- Develop "Key" Assignments for Professional Portfolio
- Write Assessment Report for SLO #2
- Develop Assessment Plan and rubric for SLO #6, create and collect artifacts
- Participate in recruitment efforts by the College
- Research progress of program majors

Part IV Resource Implications

- A half time to full time early childhood faculty member continues to be needed for West Hawaii for program development and recruitment on the West side and for island wide outreach.
- Resources for training for all faculty in effective use of technology and technical support will be needed to further develop distance education and outreach.
- A Children's Center must be included in any new UH-West Hawaii – Kona Center.
- Fiscal resources must be made available for the Children's Center to retain their National Accreditation.
- Fiscal resources must be made available for the Early Childhood Education Program to obtain and retain National Accreditation now available. (NAEYC).

Appendix A

Course and Enrollment Numbers
Fall 2008 and Spring 2009

Fall 2008		Course	CRN	Enrolled	Sections Combined	SSH	Low Enroll
Fall 2008	Hawaii Community College	ED 105	17188	22		66	
Fall 2008	Hawaii Community College	ED 110	17189	16		48	
Fall 2008	Hawaii Community College	ED 131	17190	15		45	
Fall 2008	Hawaii Community College	ED 245	17191	4			
Fall 2008	Hawaii Community College	ED 245W	17663	5	9	27	>10
Fall 2008	Hawaii Community College	ED 263	17192	18		54	
Fall 2008	Hawaii Community College	ED 190	17193	1			
Fall 2008	Hawaii Community College	ED 190	17194	2			
Fall 2008	Hawaii Community College	ED 190	17195	2			
Fall 2008	Hawaii Community College	ED 190	17196	1			
Fall 2008	Hawaii Community College	ED 190	17197	1	7	28	
Fall 2008	UH Center, West Hawaii	ED 263	17292	8		24	>10
Fall 2008	Hawaii Community College	ED 115	17375	20			
Fall 2008	UH Center, West Hawaii	ED 115	17376	6			
Fall 2008	Distance Education	ED 115	17377	1	27	81	
				122	8	373	
Spring 2009							
Spring 09	UH Center, West Hawaii	ED 191	18110	1	Concurrently taught with 291		
Spring 09	UH Center, West Hawaii	ED 291	18111	3	4	16	>10
Spring 09	Hawaii Community College	ED 105	18395	20		60	
Spring 09	Hawaii Community College	ED 110	18396	15		45	
Spring 09	Hawaii Community College	ED 115	18397	17		51	
Spring 09	Hawaii Community College	ED 131	18398	14		42	
Spring 09	Hawaii Community College	ED 264	18400	17		51	
Spring 09	Hawaii Community College	ED 190	18402	2			
Spring 09	Hawaii Community College	ED 190	18404	2			
Spring 09	Hawaii Community College	ED 190	18405	1	5	20	
Spring 09	Hawaii Community College	ED 291	18406	6		24	
Spring 09	Hawaii Community College	ED 140	18399	11		33	
				109	10	342	
			Totals	231 students	18 courses	715 SSH	

Annual Report Program Data and analysis located on college website at:

[AY 2009 Completed Annual Program-Unit Reviews](#)