

# HAWAI‘I COMMUNITY COLLEGE PROGRAM ANNUAL REVIEW REPORT

## Early Childhood Education

November 16, 2015

Review Period  
July 1, 2014 to June 30, 2015

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*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/program-unit-review/>*

## Program Description

**Please provide a brief description of your Program. Include your Program Mission statement.**

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 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) and serves 8 toddlers and 15 preschoolers. The Center served as a laboratory site for approximately 5-6 students this year and a site for numerous other Early Childhood Education, Liberal Arts and Nursing students to complete course assignments and observations. The budget numbers included in the program data under efficiency do **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. Some of the roles include: preschool teacher, assistant teacher, family child care home provider, infant and toddler caregiver, Parent Interaction Program Facilitator, Educational Assistance within the DOE, and more. The program graduates enter the job market, start their own homecare business, continue their education at UH Hilo or UH West Oahu, and more. The trend in recent years is for continuing education at the Bachelorette level.

**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 a demonstration of quality care and education for the at large community.**

The Early Childhood Education Program continued to be in transition during this report year. This was the first full year for a new faculty member hired in January 2014 to replace the long time Professor and Program Developer who retired in March of 2013. At the end of this report period, June 1st, the second Professor also retired. During 2014-2015 academic year changes were made to faculty assignments for teaching of ECED 190 Early Childhood Education Laboratory, PACE, and the general schedule. This impacted faculty, children's center staff and students. The transition took faculty and staff time, wisdom and organization and will continue into the next year as hiring for the second ECED faculty position is in process. The program finds this an excellent time to re-focus and re-commit to continuous improvement as new hires set their course and modifications and changes for program improvement can be explored. The program also finds it an important time to pause and reflect and encourage community feedback, particularly from West Hawaii, where reaching

student capacity to sustain an ongoing program is challenging. With the opening of the Palamanui Campus this year the faculty will be encouraged to reach out more to the WH community to gear up for AY 2016-2017.

THE PACE Program continues to be challenging also. A Perkins Grant was written and received by the ECED Program to offer two PACE classes in the under served area of Kona. The grant allowed for delivery of two courses with only a \$2.00 charge to each participant per workshop. It still was a challenge to recruit and retain the 12 participants per workshop that is required by OCET who conducts the registration. The two courses offered with an up-duplicated registration count were: ECED105 – F14 (Perkins) and ECED110 – Sp15 (Perkins)

The Advisory Board met twice this year providing valuable community input. They also participated in assessing a sampling of collected artifacts to assist in course and program evaluation from a stakeholder's viewpoint. The faculty continued to meet with the Program Coordinating Council (PCC) and Kaulanakilohana, the statewide ECED articulation group.

The unusually active hurricane season and the Pahoa Lava Flow were also additional challenges this year. Many students and some of the faculty and staff lived in the impacted areas.

Once full staffing is in place, program decisions and goals can be refined and prioritized. Topics to consider might include: (subject to change)

- Relationships between Children's Center and Adult Program
- Distance Education and Outreach to West Hawaii and entire Island
- NAEYC National Accreditation for the Adult Program
- Curriculum and Assessment Modifications and Updates
- Re-focus of the PACE Program
- Creative Scheduling

## Part I. Review of Program Data

Go to the Annual Reports for Program Data (ARPD) website linked below and review the data for your program.

<http://www.hawaii.edu/offices/cc/arpd/>

The last comprehensive program review was submitted in November 2014. The three AY years were 2013-2014, 2012-2013, and 2011-2012. The link to the report is included.

[hawaii.hawaii.edu/program-unit-review/docs/2014\\_eced\\_program\\_review.pdf](http://hawaii.hawaii.edu/program-unit-review/docs/2014_eced_program_review.pdf)

## Part II. Analysis of the Program

Based on the ARPD data in Part 1, analyze the Program in terms of Demand, Efficiency, and Effectiveness. Include significant Program actions (e.g., new certificates, stop out, gain/loss of positions) and results of prior year's action plan. Include analysis of any Perkin's Core Indicator(s) for which the Program's goal was not met. Also discuss any trends or other factors (internal/external) affecting the Program and analyze other Program changes or information not included elsewhere.

### **Overall Health -- Cautionary**

#### **Demand -- Unhealthy**

Demand was determined to be unhealthy due to number of new and replacement positions (5) compared to the declared number of majors (71). The position number was limited to only one CIP code which does not accurately reflect the various positions that are available to graduates of the program. Due to the unknown source from which position numbers are derived it is difficult to determine the accuracy. An important need in the community is for highly qualified home care providers; and, private individual businesses were not considered in the number of positions available.

The program is honored to be serving our diverse populations. Over half of the majors of the program are Native Hawaiian. The Kamehameha Early Education Division is a large employer of the program graduates and their mission of high quality early education for Hawaiian children is served by training a qualified work force.

The Early Childhood Education courses contribute to the broader education of students outside of the major. Approximately 30% of the SSH are accounted for by non-program majors. The Early Childhood Education Program, each semester, offers two courses that fulfill general education area requirements in Social Sciences. All other Early Childhood Education classes can be considered as elective classes by the AA, AS and AAS degree program students. ECED 131 Child Development is a Designated General Education Course. Many of our students dabble in Early Childhood Education to improve their parenting skills and interactions with young children in their lives. This is extremely vital in our community and the program is thrilled to have a positive

impact on young children's lives through improving adult child interactions and a rich understanding of how children develop and grow.

In reviewing the percentage of part and full time students, it can be seen that 58% of the students in the program are attending part time. This may indicate that the early childhood education students have many competing commitments, often family and/or employment. The high percentage of female students also contributes to part time studies and completion rates. Females most often have caregiving responsibilities that may distract from higher education.

The number of classes taught has remained consistent. The number of classes taught in a year enables a student attending in East Hawaii to complete the program requirements in four semesters. The challenge is in providing courses to the students in West Hawaii. The Early Childhood Education online courses are offered at our College and other system Community Colleges on a rotating schedule and has assisted majors in completing a degree. ECED 115, in Fall 2014, and ECED 140, in Spring 2015, were both delivered online by HawCC. Several students have driven from Kailua-Kona to Hilo to complete Early Childhood Education courses and degrees. Students also drive to Hilo from Waimea, Honokaa, Puna, and Pahala regularly. The Early Childhood Education faculty has also accommodated Kailua-Kona practicum students enrolled in the Hilo practicum course by allowing field sites to be in West Hawai'i.

### **Efficiency -- Cautionary**

The average class size was calculated at 10.6 based on 18 classes. This figure can be further analyzed taking in consideration the differences in class capacity. When removing the two lower capacity classes (ECED 190 and ECED 291)(cap of 10) the average class size was determined to be higher. This low number was also impacted by the two courses offered in Kailua-Kona. We have not been able to recruit even 10 students in a WH class this past year.

The number of majors to FTE BOR Appointed Faculty was found to be cautionary at 35.5, where the range for healthy is 15-35. The Analytic FTE Faculty at 35.5 puts the number within .5 of the healthy range. An Analytic FTE Faculty to be determined healthy for the 71 majors would be 2 FTE Faculty. Two faculty were serving during this report year.

Although 27 credit hours is the usual faculty load, one faculty member had reassigned time to carry out PACE and General Education Certification responsibilities. In addition with no faculty in West Hawai'i, a lecturer must be hired to teach early childhood education there.

**FUNDING:** The budget numbers were not posted as of November 11, 2015, when the writers had time to complete this report. Little change is anticipated as two faculty members and a similar number of lecturers were utilized.

### **Effectiveness -- Healthy**

The program's effectiveness is Healthy.

### **Perkins IV Core Indicators**

The **completion rate** was met this year. **Technical Skills Attainment** was within 2 points of the goal. Student Transfer rate was met. **Student placement** is thought to be underreported as the capturing of employment data is limited by a CIP code and hence the placement rate was not met.

**Nontraditional Participation** is a greater societal and cultural issue as well as economic and this impacts the participation of males in the field of early childhood education. Until there is greater remuneration for individuals working in the early childhood education field, it may be difficult to meet this goal. Females who are employed in the early childhood education field often have an additional source of income from a higher earning spouse. Societal beliefs also play a role, caring for young children is considered a traditional female role and men, who are very important in this field, must also combat negative stereotypes. **Nontraditional Completion** rate not being met is also related to all the above issues.

The Action Plan from last year is continuing. The program continues to search for new and improved ways to increase retention and program completion. The program continues to re-hire and re-develop from recent retirements. With hiring completed in 2015/16, the program outreach, marketing, and improvement can all be expanded.

### **Part III. Action Plan**

**Describe in detail the Program's overall action plan for the current/next academic year. Discuss how these actions support the College's Mission and can lead to improvement(s) in student learning. Include specific action plans to address any ARPD Health Call scores of "Cautionary" or "Unhealthy," and any Perkin's Core Indicator(s) for which the Program's Goal was not met.**

In Demand the number of ECED majors is quite consistent over many years and the faculty and staff are not able to create ECED positions in the community at this time.

Efficiency will improve with the hiring of the second ECED faculty position. The program would also like to move the preschool teacher position (APT) in the Children's Center from Temporary to Permanent. Research is being conducted at this time. The SSCI Department has committed its support.

Perkins Indicators are all very close to being met and would be with broader capturing and accuracy of data. Non-traditional participation is difficult to improve due to multiple complex factors beyond program control.

The Early Childhood Education Program faculty and staff support the College's mission by encouraging each student to know themselves and their culture, foster their relationships with children and their families. Students are encouraged to be life-long learners as they build a partnership with children and families in learning and development thus contributing to the growth of the Hawai'i Island Community through teaching and partnership.

Program materials and facilities are easily accessible to both students and faculty. This creates a feeling of "ohana" among the program majors. Students often meet outside of class time in the seminar or classroom, utilizing the student computers, and work on projects or study together.

Faculty and staff utilize the facility and Children's Center during class time for students to observe appropriate practices. Students also have access to a quality program to complete assignments and participate in their first field experience at a high quality accredited center.

The course work and the AS degree in Early Childhood Education are needed to meet workforce (DHS) requirements. Students from areas outside of Hilo travel to the Hilo campus to be able to complete their course of study in a timely manner. Students from as far as Kailua-Kona have made weekly trips to Hilo to attend classes. Many students drive from Puna, Honokaa, Volcano, and Pahala also.

#### **Part IV. Resource Implications**

**Please provide a brief statement about any implications of current operating resources for the Program. Budget asks are included in the 3-year Comprehensive Review, except for the following that may be included here: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations. Describe the needed item(s) in detail, including cost(s) and timeline(s). Explain how the item(s) aligns with one or more of the Strategic Initiatives of the Hawai'i Community College 2015-2021 Strategic Plan. Identify and discuss how the item(s) aligns with the Initiative's Goal, Action Strategy, and Tactic. [HAWCC Strategic Plan](#)**

Resources are adequate to retain the current status of the program. The categories of requests allowed in the Annual Review are not necessary for the program this year. No requests are essential, though marketing resources would be welcome.

#### **Part V. Comprehensive Review Information**

**Please provide a short summary regarding the last comprehensive review for this program. Discuss any significant changes to the Program since the last comprehensive review that are not discussed elsewhere.**

The comprehensive review was completed in 2014/15. The review shows a stable program undergoing transitions with retirements and new hires. The excellent and comprehensive assessment strategies were highlighted and the program continues to learn how to interpret assessments for improvement. Integrating the program more clearly into the college ILOs and updating program and course learning outcomes for ease of measurement will be ongoing over the next few academic years.

**Required for ARPD Web Submission: Provide the URL to the specific location of this Unit's last Comprehensive Review on the HawCC Program/Unit Review website (see link on page 1):**

## **Part VI. Program Student Learning Outcomes**

**For all parts of this section, please provide information based on the PLOs (P-SLOs) that were assessed through PLO-aligned course assessments in AY 2014-15.**

### **A) Evidence of Industry Validation (CTE Programs)**

**[General Pre-Professional Programs can skip industry validation.]**

**Provide documentation that the program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, you may submit evidence of the program's advisory committee's/board's recommendations for, approval of, and/or participation in assessment(s).**

The program remains in the self-study phase of National Association for the Education of Young Children (NAEYC) Accreditation. The Children's Center is in the process of renewing its established accreditation with NAEYC. These are two separate accreditations both developed and administered by NAEYC. NAEYC Standards and Guidelines are aligned with the program learning outcomes and have influenced the programs development and updates over the years.

### **B) Expected Level of Achievement**

**For each Course assessed in AY 2014-15: Discuss the rubric(s) standards and the benchmark goal(s) for student success (e.g., "85% of students will achieve Excellent or Good ratings in the assessed activity" or "90% of students will score Meets or Exceeds Standards on the assessment rubric").**

There was a rubric for CLO #2 of ECED131. This rubric was focused on Format, Appropriateness, Content, Completion and completing a Self-Evaluation.

The expectation was for 80% of the students to "Meet" or "Meet with Excellence", each of the criteria in the rubric. While this did occur, I feel that the rating of the criteria is subject to panel interpretation and decided to improve the content and quantity of the assignments in the class for a richer outcome.

**C) Courses Assessed**

List all Program Courses assessed during AY 2014-15. Also list Program Courses for which a follow-up “Closing the Loop” assessment was implemented in AY 2014-15.

Assessed Course Alpha, No., & Title	Semester assessed	PLO-aligned CLOs that were assessed
ECED 115 Health, Safety and Nutrition	Fall 2014 & Spring 2015	This data is unavailable at this time due to retirement of Mai Wong who assessed this course.
ECED 131 Child Development	Fall 2014	CLO #2 aligns with PLO #4 & 6
“Closing the Loop” Assessments Alpha, No., & Title	Semester assessed	PLO-aligned CLOs that were assessed

**D) Assessment Strategy/Instrument**

For each Course assessed in AY 2014-15, provide a brief description of the assessment strategy, including the type of student work or activity assessed how and when the assessment was conducted, how and why assessed artifacts were selected, and how the artifacts were analyzed.

The Observation Assignment asks the students to observe a toddler or preschool child over the course of the semester and organize observations using three different techniques, a Running Record, six Anecdotes and a Developmental Checklist. The Running Record requires students to identify a specific example in each of three developmental domains. The Anecdotes require the students to cite the specific domains for each story. They are to identify the developmental domains, both primary and secondary with comments on each. Specific questions require detailed descriptions of a child’s physical appearance, as well as their behaviors. They will fill

out Developmental Checklists, Interpretations and Conclusions with a self-evaluation rubric of the activity. After completing the Observation Project, the students will present a summary of what they learned to their peers.

These artifacts are a good variety of ways to observe and record individual young children. They serve to provide a broad spectrum of data from which students can inform themselves on how best to meet the needs of individual children.

All students submitted assignments will be collected as artifacts. Their names will be whited out. A panel of early childhood professionals will read and rate the artifacts according to criteria provided in a rubric.

### E) Results of Program Assessment

**For each Course assessed in AY 2014-15, provide a summative description of the assessment results. Discuss how these results collectively demonstrate achievement of the Program’s Learning Outcomes and support the College’s Mission.**

I am only privy to the data that I collected for my class of ECED 131. Mai Wong taught the ECED 115. She has since retired and the information is unavailable at this time.

After using the rubrics to evaluate the artifacts, it was found that most students were able to complete the format section. There was, however, some point differences in the Content and Self-evaluation portions of the rubric. There was an average score for the most part in the overall execution of the project. See table.

ECED 131 CLO  
#2

CLO #2	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Format	3	3	3	2	2	1	3	2	2	3	2	3	2	3	3

Appropriate	2	2	3	3	2	1	2	3	2	3	2	2	2	3	3
Content	2	1	3	3	1	1	2	2	3	3	2	3	2	3	3
Completion	2	1	3	3	2	1	2	2	3	3	3	3	3	3	3
Self eval	2	1	3	2	1	1	1	1	2	2	1	1	2	2	3
TOTAL	11	8	15	13	8	5	10	10	12	14	10	12	11	14	15
MEAN	2	2	3	3	2	1	2	2	2	3	2	2	2	3	3

This assessment is the first one that was performed by a new faculty. There was rudimentary understanding of the process at the time and so results may not be as full as desired. The data obtained, however, is indicative of the anecdotal perceptions of this same faculty who has been teaching this class for many years as lecturer.

Subsequently, the same course taught for Fall 2015 has undergone some reprioritizing to ensure that students have a more in depth experience and understanding of the critical CLO#2 and consequently PLO #4 & #6.

## F) Other Comments

**Include any additional information that will help clarify the assessment results. Include comparisons to any applicable College or Program standards, or to any national standards from industry, professional organizations, or accrediting associations. Include, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special studies, or other assessment instruments used.**

This course is a foundational one for the whole Early Childhood Program. It is required in order to take future curriculum and Lab courses. Understanding the growth and development of young children is crucial to know how to inform curriculum for and to have appropriate assessments of young children, whether the student is a major or not. Therefore, grasping the concepts of observation and documentation are paramount. Being able to determine if the course is effective can only be achieved through regular assessment of that course. I also pay attention to feedback from professionals in the Lab Center and in the field to provide more clarity and support for better student understanding.

Ecafe results from Fall 2014 gave results that the responders felt that the materials and information of ECED 131 were relevant and useful.

### G) Next Steps

Based on the Program's overall AY 2014-15 assessment results, describe the Program's intended next steps to enhance instruction in order to improve student learning. Instructional changes may include, for example, revision to curriculum, teaching methods, learning outcome statements, student support, and other options. Please note here if proposed changes will involve Program and/or Course modifications requiring approval.

Adult students are no different than any other age student in that curriculum must be appropriate. I am constantly observing and assessing my courses through observation, reflection, student feedback and formative and summative evaluations. I try to keep the core material the same, as it is fundamental. I do, however, clarify instructions, move or change the manner in which assignments might be accomplished and stay flexible for due dates and submission formats. This is all to accommodate for different learning styles and groups of students.

### Part VII. Cost Per SSH      NOT AVAILABLE AS OF NOVEMBER 11, 2015.

Please provide the following values used to determine the total fund amount and the cost per SSH for your program:

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General Funds	= \$	_____
Federal Funds	= \$	_____
Other Funds	= \$	_____
Tuition and Fees	= \$	_____

### Part VIII. External Data      NOT APPLICABLE FOR ECED

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If your program utilizes external licensures, enter:

Number sitting for an exam    \_\_\_\_\_  
Number passed                    \_\_\_\_\_

[If your program does not utilize external licensures, skip Part IX.]