Early Childhood

2019
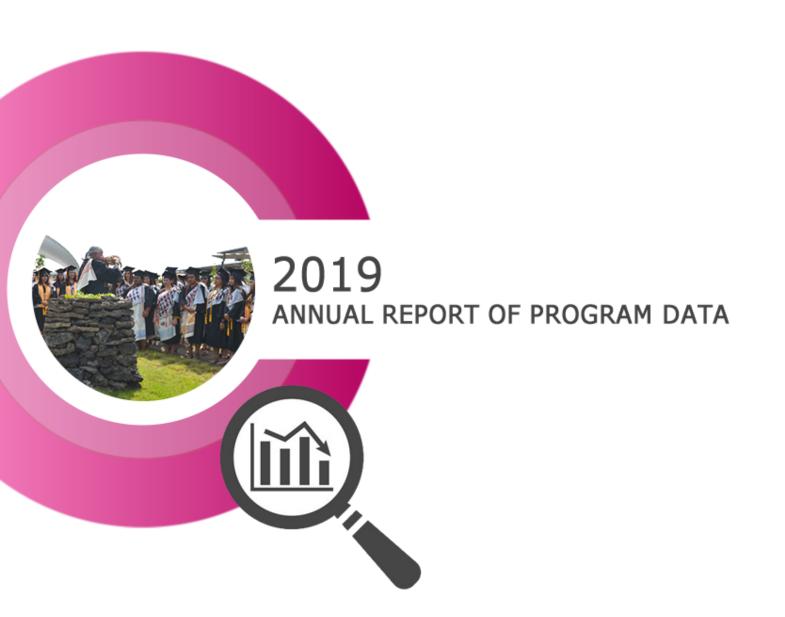ANNUAL REPORT OF PROGRAM DATA

UNIVERSITY of HAWAI'I®
HAWAI'I
COMMUNITY COLLEGE

1. Program Description

Statement and brief description of the program including a listing of the program level Student Learning Outcomes (SLOs).

Program Description: (per 2019-20 catalog)

This 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 Competence (C.O.) 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. Students taking Laboratory or Practicum courses are required to complete fingerprinting and pass the criminal history record checks. This degree is fully articulated with the Bachelor of Arts in Social Science (with a concentration in Early Childhood Edu-cation) offered through the University of Hawai'i West O'ahu via Distance Education. Students interested in pursuing the BA degree with UH West O'ahu are encouraged to meet with an Early Childhood Education advisor their first semester.

PLOs: (program level student learning outcomes)

1. Use knowledge of child development and individual children to create healthy, challenging learning environments and experiences.
2. Build respectful partnerships with children, families, colleagues and communities.
3. Build positive relationships and guide children through supportive interactions.
4. Observe, document and assess 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 base decisions and actions on ethical and professional standards.
7. Advocate for children and their families within the program.

2. Analysis of the Program

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators. CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level. Include Significant Program Actions (new certificates, stop outs, gain/loss of positions, results of prior year's action plan).

The ARPD data shows that the ECE program is *HEALTHY* overall.

The **DEMAND** Indicators show as overall *HEALTHY.* This is a strength.

   1) There is a slight decrease in the "county pro-rated positions"

The DEMAND for ECE positions have been fairly stable across the years across the state and county.

2) ECE majors have increased by 32%.

Our "Fall Full Time" majors have decreased by 32%; however, our "Fall Part Time" majors have increased by 25%, which tells us that the majority of ECE students are Part Time.

Similar action happened in Spring.

3) The program class enrollment has increased slightly. ECE majors in program classes have increased by 14%, while the non-majors have decreased by 32%. This may be indicative of students' ability to know their pathway more clearly. This shows that the courses are being taken more by ECE majors.
4) Two faculty members delivered 15 courses over two semesters.

The **EFFICIENCY** indicators show as overall ***HEALTHY***. This is a strength.

1) Average Class Size and FIll Rate is consistent over the last three years.
2) #16 indicator will probably always be high due to the design of the program that has lab & practicum courses with limited enrollment.
3) Indicators reflect recruitment efforts and responsiveness of the program to meet the current workforce requirements. Scheduling courses online and during the evenings have attracted working students needing ECE coursework to become employed or continue employment.

The **EFFECTIVENESS** indicators show as ***CAUTIONARY.*** This is a challenge ("weakness").

1) There has been a decrease of Successful Completion with C of 4%. 27% are below 2.0 GPA.
2) There has been an increase of withdrawals with a "W" by 40%.
3) There has been an increase of 5% of Persistence from Fall to Spring and an increase of 48% Persistence from Fall to Fall.

This data tells us that possibly students will withdraw if they find that the field is not a match or if they are not keeping a "C" grade average. This seems to produce a self-filtering effect in the program. Those students that remain are more likely to persist in the program as the data suggests. With program responsiveness to workforce trends, more non-traditional students are enrolling. Often these are students employed and/or new to the college experience, therefore integrating time management and academic skills may be a challenge.

Distance Indicators

Distance Indicators show that our online classes are full at 99%. The Persistence from Fall to Spring also increased slightly. However, completion rate with a "C" or higher, while consistent with the previous year, is a bit lower than three years ago.

In the last two years, Early Childhood Programs have been contacting us because workers are being required, through statewide initiatives, to complete a set of early childhood courses.

Often these are students new to the college experience, therefore integrating time management and academic skills may be a challenge.

Because of their work schedules, these students sign up for distance courses. However, because they are new or returning after an extended hiatus, they do not always come to the class with the skill set needed for distance learning.

We doubled the number of online courses. Two of the additional courses were being taught for the first time.

We continue to observe and evaluate our online courses for continuous quality improvement.

Perkins Indicators

1P1 Technical Skills Attainment: Met
2P1 Completion: Not Met
3P1 Student Retention or Transfer: Not met
4P1 Student Placement: Met
5P1 Nontraditional Participation: N/A; therefore Not Met
5P2 Nontraditional Completion: Not Met

The program met the Perkins indicator 1P1 for student attainment of challenging career and technical skill proficiencies. The program partners with community early childhood settings as practicum sites for students to practice knowledge and skills recognized as industry standards. Students that graduate from the Early Childhood Education program are qualified as preschool teachers under state licensing regulations. Therefore student placements in early childhood organizations are highly likely, as indicated by the program meeting the Perkins indicator 4P1, Student Placement.

Student attainment of the Early Childhood Education degree or certificate (Perkins indicator 2P1) as well as retention in the Early Childhood Education program and transfer to a baccalaureate degree program (Perkins indicator 3P1) remain a challenge; however the data suggests the program is close to meeting its goal. After earning their certificate or degree, some students opt to immediately enter the workforce and forgo transferring to a Bachelor's degree program. Understanding the majority of students are part-time and balancing other commitments, faculty continually work closely with students to address these challenges and support student success.

Perkins indicator 5P1, non traditional student participation, seems to have an error with no data available; therefore cannot respond to indicator 5P1 at this time. Perkins indicator 5P2, nontraditional student completion, has an indicator of zero. Given that US Bureau of Labor Statistics (2019), identifies fewer than three percent of preschool and kindergarten teachers are men, attracting men to the early childhood education field remains an issue. The Early Childhood Education program will continue its efforts to recruit and retain nontraditional students.

Program Actions

1) Added a new online class
2) Aligned CLOs and course descriptions with all sister campuses through the PCC
3) Supported non-permanent staff in Children's Center while ensuring the lab course continues to be a high quality experience for students
4) Increased hours of operation in the Children's Center allows for more ECE students to fulfill required program coursework
5) Met with Dean of Liberal Arts to strategize a 5-year plan
6) New lecturers were sought out and put into a pool to be available to teach more course offerings and to better serve the Palamanui campus as part of the strategic plan
7) A course that was on the books was reinstated in response to advisory committee members requesting this course for workforce development: ECED 170: Introduction to Infants and Toddlers
8) Attended more recruitment activities, such as high school and college career days

3. Program Student Learning Outcomes

a) List of the Program Student Learning Outcomes
b) Program Student Learning Outcomes that have been assessed in the year of the Annual Review of Program Data.
c) Assessment Results
d) Changes that have been made as a result of the assessments.

a) PLOs (program level student learning outcomes)

1. Use knowledge of child development and individual children to create healthy, challenging learning environments and experiences.
2. Build respectful partnerships with children, families, colleagues and communities.
3. Build positive relationships and guide children through supportive interactions.
4. Observe, document and assess 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 base decisions and actions on ethical and professional standards
7. Advocate for children and their families within the program.

b) PLOs Assessed

PLO 1: ECED 131
PLO 2: ECED 105, ECED 245
PLO 3: ECED 131
PLO 4: ECED 105

PLO 5: ECED 264
PLO 6: ECED 105, 131
PLO 7 - Not assessed

c) PLO Assessment Results

PLO 1 -ECED 131	100% Met
PLO 2 -ECED 105, 245	76% Met
PLO 3 -ECED 131	100% Met
PLO 4 -ECED 105	75% Met
PLO 5 -ECED 264	Results pending
PLO 6 -ECED 105, 131	86% Met

Early Childhood Education Program, AY18-19 Assessment Results
Dark Green = Exceeds // Light Green = Meets // Orange = Partly Meets //Red = Does not Meet

d) Course Changes from assessment results

ECED 105 - Have the reviewer rubric better reflect the assignment for clearer results
ECED 131 - Scaffold student's learning by delivering parts of the assignment in specific, sequential sections to facilitate a more in-depth understanding of the scope of skills.
ECED 190 - Create a supplemental sheet explaining the rating scale and typical student behaviors associated with that rating
ECED 245 - Redo Instructions; Checklist of components needed; Revise rubric to align with assignment components
ECED 264 - Pending assessment results will inform actions needed

4. Action Plan

Include how the actions within the plan support the college's mission. In addition to the overall action plan for the program, include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

1) Per our Strategic Plan, work with Administration to develop exit and non-returning student surveys to better identify persistence rates
2) Consistently utilize My Success and the No-Show Policy to inform students of options
3) To renew Diversification status of ECED 131 and to explore expanding ECED courses for Diversification
4) Continue monitoring online courses for instructional clarity
5) Continue to embed activities in online courses that will strengthen student distance ed skills
6) Research and develop a 9-credit ECE certificate to address workforce trends
7) Create a lecture pool per strategic plan
8) To review PLO/CLO alignment for all courses

5. Resource Implications

None at this time.