1. Program or Unit Description

Program/Unit Description from the catalog or Unit Mission or Purpose Statement

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.) and Certificate of Achievement (C.A.) prepare 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 Education) 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.

What is the target student or service population?

The target student population is anyone who is interested in working with young children, prenatal to 8 years old, and their families in a variety of venues.

2. Analysis of the Program/Unit

a) Discuss the Program’s or Unit’s strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program’s Quantitative Indicators or comparable unit-developed measures or program-developed metrics from the previous three years or the full period covered in this Review if more than three years. Include a discussion of relevant historical-trend data on key measures (i.e., last three or more years).

See below for data, analysis and discussion.

b) Discuss significant program or unit actions and activities over the period of this Review. Include new certificate(s), stop outs, gain/loss of position(s), etc. Discuss the results of the prior Comprehensive Review’s action plan(s). Include external factors affecting the program or unit.

Per our last CPR Action Plan and the last three APR Action Plans, we accomplished 95% of our goals for this last review period. We use these plans to stay on track to better address the needs of our ever-changing student population in a more effective and efficient manner.

Action Plan Review of the past CPR 2014-17, we have:

- Redefined our courses that required it
- Offered different modalities of course delivery (online, Zoom, hybrid, night)
- Created 5 new online courses - ECED 105, 110, 115, 140, 245
- Embedded ways for students to develop their online skills
- Worked with administration to develop a plan to address persistence
- Re-established MOAs with the UH system
- Worked with community ECE partners (Head Start, PID, InPeace, HIAEYC, etc.) for recruitment, conferences, and support
- Developed a new 9-credit Certificate to address the needs of DOE Educational Assistants and high school students
- Aligned all major CLOs with System and submitted to Kuali
- Created a lecturer pool
- Utilized Foundation monies to repair the Children’s Center playground and offer our graduates a stipend
- Put face-to-face courses online during Spring Break to address Covid pandemic so students could finish out the semester. We also agreed to higher caps for student enrollment to address capacity issues.
- Achieved Diversification designation for ECED 131 to facilitate student transfers
- Taught revised ECED 170, upon recommendation of the Advisory Board

c) Instructional programs must include a discussion of ARPD health indicators with benchmarks to provide a quick view on the overall condition of the program for the period of this Review; CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level in the last year of this Review period.

We attribute our Overall Healthy indicator to continual review of our courses, course delivery, practices, and assessment results.

As is apparent from the data below, the Early Childhood program has improved in the Overall Health of the program for this last CPR period and has improved in each indicator. The exception to that would be the “Effectiveness” indicator. It was “Healthy” in 2015 and was “Cautionary” until 2017. For two years it was “Unhealthy.” It has now returned to “Cautionary.” The “Effectiveness” indicator tells about the persistence of students from semester to semester and the completion of degrees. This is definitely a challenge area as students in our program have been finding it more difficult to juggle the need to work and to attend school. Some have told us that they wanted to stay in Early Childhood but also wanted to go on to get a four-year degree at UHHilo, and our AS-ECED does not articulate to anything at University of Hawai`i at Hilo.

To address this:

- We are one of four early childhood programs in the UH system. We have all aligned our course descriptions and course learning outcomes to better serve our students in completing their pathways. As part of the UH system MOA, there is also a 2+2 with UHWO for our students to obtain a Bachelor’s online from Hawai`i Island.
- We are currently in discussion with departments at UH Hilo to create a possible 2+2 for that school.

- We are updating and expanding our MOA with Chaminade University of Honolulu for a four-year licensure/degree program. (There is currently no licensure program on Hawai‘i Island.)

**Past ARPD data:**

**Overall Indicators for previous CPR:**
2014-15 - Cautionary
2015-16 - Unhealthy
2016-17 - Cautionary

**During 2014-15:**
Demand - Unhealthy
Efficiency - Cautionary
Effectiveness - Healthy

**During 2015-16: Overall Program - Unhealthy**
Demand - Unhealthy
Efficiency - Unhealthy.
Effectiveness - Cautionary.

**During 2016-17: Overall Program - Cautionary**
Demand - Cautionary
Efficiency - Healthy.
Effectiveness - Cautionary

**Current ARPD Data:**

**During 2017-18: Overall Program - Cautionary**
Demand - Healthy
Efficiency - Healthy
Effectiveness - Unhealthy

**During 2018-19: Overall Program Healthy**
Demand - Healthy
Efficiency - Healthy
Effectiveness - Unhealthy

**During 2019-20: Overall Program Healthy**
Demand - Healthy
Efficiency - Healthy
Effectiveness - Cautionary
3. Program Learning Outcomes or Unit/Service Outcomes

a) List of the Program Learning Outcomes or Unit/Service Outcomes

**PLOs:** (Program 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:

2019:

- PLO 1: ECED 110-CIL
- PLO 2: ECED 105-CIL; ECED 245-CIL
- PLO 3: ECED 110-CIL
- PLO 4: ECED 105-CIL
- PLO 5: ECED 110-CIL
- PLO 6: ECED 105-CIL; ECED 245-CIL
- PLO 7: Not assessed

2018:

- PLO 1: ECED 264-CIL; ECED -CIL
- PLO 2: ECED 105-I; ECED 245-I; ECED 190 Cil
- PLO 3: ECED 131-CIL; ECED 190-CIL
- PLO 4: ECED 105-I; ECED 131-CIL; ECED 190-CIL
- PLO 5: ECED 264-CIL; ECED 190-CIL
- PLO 6: ECED 105-I; ECED 131-CIL; ECED 190-CIL
PLO 7: Not assessed

2017:
PLO 1: ECED 263-CtL; ECED 264-I; ECED 291-CtL
PLO 2: ECED 291-CtL
PLO 3: ECED 291-CtL
PLO 4: ECED 140-I; ECED 291 CtL
PLO 5: ECED 263-CtL; ECED 264-I; ECED 291-CtL
PLO 6: ECED 291-CtL
PLO 7: ECED 140-I; ECED 190-I; ECED 291-CtL

c) Discuss the assessment results from the period of this Comprehensive Review.

PLO Assessment Results for 2019
PLO 1: 37% Met; 47% Exceeded; 16% Not Met
PLO 2: 74% Met; 17% Exceeded; 4% Not Met
PLO 3: 37% Met; 47% Exceeded; 16% Not Met
PLO 4: 90% Met; 10% Not Met
PLO 5: 37% Met; 47% Exceeded; 16% Not Met
PLO 6: 90% Met; 10% Not Met
PLO 7: Not Assessed

PLO Assessment Results for 2018
PLO 1: 71% Met; 29% Exceeded
PLO 2: 57% Met; 23% Exceeded; 9% Partially Met
PLO 3: 67% Met; 33% Exceeded
PLO 4: 83% Met; 17% Not Met
PLO 5: 78% Met; 22% Exceeded
PLO 6: 79% Met; 8% Exceeded; 13% Not Met
PLO 7: Not Assessed

PLO Assessment Results for 2017
PLO 1: 66% Met; 31% Exceeded; 3% Not Met
PLO 2: 78% Met; 22% Exceeded
PLO 3: 73% Met; 24% Exceeded; 3% Not Met
PLO 4: 69% Met; 31% Exceeded
PLO 5: 66% Met; 31% Exceeded; 3% Not Met
PLO 6: 78% Met; 22% Exceeded
PLO 7: 78% Met; 22% Exceeded

From 2017 through 2019, there was a general pattern of program learning outcomes having the Expectations being “Met.” There was also a large jump from “Met” to “Exceeds” during that same period. There was also an increase in “Not Met.” Part of that can be attributed to the revision of Student Evaluations and Assessment rubrics to more
accurately reflect CLO assessment for the CtL assessment cycle.

Another factor that influenced these trends in 2019 is that there was an influx of first time students coming into the 100 level courses who seem to not have all the skills necessary to begin the early childhood coursework.

Currently (2020), there was a rapid shift to online courses due to the pandemic. We had no course assessments during the first two semesters (Spring 2020, Fall 2020) that would have been affected by this; but, this may show up in the future, as we allowed for higher capacity numbers in our online classes for the Fall 2020 and the modality change to distance education to meet the needs of the community during the pandemic.

We will continue to work with students who may not be meeting the expectations in their assignments.

Overall, the PLOs expectations are being met with an increase from 78% - 84%+ over the course of the three-year period, and that’s a good thing!
Early Childhood Education Program, AY17-18 Assessment Results
Dark Green = Exceeds // Light Green = Meets // Orange = Partly Meets // Red = Does not Meet

Graph
Early Childhood Education Program, AY18-19 Assessment Results

Dark Green = Exceeds // Light Green = Meets // Orange = Partly Meets // Red = Does not Meet
d) Discuss changes that have been made as a result of the assessment results.

Observing the Assessment Results of our course CLOs and PLOs over the years has always been useful. Several changes that the program has implemented during this last CPR cycle are:

- More clear and more defined instructions to assignments
- Changed modalities in some course delivery (online, night, Zoom)
- Updated and revised some assignments to align to the CLOs better and to better meet student needs
- Revised student evaluations and assessment rubrics to more accurately reflect CLO assessment
- Expanded observation sites available for students to accomplish their assignments
4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Comprehensive Review date. Be sure to focus on areas to improve identified in ARPD data, comparable unit-developed measures or program-developed metrics, assessments of student learning or unit/service outcomes, results of survey data, and other data used to assess your program or unit. This plan should guide your program/unit through to the next Comprehensive Program/Unit Review cycle and must detail measurable outcomes, benchmarks and timelines. Include an analysis of progress in achieving planned improvements.

Our future plans include:

- Working with the ECE community statewide regarding a Strategic Plan, nationwide grant and the future of the Executive Office of Early Learning - major topics include workforce readiness and improved compensation for ECE providers.
- Pursuing more comprehensive marketing of program and recruitment of students.
- Continuing to work with administration to survey graduates for ways to improve delivery of program, persistence between semesters and increase graduation rates.
- Working with UH Hilo to create a possible 2+2 pathway from HawCC to UH Hilo.
- Continuing to develop the Early College pathway with the high schools when the pandemic is abated.
- Having the 9-credit certificate (ECED CO-CDA Prep) approved and be used by DOE and Early College as a stepping stone to higher degrees.
- Submitting all of the cross-campus, re-aligned CLOs/Course Descriptions for approval.
- Achieving Diversification of the other two courses (ECED 105 & 110) that are part of the new CDA Prep Certificate to better articulate with other campuses of the UH system.
- Updating an MOA with Chaminade to create more career pathways for our students.
- Utilizing the MOA with Kamehameha Schools, which will provide more practicum and observation sites for our ECE students thereby increasing more opportunities for persistence and completion.
- Converting the two final 200-level curriculum courses to online to meet the needs of the pandemic and future online ECE students
- Working with community partners to facilitate better employment opportunities during practicum experiences.
- Creating three more online courses (ECED 131, 263, 264) to be able to offer all ECED coursework online at HawCC; exceptions would be ECED 190 - Lab, ECED 191 - Practicum 1 (field) and ECED 291 - Practicum 2 (field).
- Continuing to orient the students upon course entry to all of the skills needed to successfully navigate the class by providing tools such as the Syllabus, Timeline, Laulima help links and tools, office hours and open appointments. We will also
continue to work with Advising to ensure seamless transition into the college environment and our program.

* CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level in the last year of this Review.

**Perkins Core Indicators in AY 2019-20**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Goal</th>
<th>Actual</th>
<th>Met/Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1P1: Technical Skills Attainment</td>
<td>94.75</td>
<td>100</td>
<td>Met</td>
</tr>
<tr>
<td>2P1: Completion</td>
<td>61</td>
<td>36.36</td>
<td>Not Met</td>
</tr>
<tr>
<td>3P1: Student Retention or Transfer</td>
<td>86</td>
<td>83.33</td>
<td>Not Met</td>
</tr>
<tr>
<td>4P1: Student Placement</td>
<td>66.75</td>
<td>93.33</td>
<td>Met</td>
</tr>
<tr>
<td>5P1: Nontraditional Participation</td>
<td>23.75</td>
<td>2.82</td>
<td>Not Met</td>
</tr>
<tr>
<td>5P2: Nontraditional Participation</td>
<td>23.75</td>
<td>0</td>
<td>Not Met</td>
</tr>
</tbody>
</table>

1P1: The program met this Perkins indicator 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. Our Advisory Council consists of industry leaders such as Kamehameha Schools, a preschool director, family-child interaction group curriculum specialist and family care home provider. They provide valuable feedback of what technical skills are needed based upon industry trends and can be incorporated into our program. We often take their suggestions to fruition; ex. ECED 170, a class on Infants & Toddlers. This was seen as an important direction for caregivers to position themselves as the preschool population gets more and more assimilated into DOE.

2P1: Student completion of the Early Childhood Education degree or certificate remains a challenge as we prepare students through the rigors of becoming a teacher. We recognize there are a plethora of reasons why completion is a challenge, and we hope to gain more insight with our planned student survey identified in our Action Plan.

3P1: Retention in the Early Childhood Education program and transfer to a baccalaureate degree program 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. For those who do continue on, we are acutely aware that the four-year degree programs for Early Childhood Education, especially those programs that administer state licensure as mandatory to working in public Pre-K classrooms, are limited or nonexistent for neighbor island community colleges. Per our Action Plan, we will continue to create and update articulation pathways to four-year colleges such as the UH Manoa College of Education, UH West Oahu and Chaminade University of Honolulu. Also, we understand the majority
of students are part-time and balancing other commitments; therefore, faculty will continue to support student success with strategies such as flexible scheduling.

4P1: 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 shown with this indicator being met.

5P1: Early Childhood Education is a field that has a majority of female participation, both locally and nationally. According to the Bureau of Labor Statistics (https://www.bls.gov/cps/cpsaat11.htm), 98.7% employed as preschool/kindergarten teachers are female. Occasionally, a male will register for a course as an elective to their primary program. However, males continuing on in early childhood education are rare. The Early Childhood Education program will continue to work with the administration to improve its efforts to recruit and retain nontraditional students.

5P2: This remains an indicator attached to 5P1 where participation is limited, therefore completion is a challenge also.

Specify how the action plan aligns with the College’s Mission and Strategic Plan:

HawCC Strategic Directions 2015-2021.

Strategic Plan Alignment:

We believe that our vision and mission for our Early Childhood Program most certainly aligns with the HawCC Strategic Plan. We are always mindful of ways in which we can increase these alignments.

Hawai`i Graduation Initiative

HGI 1: Strengthen K-12 to Early College pipeline
A Perkins Grant was written, and two local high schools were partnered with to establish transitional activities and Early College ECED course offerings on high school campuses. A 9-credit certificate was also created to facilitate those students who completed the three courses to receive a college certificate that articulates to other certificates and an AS degree in Early Childhood.

HGI 2: Persistence
Met with Advising and Counseling to strengthen the ECE pathway and persistence from semester to semester and post-graduation. We are establishing and updating MOAs with other UH campuses, Chaminade University and Kamehameha Schools to broaden a student’s opportunities to achieve their educational goals.

HGI 3: Align curriculum with workforce needs
We have adjusted our coursework to mostly night and online offerings to accommodate work schedules. We also added to the curriculum current initiatives in the workforce, such as updated professional development standards.

**HG1 4: Palamanui -**
We have had face-to-face courses offered on the west side campus. We continually offer online, vidcon and Zoom classes to meet the needs of students not close to the Hilo campus. We also travel to all parts of the island to facilitate student practicums in their communities, so students do not have to travel to Hilo.

**Hawai`i Innovation Initiative Action Goal (HI2)**
**HI2 3: Support Hawai`i Island’s location and critical gaps**

Because our field is always part of ongoing research and innovation, we are sensitive to and supportive of any and all kinds of research and any innovation that improves the opportunities for students to reach their highest potential and succeed in their academic endeavors.

**21st Century Facilities (21CF)**

**21CF 1: Adapt models & practices to manage UH facilities**
Our main classroom has received state of the art video, camera and monitor equipment to facilitate synchronous social distanced instruction. We use all of it for our Zoom classes. We also are available for other instructors or administration for classes, trainings or meetings.

**21CF 2: Sustainability**
The Early Childhood field has always been resourceful and mindful of taking care of our resources because there is never much money to buy new equipment or materials. We teach our college students how to incorporate the ideas of sustainability into every lesson plan and assignment, when pertinent. We practice recycling in the adult classroom and use everything. We turn off lights when we are not using a room and take our shredding home for mulch. Several large scale projects require the use of recycled materials.

Discuss how these recommendations for improvement or actions will guide your program or unit until the next Comprehensive Review. Be sure to list resources that will be required, if any, in section 5 below.

Our APR & CPR Action Plans are always thoroughly thought out. We work at being intentional with matching a challenge with a doable solution. We review these solutions regularly and revise as we find necessary to do. We continually work with community partners to expand opportunities for our students to acquire experience in and make connections with authentic early childhood workforce sites.
The field of early childhood has been impacted immensely by the pandemic, specifically access to and CDC and DHS regulation of early childcare sites. We will stay informed and in communication with these sites and with community partners. However, everything is in flux.

*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors.

5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial)

☐X I am NOT requesting additional resources for my program/unit.