

EARLY CHILDHOOD EDUCATION



ANNUAL REPORT OF PROGRAM DATA 2021

July 1, 2020 through June 30, 2021



UNIVERSITY of HAWAII®
HAWAII
COMMUNITY COLLEGE

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1. Program or Unit Description

Program Description: (per 2020-21 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 two different Certificates of Competence (CO) or Certificate of Achievement (CA) prepare students for support roles in early childhood programs. An Associate in Science (AS) 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 program advisor their first semester. The AS degree also articulates with Chaminade University's and UH Mānoa's education program degrees.

This program targets any person seeking to work as an early childhood educator. It also targets persons who are needing to fulfill workforce requirements or to qualify for their existing positions.

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 supporting 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/Unit

UHCC Annual Report of Program Data (VARPD) of Early Childhood Education

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 HEALTHY overall. This is a strength.

- 1) There is a slight decrease in the "county pro-rated positions."
- 2) Schools closed due to COVID-19.
- 3) Schools reduced enrollment to comply with CDC protocols, parents staying at home more, and teachers staying home, retiring, or quitting.

While the DEMAND for ECE positions fluctuated across the years and across the state and county, ECE majors have remained stable.

- 1) State positions went from 268 to 139 from 2018 to 2020.
- 2) County positions reduced from 29 to 16 in the same time span.
- 3) ECE majors have remained stable (60-66).

Our "Fall Full Time" majors have increased from 30% to 39%, a change of 9%; however, our "Fall Part Time" majors have decreased by 9%. The majority of ECE students are still Part Time.

Similar action happened in spring.

- 1) Slight decrease from 36% to 34% for Spring Full Time majors. Part Time increased from 64% to 66%.
- 2) The FTE program class enrollment has increased slightly from 21 to 28 students. ECE majors' semester hours in program classes have increased from 500-599, while the non-majors have increased from 132 to 230 semester hours. This shows that the courses are being taken more by ECE majors.
- 3) Two faculty members delivered 16 courses over two semesters.

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

- 1) Average Class Size has increased from 14 students to 17 students, an increase of 21.43%.
- 2) Fill Rate has increased from 64% to 79.1%. The number of students for this fill rate is not provided in the ARPD data. Our own calculations, based upon a class size of 22, indicates that a 77% fill rate is a class size of 17 students.

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- 3) Low enrolled classes have decreased from 5 to 4. #16 indicator will probably always be high due to the design of the program, which has lab and practicum courses with limited enrollment. To address low-enrolled classes, we are looking at only offering the lab course and the practicum course once a year each.
- 4) 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 HEALTHY.

- 1) There has been a decrease of Successful Completion with C or higher of 5%.
- 2) There has been an increase of withdrawals with a "W" by 16 student to 30 students, an increase of 53%. This may be attributed partly to use of the distance learning modalities that require students to learn new technology and communication skills. They also need consistent and reliable access to technology.
- 3) There has been a decrease of 6% for Persistence from Fall to Spring and a decrease of 12% Persistence from Fall to Fall.
- 4) Five AS degrees were awarded in Spring 2021. 10 Certificates were awarded, up from 4.
- 5) Transfer to four- year colleges went from one to five students.

From the data we predict that possibly students will withdraw if they find that the field is not a match, if they are not keeping a "C" grade average, or if life events prevented continuance. 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

With the mandate of online courses for the school year, the program's online course offerings increased from the previous year's four online courses to 13 online courses, an increase of 225%. Distance Indicators show that our online classes are full at 82%. As expected, with offering only online courses, enrollment in distance education courses increased to 263 students from the previous year's total of 85, an increase of 309%.

The Persistence from Fall to Spring decreased slightly by 2%. Completion rate with a "C" or higher at 70%, is lower than last year's rate of 75%. This may be attributed partly to use of the distance learning modalities that require students to learn new technology and communication skills. They also need consistent and reliable access to technology.

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

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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 class with the skill set needed for distance learning.

We tripled the amount of online courses. Three of the additional courses were being taught for the first time.

Perkins Indicators

Perkins Indicators show that the program met both 1P1, Postsecondary Placement and 1P2, Earned Recognized Credential. Students were advised throughout the ECE program and prior to HawCC graduation of postsecondary options included articulated pathways and disciplines within the UH system and a newly updated articulation agreement with a private university. This individualized, one-on-one consultation helped students continue their postsecondary education and also proved successful in helping students obtain their postsecondary certificates and degrees. The majority of students who have graduated from the program have retained employment in the field of early childhood education. 3P1, Non-Traditional Program Concentration, has no data attached for AY 2020-21; therefore we were unable to provide analysis at this time.

1P1	Postsecondary Placement	Goal: 22	Actual: 100
2P1	Earned Recognized Credential	Goal 33	Actual: 34.62
3P1	Non-Traditional Program Concentration	N/A	N/A

Program Actions for AY 20-21

- 1) Added three new online classes: ECED 131, ECED 263 and ECED 264.
- 2) Submitted proposals for the aligned CLOs and course descriptions with all sister UH campuses through the PCC. All proposals were approved.
- 3) Attended virtual recruitment activities, such as high school and college career days, and we created an online video for future use at all high schools.
- 4) Created and received approval for a new nine-credit Certificate “ECED CO CDA-Prep” to help DOE Educational Assistants and future Early College students obtain a degree that will help them in the workforce and will scaffold future ECE degrees.
- 5) Grant and Early College work/ ELCP collaborations - Hired a coordinator, met with partners (list), published an article in the Tribune Herald, and recruited students for Early College.
- 6) Strategized statewide ECE grant collaboration with higher education consortium called Kaulanakilohana.

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- 7) Vetted Lecturer pool (55 applicants) in preparation for future interviews
- 8) Partnered with early learning community organizations to plan and deliver workshops and conferences: HiAEYC, 'Ohana Engagement, Early Learning Consortium, etc.
- 9) Put in place COVID-19 protocols - Strict adherence to protocols for the campus, faculty, lab center and students including Lumisight app, masks, sanitizing, social distancing, COVID-19 vaccines, and testing when needed.

3. Program Learning Outcomes or Unit/Service Outcomes

a) *List all Program Learning Outcomes (PLOs) or Unit/Service Outcomes (UOs) and their alignment to the College's Institutional Learning Outcomes (ILOs).*

Please click on the link to see our table of PLO/ILO Alignment below.

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.

ECE PLO/ILO Alignment

b) *List the PLOs or UOs that have been assessed in the year of this Review. Instructional programs must list the courses that have been assessed in the year of this Review and identify the alignment(s) of Course Learning Outcomes (CLOs) to the PLOs. If no assessment was conducted in the year of this Review, provide an explanation and schedule of upcoming planned assessments.*

We did not perform any formal PLO assessments in the AY 20-21. We conducted our usual round of courses that include the PLOs and CLOs. However, we graduated five students

who are required to have understood and performed all seven of the PLOs during their last semester in their practicum class.

- c) *Assessment Results: provide a detailed discussion of assessment results at the program (PLO) and course (CLO), or unit (UO), levels in the year of this Review. Provide an analysis of how these results reflect the strengths and challenges of the program or unit in meetings its Outcomes.*

No course assessments were scheduled for this past year. However, three courses went completely online due to COVID-19, so there would have been very little time for that. We perform our courses every semester according to standardized CLOs which are aligned to the PLOs.

ECE CLO/PLO Alignment Matrix F21

- d) *Changes that have been made as a result of the assessment results: instructional programs must provide a discussion of changes made as a result of the analysis of assessment results, e.g., to curriculum, instruction, development of student learning opportunities, faculty professional development activities, assessment strategies, etc.; non-instructional units must provide a discussion of changes made as a result of the analysis of assessment results, e.g., to services, operations, personnel training, assessment strategies, etc.*

Due to no assessments scheduled or performed this past year, there are no results to report. In addition, there were many rapid course delivery changes due to COVID-19 in Spring 2020 and Fall 2020 that would have required a different assessment strategy.

- e) Course Changes from assessment results from CPR AY18-20

ECED 105 - Redid the reviewer rubric so that it better reflects the assignment for clearer results. This class will be reassessed during the next assessment cycle.

ECED 131 - Scaffolded students' learning by delivering parts of the assignment in specific, sequential sections to facilitate a more in-depth understanding of the scope of skills. This class will be reassessed during the next assessment cycle. However, this assignment was delivered per the action plan and was enhanced with video clips. Anecdotally, students were able demonstrate better understanding of the assignment.

ECED 190 - Created a supplemental sheet explaining the rating scale and typical student behaviors associated with that rating. This will continue to be on our action plan for the next review period. This class will be reassessed during the next assessment cycle.

ECED 245 - Redid instructions including a checklist of components needed. Rubric was aligned with assignment components. This class will be reassessed during the next assessment cycle.

ECED 264 - Assessment results were completed. No recommended changes needed at this time. This class will be reassessed during the next assessment cycle.

4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Review, or as appropriate, update the action plan provided in your last Comprehensive Review.

Be sure to focus on areas to improve as identified in ARPD data or unit-developed measures, the results of assessments of student learning or unit/service outcomes, and results of survey and other data used to assess your program or unit.

This action plan must include an analysis of progress in achieving previous planned improvements including the results of the prior Comprehensive Review's action plan(s). Discuss how the goals identified in that prior action plan were met and the impact on the program or unit; or, if not met, discuss why and the impact on the program or unit, and whether those goals are being carried over to the current action plan.

Action Plan from CPR (AY18-20)

- Work 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.
 - In process: Meeting monthly with higher education consortium, Kaulanakilohana, to implement the statewide higher education grant, ECE3.
- Pursue more comprehensive marketing of program and recruitment of students.
 - Through the Early Learning Career Pathways Project, a Project Coordinator was hired who meets bi-weekly with the ECE faculty to develop and implement a comprehensive marketing program for recruitment of high school students.
- Continue to work with administration to survey graduates for ways to improve delivery of the program and persistence between semesters and increase graduation rates.
 - Ongoing discussions with department chair and administration.
- Work with UH Hilo to create a possible 2+2 pathway from HawCC to UH Hilo.
 - Pending negotiations between administrations of HawCC and UH Hilo.
- Continue developing the Early College pathway with the high schools when the pandemic has abated.
 - Met with DOE counselors, CTE DOE coordinator, and HawCC Early College Coordinators to establish course codes for dual credits (also see bullet point two).
- Have the 9-credit certificate (ECED CO-CDA Prep) approved and be used by DOE and Early College as a stepping stone to higher degrees.
 - Approved and being used by DOE and Early College for recruitment.
- Submit all of the cross-campus, re-aligned CLOs/course descriptions for approval.
 - Submitted, approved, and entered into Kualii.
- Achieve Diversification of the other two courses (ECED 105 and 110), that are part of the new CDA Prep Certificate, to better articulate with other campuses in the UH system.

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- Accomplished for both courses.
- Update and revise an MOA with Chaminade to create more career pathways for our students.
 - Updated and approved MOA. Started MOA in Fall 2021.
- Utilize 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.
 - MOA approved; however, Kamehameha Schools has temporarily closed its sites to outside visitors due to COVID-19/state childcare licensing restrictions (Department of Human Services).
- Convert the two final 200-level curriculum courses to online to meet the needs of the pandemic and future online ECE students.
 - ECED 263 and ECED 264 were created and delivered online AY 20-21.
- Work with community partners to facilitate better employment opportunities during practicum experiences.
 - Ongoing due to COVID-19 restrictions in child care sites.
- Create 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).
 - Accomplished. Created online courses for ECED 131, 263 and 264.
- Continue 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.
 - Ongoing and will always be continuing. It is an integral part of this program.

This action plan should include specific recommendations for improvement(s) or planned program or unit action(s) that will guide your program/unit through to the next program/unit Review cycle. The plan must include details of measurable outcomes, benchmarks and timelines.

Specify how the action plan aligns with the College's Mission and Strategic Plan. Include a discussion of how implementing this action plan will contribute to the College achieving the goals of the Strategic Plan.

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

Strategic Plan Alignment:

We believe that our vision and mission for our Early Childhood Program 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

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Through a privately funded three-year grant, the ECE program is partnering with DOE and Kamehameha Schools to deliver Early College coursework at two East Hawai'i high schools. The project officially began January 2021 after numerous and ongoing consultations with the project partners, DOE counselors, and the HawCC Early College Coordinator. A nine-credit certificate, ECE CO-CDA Prep, was created and approved 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

We are establishing and updating MOAs with other UH campuses. An articulation agreement was updated and approved with Chaminade University Early Childhood Education degree to broaden student opportunities to achieve educational goals. Our program worked with UHM to establish a privately-funded scholarship program for ECE students in the UH System. For next academic year, over \$16,000 will be awarded to HawCC ECE students.

HGI 3: Align curriculum with workforce needs

Our ECE Advisory Council recommended we continue to set a high bar in our curriculum, because they expect highly qualified staff in their programs. With our coursework being online during the AY 20-21, the flexible schedule and use of video conferencing has been accommodating to students' work and home routines. We added to the curriculum current initiatives in the workforce, such as advocacy for the workforce and updated licensing requirements, especially regarding health and safety during this time of pandemic.

HGI 4: Pālamanui

We met with Pālamanui admin and counselors to share supports for the West Hawai'i community, including the various ECE career pathways available to students who seek four-year and graduate degrees without traveling to another island. We also shared the articulation agreements and wider use of distance learning to support student persistence in degree programs. We continually offer online courses of various modalities to meet the needs of students across the island. We also travel to West, South and North Hawai'i 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

We are sensitive to and supportive of research and any innovation that improves the opportunities for students to reach their highest potential and succeed in their academic endeavors. One way we are working to achieve this is to create partnerships within the ECE community for students to transition into the workforce. An MOA was created with Kamehameha Schools allowing our students to complete a practicum at the various preschool sites island wide. This will give our students a hands-on, authentic experience of a working environment and hopefully establish industry networking for future employment.

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 and face-to-face classes. We also are available for other instructors or administrators for classes, trainings, or meetings.

21CF 2: Sustainability

We embed in our curriculum ways to incorporate the ideas of sustainability into lesson plans and assignments, when pertinent. We practice recycling in the classroom and reuse supplies. Several large scale course projects require the use of recycled materials.

Be sure to list resources that will be required, if any, in section 5 below.

*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors between now and the next Comprehensive Review. 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) HGI 1: Disseminate to students and counselors three courses with Diversifications. These are now available for Early College and intercampus transfers: ECED 105, ECED 110, and ECED 131. These courses make up the new ECE CO-CDA Prep Certificate that articulates into the ECED degree program.
- 2) HGI 1: Hire for the lecture pool to teach Early College.
- 3) HGI 2: Work with administration to develop exit and non-returning student surveys to better identify persistence rates.
- 4) HGI 3: Continue to include rigor in the courses and share resources that offer support as needed. Program Learning Outcomes will continue to be aligned with industry standards as per feedback from ECED Advisory Council. Syllabus is used to inform of student support services, and referrals will be done as needed.
- 5) HGI 4, HI2 3 and 21CF 1: Incorporate use of video conferencing platforms that utilize student group work, presentations, video recording projects. This will enhance student skills via distance learning and increase access for students across the island. Students will be introduced to using online tools such as Google Docs/Slides and others apps such as Remind, Padlet, EdPuzzle, and Kahoot to increase proficiency in the course content.

**5. Resource Implications -
* ONE-TIME BUDGET REQUESTS ONLY ***

Detail any ONE-TIME resource requests that are not included in your regular program or unit operating “B” budget, including reallocation of existing resources (physical, human, financial).

*Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

I am NOT requesting additional ONE-TIME resources for my program/unit.

I AM requesting additional ONE-TIME resource(s) for my program/unit.

Total number of items being requested: _____ (4 items max.)

*For each item requested, make sure you have gathered the following required information and all relevant documentation before you upload this Review; you will submit all information and attachments for your **Resource Request** as part of your Review document submission via the

Hawaii CC - Program & Unit Review Submission portal
<https://hawaii.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run>

- ✓ Item Description
- ✓ Justification
- ✓ Priority Criteria (must meet at least one of the following):
 1. Ensure compliance with mandates and requirements such as laws and regulations, executive orders, board mandates, agreements and contracts and accreditation requirements.
 2. Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale.
 3. Expand our commitment to serving all segments of our Hawaii Island community through Pāalamanui and satellite centers
 4. Address aging infrastructure.
 5. Continue efforts to promote integrated student support in closing educational gaps.
 6. Leverage resources, investments with returns, or scaling opportunities
 7. Promote professional development.

Category-Specific Information				
Equipment	Estimated Date Needed	Quantity / Number of Units; Cost per Unit	Total Cost (with S&H, tax)	On Inventory List (Y/N); Decal #, Reason replacing
Facilities Modification	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Utilities Required
Personnel Resource	Estimated Date Needed	FTE; Position Type; Position Title	Estimated Salary	Was an Existing Position Abolished? (Y/N); Position #

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Professional Development	Estimated Date Needed	Have you applied before (Y/N); was it approved?	Professional Development Type	PD Details; Impact; Total Cost
Reallocation	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Reallocation Proposal

6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

I am NOT requesting changes to the SOC codes/occupations listed for my program.

I am requesting changes to the SOC codes/occupations listed for my program.

O*Net CIP-SOC Code Look-up

in the **Crosswalks box, choose "Education," then enter CIP number to see related SOC codes*

List below each SOC code for which change is being requested and include details of requested code deletions and/or additions. Include justification for all requested changes.

**All requested changes to the SOC codes/occupations listed for programs must be discussed with and approved by the Department/Division Chair.*

Here are the numbers we feel will add to the list of appropriate SOC codes to improve the data on the ARPD. ("*" by "SPED" = "Special Education"). We currently have only three codes, which do not accurately reflect what is happening in the workforce.

39-9011 - Childcare Workers

25-2011 - Preschool Teachers (non-SPED)*

25-2012 - Kinder Teachers (non-SPED)*

25-2021 - Elementary Teachers (non-SPED)*

25-9042 - Preschool and elementary TAs (non-SPED)*

11-9031 - Ed and Childcare Admin - Preschool and Daycare

25-5055 - Kindergarten Teachers (SPED)*

25-5051 - Preschool teachers (SPED)*

25-2-56 - Elementary Teachers (SPED)*

25-9043 - Teacher's Assistant - (SPED)*

Please see attached link with our response to CPR AY-17-19

[Response to CERC and Assessment](#)