

**ANNUAL**  
REPORT OF PROGRAM DATA

**2022**

UNIVERSITY of HAWAI'I

**HAWAI'I**  
COMMUNITY COLLEGE



## Early Childhood Education

**July 1, 2021 through June 30, 2022**

## 1. Program Description -

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

**Program Description:** (per 2021-22 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 Certificates of Competence (C.O.) and the Certificate of Achievement (C.A.) prepare students for support roles in early childhood programs. The 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. The AS degree in ECE is also articulated with two Bachelors programs (one with a DOE licensure and one without) at Chaminade University of Honolulu, via distance learning. There are also pathways to a Bachelors through University of Hawai'i at Mānoa. Students interested in pursuing any four-year degree are encouraged to meet with a Hawai'i Community College Early Childhood Education advisor before they begin the HawCC program.

**PLOs:** (Program level Learning Outcomes aka Student Learning Outcomes - SLOs)

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 (Early Childhood Education) is rated **Cautionary** overall. The **DEMAND** Indicators show as overall **HEALTHY**. This is a strength.

- 1) There is a no change in the "county pro-rated positions."

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

- 2) ECE majors have decreased 18%.

Our "Fall Full Time" majors have decreased by 46%; however, our "Fall Part Time" majors have increased by 29%, which tells us that the majority of ECE students are part-time. Spring saw similar

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action with full time enrollment decreasing 15% and part time enrollment increasing 7.5%.

- 3) The Student Semester Hours in the program class enrollment overall has decreased 17%. ECE majors in program classes have decreased by 26%, while the non-majors have increased by 6%. When looking at the courses, more courses are being taken by ECE majors than non-majors.
- 4) Two faculty members delivered 18 courses over two semesters.

The **EFFICIENCY** indicators show as overall *Progressing*. This is a challenge.

- 1) Average Class Size and Fill Rate has been variable over the last three years. In comparison to the last ARPD, the average class size has decreased from 17 to 12, a decrease of 29%. Fill rate has decreased 26%.
- 2) #16, (8) low enrolled classes 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. Distance coursework was necessary given students' need to be online due to COVID and have flexible scheduling. Practicums were also allowed to take place in students' places of employment to honor their financial needs during COVID especially and because of a lack of qualified practicum sites.

The **EFFECTIVENESS** indicators show as *Progressing*. This is a challenge, but there are some increases in the indicators in this area.

- 1) There has been an increase of Successful Completion with C of 8%.
- 2) There has been an increase in degrees/certificates awarded from the previous ARPD of 6 to the current of 15, a substantial increase of 150%!
- 3) There has been an increase of enrolled students continuing in their courses. This is reflected in the dramatic decrease of students withdrawing from courses-- a 400% drop in withdrawals.
- 4) There has been a decrease by 13% in Persistence from Fall to Spring and a negligible change for Persistence from Fall to Fall. (34% students in F20 & 33% in F21).

This data tells us that more students choose to stay in the courses and not opt to withdraw. This is concurrent with the data that says there is an 8% increase in successful completion with "C" or higher. When students stay in the program, they are more likely to obtain a "C" or higher. 78% of students who took the ECE courses received a "C" or higher for AY21-22.

**Distance Indicators**

Distance Indicators show that our online classes have a fill rate of 64%, a decrease of 22%. The Persistence from Fall to Spring has also decreased 8%. However, completion rate with a "C" or higher is 8% higher. There has been a dramatic decrease of students withdrawing from courses-- a 400% drop in withdrawals. At the same time, there has been an 8% increase of Successful Completion with a "C" or higher.

Fourteen distance learning courses, up 7%, were offered in AY 21-22. This was due to ECED 191 & 291 being hybrid.

We continue to observe and evaluate our online courses for continuous quality improvement. We have explored and implemented different modalities including synchronous, asynchronous, blended, and hybrid. In the last two years, early childhood providers have been contacting us because there is a severe lack of workers in the field.

**Perkins Indicators:**

1P1 Postsecondary Placement	33% goal	100% actual	Met
2P1 Earned Recognized Credential	33% goal	34.62% actual	Met
3P1 Nontraditional Program Concentration:	N/A		

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The data shows that all students who completed any aspect of the ECE program, found employment in the field, continued their education, or went into the military.

Given the high placement rate, we are continually contacted by early childhood providers in the field for qualified workers.

Industry demand is high for this field. Our 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.

Understanding the majority of students are part-time and balancing other commitments, the ECE faculty will continue to assist and support students in their attainment of the Earned Recognized Credential in Early Childhood Education (Perkins indicator 2P1).

#### **Program Actions Accomplished in this APR year:**

- 1) Gained and implemented a grant for an Early Learning Career Pathway Project (ELCP) to recruit high school students to the field of early childhood. This program provides the students with dual credit/college courses, books, trainings, and certificates to be workforce ready upon graduation from high school.
- 2) Recruited and hired a project coordinator for the ELCP.
- 3) Reviewed 55 applications for college lecturers for ECE program. Interviewed and hired eight.
- 4) Trained a new lecturer to teach ECED 105 for the ELCP program for Spring 2022 Early College class and for future use in our regular college courses.
- 5) Both faculty members participated in projects connected to a statewide early childhood grant (ECE3) administered through UH Mānoa College of Education. The Student Ambassador project was started in December 2021. This is a program to hire an early childhood graduate for each campus to help with recruitment and retention. HawCC hired their ambassador in December 2021. She has been working on connecting with high schools and community groups to inform potential ECE students about the program and to assist them in registering for college classes and assist current students with any issues hindering retention.
- 6) Met and continued to collaborate with the new Early Childhood Coordinator for Hawai'i County.
- 7) Joined the West Hawai'i early childhood group, Puakalehua, to strengthen relationships with early educators and organizations in the West and North Hawai'i regions.
- 8) Attended Honoka'a High School Career Fair (first time) to establish a presence in that geographical area to support the new Kō campus programs and to connect with counselors for potential, future ELCP participants.
- 9) Decided to continue with online classes for Fall 2022 to make sure of safety of class delivery and to plan how to return to campus in a safe and thoughtful way.
- 10) Got approval for CO-CDA certificate of nine credits to prepare DOE EAs and the ELCP high school students.
- 11) Got two more courses Diversification designations.
- 12) Completed Kamehameha Schools MOA and placed two practicum students within the KS preschool sites.
- 13) Worked with community partners of the Program Advisory Council to learn industry trends and facilitate better employment opportunities. The following recommendations were made, and they are either completed or in progress:
  - o Internships at licensed childcare centers -
    - KS/HawCC MOA had two practicum students at KS preschool sites in SP22.

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- Create a learning community format for students through mentor teachers
    - HonCC Internship pilot program in progress to be shared with other
      - UH campuses after implementation.
  - Use social media and traditional platforms to recruit for the ECE program
    - ELCP Project created a website, Instagram account & TikTok reels/videos
      - to recruit for Early College early childhood program.
    - Traditional pathways used were newspaper article, UH Newsletter, & PSAs.
  - Send out surveys to ECE grads through the preschools to see what more might be needed in the HawCC ECE program
    - Work in progress for the ECE grads.
- 14) Worked with HawCC Transfer Coordinator to re-instate UH Hilo's 2+2 in Psychology - It was not accepted. Only a couple of courses will be recognized for the Master's in Education at UH Hilo.
- 15) A permanent teacher position was filled at the Children's Center. This will create more stability for our ECE program students' ability to observe and work in an actual early childhood classroom.

### 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 Learning Outcomes - aka 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 - None were scheduled for this APR year.**

We are continually assessing the effectiveness of our instruction to achieve the Program Learning Outcomes.

### 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 the reasons for persistence rates.

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- 2) Continue monitoring online courses for instructional clarity through clear and updated syllabi, timelines, assignment instructions, etc.
- 3) Continue to utilize the IDAP book rental through Laulima for better student access to textbooks and to eliminate wait time.
- 4) Continue to embed activities in online courses that will strengthen student distance ed skills such as inserting the Distance Ed link in Laulima tools, Zoom, Google docs and forms, Padlet, Whiteboard, and Jamboard.
- 5) To review PLO/CLO alignment for early childhood key course assignments. This is preparation for higher education early childhood instructional program accreditation. This is a statewide initiative among UH ECE programs.
- 6) Create a PLA (Prior Learning Assessment) pathway that would include a CDA (Child Development Associate) credential as part of the lab/practicum one (190/191) experience. This is responsive to the industry/field that the majority of our current and potential students are already working in.
- 7) Begin the process for system course alignment in preparation for articulation agreements for a four-year degree between UH Mānoa and the UHCCs.
- 8) Submit proposals to align ECE program titles of the two certificates with UH system.

## 5. Resource Implications

### \* **Special Resource Requests not included in operating "B" budget** \*

Detail any special, one-time or personnel resource requests in the categories listed in the table below that are **not included in your regular program or unit operating "B" budget.**

- 1) Request a dedicated project coordinator to develop a Prior Learning Assessment(PLA) program that will incorporate components of the ECE degree/certificate, P.A.C.E. non- credit courses (Program for Professional and Career Education for Early Childhood) and the industry credential, CDA (Child Development Associate).
- 2) Request for a large, functioning copier to help project coordinator above with copying/collating course materials and assist with the development of the PLA program, copy and collate assessment artifacts for annual assessments, and copy materials for course instruction.

\*Note: 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 resources for my program/unit.

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

Total number of items being requested: \_\_\_\_\_ 2 \_\_\_\_\_ (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>

ü **Item Description:**

A Project Coordinator who will assist in designing a PLA pathway per Action Items.

This position will include:

- 1) Researching industry standards and current PLA practices at other colleges.
- 2) Collaborating with faculty to create the PLA pathway.
- 3) Evaluating the efficacy of project design to inform best practices.

**Justification:**

**Request #1)**

To best serve the needs of the early childhood students island-wide, we need to meet them where they are. Many of the students work full time in preschool and have made slow progress in achieving their dreams of obtaining a college degree or certificate. A PLA pathway would help students receive credit for real-life experience.

It will also serve as a recruitment tool for those students who may not have considered college when they began working in the ECE field.

There has been a coordinated push among all UH early childhood programs to align the coursework with national standards, create a seamless four-year pathway with a new early childhood degree and to obtain national higher education instructional program accreditation.

While we, as instructional faculty, have participated in many of the discussions and have laid some preliminary groundwork, we feel it is important to have a dedicated assistant (Project Coordinator) to get these three crucial components to the next levels. The PLA pathway is an essential to addressing the needs of our student demographic.

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This request for a dedicated assistant (Project Coordinator) is related to Criteria #1, 3, and 5.

**Request #2:**

With the creation and expansion of having a strong PLA program and the possible reinstatement of the community P.A.C.E. coursework and to serve all students, especially those with unreliable internet access, there will be a higher demand for hard copy educational materials. Having a new, reliable copier with a supply of toner will allow us to supply the needed educational materials to our students across the island, no matter what the venue the coursework is being delivered in.

This request is related to Priority Criteria #3 and 5 below.

**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	Category-Specific Information Needed			
<b>Equipment</b>	Estimated Date Needed: Fall 2023	Quantity: one new Copier Cost per Unit - Negotiable	Total Cost (with S&H, tax): Negotiable	On Inventory List (Y/N); Previous copier lease expired and was never replaced
<b>Facilities Modification</b>	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Utilities Required
<b>Personnel Resource</b>	Fall 2023	PT	\$30,000 per annum	Was an Existing Position Abolished? N (Y/N); Position #



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