

ANNUAL

REPORT OF PROGRAM DATA

2023

A photograph of a campus landscape featuring a winding paved path, green grass, and modern buildings in the background. The image is overlaid with a semi-transparent purple filter and a white geometric design consisting of several intersecting lines forming a diamond shape.

UNIVERSITY of HAWAI'I
HAWAI'I
COMMUNITY COLLEGE

July 1, 2022 through June 30, 2023

Early Childhood Education Program

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**Submit this Review document in WORD via the
Hawaii CC - Program & Unit Review Submission portal**

<https://hawaii.kualibuild.com/app/60ef56c477b0f470999bb6e5/run>

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1. Program or Unit Mission

Program or Unit Mission or Purpose Statement

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 2 Certificates of Competence (C.O.) or Certificate of Achievement (C.A.) prepares 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 2 Bachelor 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 Manoa. 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.

2. Program Student 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.

3. Analysis of the Program/Unit

<https://uhcc.hawaii.edu/varpd/index.php?y=2023&c=HAW&t=CTE&p=2774>

Enrollment:

- Increase in full time for both the Fall of AY 2022 to the Spring AY 2023. Concurrently, there was a decrease in part time for both semesters.
- Number of ECE majors decreased, which lowered the fill rate for both semesters.
- A drop in ECE majors lead to the decrease in degrees awarded. However, "Other Certificates" per the VARPD, which include the Certificate of Competence, increased by 300%.
- The increase in the number of "Other Certificates" reflected a new 9-credit Certificate of Competence which can be scaffolded into the other Certificates and the AS degree. This Certificate was created strategically by the ECE program as a response to the industry workforce requirements addressing the section of the workforce that only needed the coursework provided by that Certificate.
- Persistence increased for both Fall to Spring and Fall to Fall for AY2022-23. The increased number of "Other Certificates" shows that. This reflects both the students whose goals were to obtain the 9-credit certificate only, as well as the students going for more Certificates or an AS degree. The decrease in long-term persistence is also reflected by the fact that more "Other Certificates" were awarded.
 - For students whose academic goal is to achieve an ECE degree, stackable certificates acknowledge their journey with each certificate earned.
 - For students who are concurrently in the ECE workforce and are seeking professional development to increase their qualifications and may already have a degree, earning the 9-credit certificate may be their only goal; therefore, once that is achieved, they no longer continue.
- The number of withdrawals doubled. We have only personal anecdotes with no quantitative data to support reasons why this may have occurred.
- The Hilo Early Learning Career Pathways (ELCP) grant was implemented in 2021 with the goal of increasing the Early Learning Workforce through Early College. In Spring 2023, we modified the course delivery system to include both high school students and those in the workforce needing additional support to complete their professional qualifications. We partnered with EDvance and utilized the existing non-credit program, PACE. Through the Professional and Career Education for Early Childhood (PACE), we enrolled a cohort of 13 participants to earn training hours towards a workforce credential, the Child Development Associate (CDA). Participants completing the courses are eligible to convert this program into college credits and earn a HawCC Certificate of Competence, stackable with the other certificates and AS degree.

4. Action Plan

Action Plan AY 2022-23 Review:

- 1) Per our Strategic Plan, work with Administration to develop exit and non-returning student surveys to better identify persistence rates. This was not implemented and would probably not be effective.
- 2) Continue monitoring online courses for instructional clarity through clear and updated Syllabi, Timelines, assignment instructions, etc. The program faculty continues to monitor for clarity and updates of all pertinent documents and policies.
- 3) Continue to utilize the IDAP book rental through Laulima for better student access to textbooks and to eliminate wait time. Accomplished. The bookstore will still be available to order hard copies as requested.
- 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, Jamboard. Continual.
- 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. Accomplished the review over 2 summers with sister campuses.
- 6) Create a PLA (Prior Learning Assessment) pathway that would include a CDA (Child Development Associate) credential as part of the lab/practicum 1 (190/191) experience. This is responsive to the industry/field that the majority of our current and potential students are already working and extensive experience at the worksite. Currently conferring with HonCC on their pilot program of PLA & CDA.
- 7) Begin process for system course alignment in preparation for articulation agreements for a four-year degree between UH Manoa and the UHCCs. Completed alignment. Articulation agreement is forthcoming with a new 4-year degree scheduled for F2024 implementation.
- 8) Submit proposals to align ECE program titles of the 2 Certificates with UH system. Accomplished.

Action Plan AY 2023-24: Our priority Action items align to the 3 components of the HawCC Mission: 1) Academic Achievement 2) Workforce Readiness 3) Service to all segments of Hawai'i Island communities. They also align with the 2008-15 4 Hawai'i CC Action Strategies. They also align with the UH System Strategic Plan 2023-2029.

- 1) All ECE Syllabi will be brought into alignment with UH System with the Fall 2023 Distance Education guidelines during summer 2024 for academic achievement.
- 2) Create a PLA (Prior Learning Assessment) pathway that would include a CDA (Child Development Associate) credential as part of the lab/practicum 1 (190/191) experience. This is to address the demand for early childhood coursework to meet workforce requirements of the early childhood field.

- 3) Begin expansion of the ECE program with early learning centers in West Hawai'i and Honoka'a.
- 4) Research the possibility of having an infant/toddler instructional track in response to high demand for qualified infant toddler staff.

The Early Childhood Program has always been focused on enrollment and retention. This past year, the faculty has been more proactive in these areas as evidenced by the Persistence indicator and achievement of Certificates that meet workforce requirements. The Action Plan reflects our intention and desire to create more opportunities for island-wide student success by providing early learning centers and PLA pathways accessible to all students.

5. Resource Implications

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

Detail any special resource requests not funded by your regular operating budget, including reallocation of existing resources (physical, human, financial) to support action or Perkins plans.

**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.]*

X 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: _____0_____ (4 items max.)