2024 COMPREHENSIVE Report of Program Data Early Childhood Education

1. Program or Unit Mission

Program or Unit Mission or Purpose Statement. (This statement will likely not change each year. You may copy/paste from last year unless there was a significant change.)

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 during their first semester. A new articulation agreement was signed in September 2024. We are in the process of submitting a proposal to update our program description in Kuali, college catalog, and Banner

2. Program Student Learning Outcomes or Unit/Service Outcomes

For this Comprehensive Review (up to the past five years), please indicate which program student learning or unit/service outcomes were assessed, the assessment results, and what changes will be made to address the results. Our CPR is for the past 3 years as it is on the previous reporting cycle.

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.

The Early Childhood Education (ECE) Program Learning Outcomes are aligned with all of the other campuses' early childhood programs across the state. They are embedded in all of the courses as part of the Syllabus. However, only one course that assesses all 7 of the PLOs, ECED 291. In this capstone class, it is a graduation requirement for the students to compile a Professional Portfolio with two pieces of evidence for each of the PLOs. This is explained in the students' very first ECE course and they are reminded throughout the program.

This class assignment is what this ECE Program uses as an assessment assignment for the college's assessment program, Campus Labs. It was last assessed in Spring 2018 and is in the Campus Labs Assessment Schedule to be re-assessed in Spring 2027. Results are documented in Campus Labs. There is a larger time gap for this class as it is not taught every year, depending on the number of students who are eligible and able to take the course.

3. Analysis of the Program/Unit

Relative to the period of this Comprehensive Review, use this section to discuss the annual reports of program data (ARPD data) and/or any other data used to assess your program or unit in terms of demand, efficiency, and effectiveness and with respect to the goals of most recent (last) Comprehensive Program/Unit Review. What program changes have occurred? Discuss significant program or unit actions (new certificate(s), stop outs/unit, gain/loss of position(s), etc.). Instructional programs must provide the URL for the program's ARPD data tables and attachment(s) for relevant program-developed metrics discussed in this Review; non-instructional units must provide URLs for unit-specific data and attachment(s) for relevant unit-developed metrics discussed in this Review.
*CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level.

ARPD Analysis: ARPD Report 2024

Demand has shifted from pre-pandemic from 61 majors to 52 and holding. Industry indicates that students had to go out and find jobs during the pandemic due to school closures, pandemic procedures, and low pay. Anecdotally, many are needing to stay in those jobs to make ends meet, especially with inflation.
However, the amount of Native Hawaiian majors has gone up slowly in the post-pandemic years. This may be because of the financial incentives provided by Kamehameha Schools and other Native Hawaiian organizations to fully support students finishing their degrees as the early childhood industry requires higher qualifications to be early childhood education (ECE) professionals at every level.
Our ARPD data shows that we stay in the 70th percentile for having part-time students as many have to work at other jobs and take care of families while they are students.

Efficiency has shifted from lower fill rates during the first 2 years of the pandemic to having fuller classes and a larger "Fill Rate" this past year. The UHCC ECE programs have been more strategic in schedule collaboration and management of cross-campus course offerings for optimal alignment. This affects fill rates as courses can be offered statewide, thereby increasing enrollment and avoiding low-enrolled campus-specific courses. Class sizes have also been increasing in the last 3 years. We still have 2 BOR-appointed faculty. The data indicates that our "program expenditures" are a little above the "allocated budget". This may be due to all of the inflationary increases in the economy.
Our amount of "low-enrolled" classes has gone down considerably from 6 in AY 22-23 to 2 in AY 23-24. YAY!

Effectiveness shows a lot of downward trends for this past year. Persistence from Fall to Spring and from Fall to Fall both show lower percentages than before the pandemic. Some of this may be attributed to the students still experiencing fallout from the pandemic and still needing to work or take care of family members.
It is also important to note that the Early Childhood program is a "two-year" program, even though most of our part-time students take much longer. This would result in the number of degrees awarded being lower. However, the number of degrees and certificates awarded was considerably higher in AY22-23 and AY23-24 than in AY19-20. Some of this increase is attributed to the 9-credit CO that was identified in the action plan of AY21-22 and approved AY22-23.

Distance shows that the majority of our part-time students attend the online courses - again due to having other work and family commitments. Most of our classes are online or hybrid due to student demand. There was a fill rate of 72% and a completion with a C rate of 75%.

Perkins shows that we met 2 of the criteria and did not meet the one for "Non-traditional Program Concentration." This is one that we seem to not ever meet. We are looking at an early childhood Apprenticeship model that may change the outcomes for this.

Program changes:

Early Childhood Program (SSCI-PS Dept.)

HELCP project: (brief history and lessons learned - HELCP originally targeted Early College high school students. Without specific DOE CTE Early Childhood pathways, dual-enrolled students found the workload overwhelming. ECE coursework was considered an elective so students still needed to take the required high school courses in addition to the elective after school hours (no bell schedule time allotment).

In year 3 of the project, we discussed outcomes with the partners and funders and expanded our focus to the early childhood workforce.

Cohort 3 used our non-credit PACE courses to achieve the educational requirements for the CDA (Child Development Associate credential) which was one of the goals of the original goals of the grant project. Once Cohort 3 completed the 3 PACE courses, they converted them to credit thus achieving their 9-credit HawCC Certificate (another grant goal).

PACE conversion to credit increased recruitment into the ECE program, provided a "bridge" program from non-credit to credit and provided alternative pathways for the ECE workforce to be qualified. Recruitment, retention, and industry support!

ECE3 Grant: Early Childhood Educator in Excellence (ECE3) was a statewide award through a national philanthropic organization (Hawai'i was 1 of 6 states awarded).

ECE3 uses an assets-based, systems integration, and multi-approach to dismantle structural barriers and gaps in the ECE workforce preparation and compensation/financing. Its goals are to reflect Hawai'i's values and diversity, build capacity in higher education, and advocate for competitive workforce compensation.
- Curriculum Mapping-foundational to designing a 4-year ECE degree that will meet industry requirements in public ECE.
- Student Ambassador chosen from current ECE students and employed to engage current and potential ECE students for purposes of recruitment & retention.
- Both faculty attended the Higher Education Accreditation Conference in Washington D.C. through NAEYC (National Association for the Education of Young Children for all Hawai'i Community Colleges Early Childhood Instructional Programs to become accredited.
- Met with Senator Brian Schatz and Rep. Jill Tokuda in Washington D.C. regarding their early childhood agendas.

HawCC ECE Program:
- Campus Children's Center was accredited by NAEYC.
- Program Expansion at all 3 HawCC campuses as part of HawCC's legislative priorities.
- Submitted grant request to Senator Schatz's office.
- Met with Legislative Roadshow, both County Council and state legislative representatives regarding ECE Program expansion. ECE Leg Priorities.
- HawCC Advisory Council reinforced the concepts of embedding soft skills in the ECE coursework.

Early Childhood Program (SSCI-PS Dept.)

- Through the Program Coordinating Council (PCC) aligned all core ECE courses with all state ECE programs at the community colleges. This included Course Descriptions, CLOs, which were aligned to national teacher preparation standards, and affirming PLOs.
- Collaboration with all ECE programs to schedule classes to avoid low enrollment and still meet the needs of all ECE students, is possible only because of the statewide alignment of courses.

Hawai'i County Early Childhood Coordinator (est. 2022)
- Scholarship opportunities for HawCC ECE students through county funding.
- Apprenticeship opportunities for HawCC ECE students to be funded by the County of Hawai'i.
- Future funding assistance for the annual on-campus Mary Goya Early Childhood Conference.

Our action plans from CPR 17-20:

- 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. ECE3 grant activities, ELCP grant activities/Early College recruitment, HCYC work, etc.
- Pursuing more comprehensive marketing of program and recruitment of students. ELCP marketing program & website
- Continuing to work with the administration to survey graduates for ways to improve the delivery of the program, persistence between semesters and increase graduation rates. Did not happen because the administration we were working with resigned.
- Working with UH Hilo to create a possible 2+2 pathway from HawCC to UH Hilo. Worked with transfer person on our campus. UH Hilo was only willing to give us 2 courses toward a Masters, not the 2+2 we had previously with the Psychology Department.
- Continuing to develop the Early College pathway with the high schools when the pandemic is abated. Pivoted to the ECE PACE model as the DOE did not have a CTE career pathway for education.
- 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. The certificate was approved and 2 HS students received one so far - hopefully 10 more.
- Submitting all of the cross-campus, re-aligned CLOs/Course Descriptions for approval. Done
- 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. Done
- Updating an MOA with Chaminade to create more career pathways for our students. Done. Created an almost 2+2. Very user-friendly.
- Utilizing the MOA with Kamehameha Schools will provide more practicum and observation sites for our ECE students thereby increasing more opportunities for persistence and completion. Completed and 4 students so far have taken advantage of the opportunity.
- Converting the two final 200-level curriculum courses to online to meet the needs of the pandemic and future online ECE students. Done. Both courses have stayed online to serve the needs of the state population. Also, enrollment is now higher.

- Working with community partners to facilitate better employment opportunities during practicum experiences. Working with Kamehameha Schools, INPEACE (Keiki Steps), PID Foundation (Tutu & Me), and public Pre-K for practicum sites for students.

4. Action Plan

Based on findings in Parts 1-3: How well has the program/unit met the goals from your most recent (last) Comprehensive Program/Unit Review's action plan(s)?
For the next Comprehensive Review cycle, up to the next five years, what changes are you making to your action plan(s)? Include external factors affecting the program or unit. Discuss how these recommendations for improvement or actions will guide your program or unit through the next five years until your next Comprehensive Review. Specify how the action plan(s) aligns with the College's Mission and the Ka'ao Ka'ika'i Strategic Plan . Be sure to list resources that will be required, if any, in section 5 below.
* CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

Alignment with the College Mission:

Strategic Plan Alignment:

We believe that our vision and mission for our Early Childhood Program most certainly align with the HawCC Strategic Plan. We are always mindful of ways in which we can increase these alignments. Our alignment remains the same. ECED CPR 18-20

HGI 1: Strengthen K-12 to Early College pipeline - (KKK 2 & 3)
HGI 2: Persistence (KKK 1, 2,3,4)
HGI 3: Align curriculum with workforce needs (KKK 1-5)
HGI 4: Pālamanui

Ka'ika'i Kuleana
Fulfill kuleana to Native Hawaiians and Hawai'i Island.
Native Hawaiians thrive, traditional Hawaiian values and knowledge are embraced, and scholarship and service advance all Native Hawaiians and Hawai'i Island.
- MOA with Kamehameha Schools; practicum site for implementation of Native Hawaiian values/knowledge serving the Native Hawaiian population.
- Practicum site with Tutu and Me and INPEACE - practicum site for implementation of Native Hawaiian values/knowledge serving the Native Hawaiian population.
- MGC presentations from KS, INPEACE, PID Foundation sharing and promoting advocacy with students.

Ka'ika'i Haumāna
Develop successful students for a better future.
Educate more students, empowering them to achieve their goals and contribute to a civil society.

Early Childhood Program (SSCI-PS Dept.)

- Embed soft skills in the coursework to help students in real-life venues.
- PLO #7 Advocate for children and their families within the program. This is a graduation requirement where the student has to provide physical evidence that the requirement was met.
- Service learning and volunteerism in the ECE coursework are embedded.
- ECE faculty's continual involvement in the ECE professional activities to effectively and accurately guide students toward achieving their academic and professional goals.
- Investigate DOE CTE pathway for Early Childhood for alignment between CLO of DOE & Community College.

Ka'ika'i Oihana
Meet Hawai'i Island's workforce needs of today and tomorrow.
Minimize workforce shortages on Hawai'i Island while preparing students for a global future.

- Minimizing barriers to education, becoming employed (recruitment), and staying employed (retention): ECE stipends (including CDA stipends); scholarships (includes those that require working in an ECE setting for 2 years); and, coaching with INPEACE Ka Lama Academy
- Provided evidence to the HawCC ECE Advisory Council that soft skills such as communication, writing, persistence, and problem-solving as identified in the ECE industry were embedded in the ECE coursework.
- Supporting on-the-job training through PLA and Apprenticeship programs.
- Building training capacity by establishing early childhood lab sites at Kō and Pālamanui campuses.

Ka'ika'i Noi'i
Diversify Hawai'i Island's economy through innovation and multi-sector partnerships.
Build and sustain a thriving Hawai'i Island research and innovation community that addresses local and global challenges by linking fundamental discovery with applied research necessary for innovations to create jobs and advance a knowledge-based economy.

- Worked with County of Hawai'i ECE Coordinator to increase capacity for childcare which improves outcomes for children and families in the community.
- Identified legislative priorities with previous and current Chancellors to expand our ECE training programs and childcare services islandwide.
- Implemented ECE Early College classes to support the concept of CTE pathway through the ELCP project (an innovative, multi-partner grant) to create more jobs in ECE.

Ka'ika'i Kauhale
Build and Maintain the Wellbeing of the College Kauhale.
Support the spiritual, cultural, physical, mental, social, emotional, and psychological health of the faculty, staff, students, and administrators of Hawai'i CC and our community.

- HawCC ECE program childcare center prioritizes enrollment for students and faculty of HawCC and UH Hilo. This provides peace of mind for families.
- Provide support and flexibility for individual student success; especially during the

pandemic.
- Hosting an in-person, on-campus annual Mary Goya Early Childhood Conference provides a safe, no-cost, venue for professional development and networking for the early childhood community.
- Early Childhood faculty provides continual college service leadership for the Kauhale.

Action Items for AY 2024-2029:
- Partner with the County of Hawai'i ECE Coordinator to promote recruitment & retention (HG2, HG3, HG4; KK1-5).
- Partner with the County of Hawai'i ECE Coordinator for the annual Mary Goya ECE Conference (HG2, HG3; KK1, KK5).
- Investigate support equipment for practicum students (HG3, HG4; KK2)
- Build an apprenticeship program that includes creating a pathway and PLA materials.
- CTE expansion in West Hawai'i (HG1 - 4; KK 3).
- Complete the ELCP grant objectives by completing the CDA goal and converting credit through HawCC. (06/25) (HG1-4; KK1-5).
- Submit CRC proposal for a Kuali change of the type of degree that the UHWO articulation now offers.
- Submit CRC proposal to address the need for a PLA certificate.
- Continue to develop plans with partners for Kō & Pālamanui ECE lab sites (KK4)

5. Resource Implications
Special Resource Requests not included in your 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.)