

Early Childhood Education



2019

ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY of HAWAII®
KAUA'I
COMMUNITY COLLEGE

At a minimum, each program or unit Annual Program Review Update shall include measures described in [UHCCP 5.202](#). Additional measures may also be used for program or unit assessment.

1. Program Description

Program or Unit Mission Statement

- Provide readily accessible education and training to prepare individuals for employment in various capacities as teachers of young children and other family-support professionals, and
- Provide the foundation for student's continued study toward completion of the Bachelor's degree through transfer to a four-year program.

Part I. Program Description

Date of Last Comprehensive Review	10/31/2015
Date Website Last Reviewed/Updated	8/19/2019
Target Student Population	High school students wanting to be teachers, working adults, new parents, entrepreneurship in family child care.
External Factor(s) that Affected the Program or Unit	Realignment of CO to AAS to reduce attrition as a drop in half of cohort graduates went directly to work; too soon to see effects of realignment for AY18-19 as there is no change in attrition.

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).

Include the Annual Review of Program Data (ARPD; all [Instructional programs](#) and [Academic Support](#) programs - Library, Technology Resources, Testing Center, Tutoring, and Financial Aid), program-developed metrics (Institutional Effectiveness programs, Office of Continuing Education and Training, campus committees), or metrics required by [UHCCP 5.202](#) that are not

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provided as ARPD ([Administrative Service](#) programs and some Student Support [programs](#)) under review in table format below (EP 5.202 and UHCCP 5.202).

The Overall Program Health is Cautionary

Describe and discuss demand, efficiency, effectiveness, and overall health categories. What has been the trend over the past three years in each of these categories? What factors (internal or external) may have contributed to the program or unit health categories? For Career and Technical Education (CTE) programs, provide a discussion on any unmet Perkins Core Indicator that includes contributing factors (UHCCP 5.202).

Based on this analysis, what are the program's strengths and areas to improve regarding demand, efficiency, and effectiveness?

Describe any significant program actions that occurred in the prior year (e.g., new certificate(s), stop outs, gain/loss of position(s), reduction in funding, new or completed grant(s), etc.).

Career and Technical (CTE) programs should provide an analysis for any unmet Perkins Core Indicators.

Demand Indicators				

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Efficiency Indicators	2016 - 17	2017 - 18	2018 - 19	Efficiency Health
9.	Average Class Size	10	9	9
*10.	Fill Rate	66.9%	57.8%	54.8%
11.	FTE BOR Appointed Faculty	0	1	1
*12.	Majors to FTE BOR Appointed Faculty	0	29	31
13.	Majors to Analytic FTE Faculty	0	29	31
13a.	Analytic FTE Faculty	1	1	2
14.	Overall Program Budget Allocation	\$1,197,223	\$1,145,814	\$0
14a.	General Funded Budget Allocation	\$1,129,274	\$1,086,094	\$0
14b.	Special/Federal Budget Allocation	\$0	\$0	\$0
14c.	Tuition and Fees	\$67,949	\$59,720	\$0
15.	Cost per SSH	\$3,617	\$0	\$0
16.	Number of Low-Enrolled (<10) Classes	7	8	8

Cautionary

Effectiveness Indicators				

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Distance Indicators		2016 - 17	2017 - 18	2018 - 19
23.	Number of Distance Education Classes Taught	0	0	0
24.	Enrollments Distance Education Classes	0	0	0
25.	Fill Rate	0%	0%	0%
26.	Successful Completion (Equivalent C or Higher)	0%	0%	0%
27.	Withdrawals (Grade = W)	0	0	0
28.	Persistence (Fall to Spring Not Limited to Distance Education)	0%	0%	0%

Perkins Indicators		Goal	Actual	Met
29.	1P1 Technical Skills Attainment	93	100	Met
30.	2P1 Completion	55	50	Not Met
31.	3P1 Student Retention or Transfer	81.9	82.35	Met
32.	4P1 Student Placement	66.25	33.33	Not Met
33.	5P1 Nontraditional Participation	23.5	4.17	Not Met
34.	5P2 Nontraditional Completion	23	7.69	Not Met

Performance Indicators				

The island of Kaua`i has approximately 35 early childhood programs that are both private and public-funded. ECED employers of graduates include Head Start-Child and Family Services Kaua`i, Kamehameha Schools, Department of Education, and various private and charter-school preschools. Students graduating with the A.S. degree in ECED are sought after by employers, with several of them working in ECE programs while attending college and/or attending the ECED program to obtain certification for a current position they are in or promotion within their employment. In addition, ECED students graduating with the A.S. degree are in demand as qualified teachers for all Department of Human Services (DHS) licensed facilities and NAEYC

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accredited Preschool programs. Community partners have stated that the ECED program at KCC should be the model of a quality primary training program that fulfills the workforce demand on Kaua'i. Currently there are a couple of private preschools who are licensed and in need of qualified preschool teachers, their directors are taking classes to comply with DHS licensing allowing them to be in the classroom with the children. The college continually receives inquiries from various private and public entities seeking qualified professional child care experts which gets disseminated to most past and current ECED students. The Native Hawaiian majors has increased by 1 student every year for the past three years (2015-16 = 15; 2016-17 = 16; 2017-18 = 18). The data indicates an increase from last year, the majority of ECED majors attend part-time in the Fall (74%) compared to attending part-time in the Spring (68%) a decrease of 6% as most students seek the Certificate of Competence (CO) to enter the job market as a teacher's aide.

Efficiency

The current ARPD data reflects a Cautionary efficiency health call. Class fill rate decreased from 57.8% to 54.8% and the average class size maintained at 9. This past Fall 2018, all first-year courses had 81% seats filled (13/16) in the first level courses, second level courses were filled 69% (11 of 16).

Effectiveness

Our current effectiveness health call remains in a Cautionary state. The Healthy status for program effectiveness is determined by three measures: 1) Increasing the numbers of Degrees and CAs awarded by 5% per year (difference between actual and goal), 2) Increase the number of Transfers to by 6% per year, and 3) Persistence Fall to Spring. Students persistence from Fall to Spring decreased 11% to 68% below the 75% to be considered in a Healthy state.

Persistence continues to be where we are challenged with strategies for improvement, the persistence measure from Fall to Fall for 2016-2017 was at 36%, increased to 60% in 2017-2018, then decreased 29% to 31%. Currently, there were 21 unduplicated degrees/certificates awarded with a 100% increase in Certificates of Achievement(CA) awarded from 4 to 8. This increase may be the result of the Program Action Request in Fall 2018 allowing students to earn their CA in 2 semester or a year. There are 4 students transferring to UH 4-year programs a decrease of 1 from previous year, 1 transfer with credential from program compared to 3 transfers without credential from program. Some of our ECED students seeking transfer to UH Manoa towards a BA in Early Education/SPED are Liberal Arts majors versus ECED, with proper counseling students are being placed accordingly.

Being faced with the shortage of qualified preschool teachers, Kaua'i has directors with higher degrees now seeking ECED classes in becoming teacher qualified. Per DHS licensing and their registry, individuals with a bachelor's degree (or higher) need 12 credits of ECED courses qualifying them as preschool teachers. In addition having an associate's degree in another field, an individual needs 16 ECED credits to qualify as a preschool teacher. A new PAR modification

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effective Fall 2018 has been approved and submitted allowing the ECED Certificate of Competence completing 9-credits and 25-credits towards a Certificate of Achievement in two semesters enroute to completing the 60-credit Associate in Science (A.S.) degree. We are adding and exploring distance learning offerings at least one per semester. In addition mapping a part-time schedule towards an associate's degree within 4 years.

As a follow up to 2017 Student Focus group of 7 ECED students who were mostly in their last semester, the general consensus felt by the students of being prepared in continuing on to advanced degrees or the workforce. UH Manoa currently offering a Blended Early Childhood and Early Childhood Special Education Program as a cohort model offered on the even number year towards a licensure for preschool through third grade, next offering 2020. Classes accessible online/hybrid format with limited face-to-face meetings. UH West Oahu continues to offer a Bachelor's degree in Early Childhood Education, Social Science.

The ECED Advisory Committee met in Fall 2018 with 10 in attendance representing preschool directors, high school principal, program specialist/career counselor from People Attentive To Children (PATCH), state legislature and 1 current ECED student. Members were brought up to date about the number of students in program, how many graduates, job placements, etc. Discussion on pursuant of an ECED program academic accreditation with NAEYC which entails a 1 year self-study to be completed in Fall 2020. Currently on Kauai there are 3 preschools with the NAEYC accreditation. Continuance highlighting concerns of vacant preschool teacher and teacher's aide positions on island as most of the current students were already working in the field, in addition addressing the requirements of becoming a preschool teacher. Findings reflect directors qualifying with higher degrees (bachelor's and/or master's degrees) but in other disciplines restricting them from being left alone in the classroom with children as required by DHS licensing due to the lack of 12 credits in Early Childhood Education. CDA qualified teachers are facing credential renewals are now seeking an academic degree at the recommendation of their directors. Some who are returning adult students have taken 1-3 ECED classes in the past are tasked with the juggling of work and family obligations, thus seeking online offerings and early evening classes. Salary for preschool teachers was also discussed and found to be at the high end of \$20/hour as parents are challenged with making payments. Next meeting for the ECED Advisory Committee is set for December 2019.

Distance Indicators

APRD data indicates "none" in our Distance Education (DE) class offerings. However, in Fall 2018, we offered one fully online class, and in Spring 2019 two online classes. The fill rate for Fall 2018 at 69% a decrease of 9% from previous year and in Spring 2019 fill rate with of 46%. As a follow up to our Student Focus group Spring 2017, DE courses are more accessible and prepares them as they transfer to UH Manoa or UH WO.

Perkins IV Core Indicators

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Two Perkins Core Indicator were met: 1) Technical Skills Attainment, and 3) Retention or Transfer. Four Perkins Core Indicators that were not met include: 2) Completion, 4) Student Placement, 5.1) Nontraditional Participation, and 5.2) Nontraditional Completion. Two of these indicators, nontraditional participation and completion, are indicators that the ECED program consistently struggles to meet. Although the ECED program enrolls a diverse population in regards to ethnicity and age, it enrolls few male students. In the current academic year, there is one male ECED major and one earned his associate's degree in the prior year. Several factors may be contributing to non-traditional participation, including societal norms that emphasize women as caregivers to young children and potential income as teachers. In regards to completion, one student was overwhelmed with work as the school she was working at was undergoing accreditation and playing a juggling act with family and school. Another student went on maternity leave. In previous year we found that Math 100 was a contributing factor in addressing the technical skills attainment and student retention or transfer. Currently, Math 111 and 112 are being offered in helping our students succeed in a face to face offering as well as online. Continued efforts have been place in encouraging ECED students to complete the Math requirement earlier rather than wait till the their last year.

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.

Report on PSLO assessment for the prior year.

1. List of the PSLOs.
2. Indicate PLSOs that were assessed in the year of this APRU.
3. Assessment findings.
4. Changes that have been made as a result of the assessment findings.
5. Next planned assessment date.

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PSLO	Assessed During this APRU Cycle (Y or N)	Findings	Improvements Implemented	Next Assessment Date
1. Use knowledge of child development of individual children to create health, challenging learning environments and experiences.	Yes	Summative AY 18-19 73% of students met 27% of students at mastery level	In the first lab (ECED 192,191) students experience a hands on opportunity with creating a safe and healthy challenging environment for children using concurrent knowledge gained in developing appropriate learning experiences for the children.	FA 2020
2. Build respectful partnerships with children's families.	No	Click or tap here to enter text.	Click or tap here to enter text.	SP 2020

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<p>3. Observe, document, and assess children's development and learning in partnership with families.</p>	<p>Yes</p>	<p>Summative AY 18-19 14% of students were developing 57% met 29% of students at mastery levels</p>	<p>In first level offerings students practice using various observational tools in observing children in their environment. With their observations, students assess children's schema and interests. The students will create an experiential learning experience to enhance children's learning. This learning experience is shared with families as relationships are solidified.</p>	<p>SP 2020</p>
<p>4. Build positive relationships and guide children through supportive interactions.</p>	<p>No</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>SP 2020</p>

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<p>5. Plan, implement, and assess learning experiences using appropriate content, concepts, and methods.</p>	<p>Yes</p>	<p>Summative AY 18-19 14% of students were developing 57% met 29% of students at mastery levels</p>	<p>In first level offerings students practice using observational tools in observing children in their environment. From information gathered, students will plan and execute developmentally appropriate curriculum for children's learning.</p>	<p>SP 2020</p>
<p>6. Base decisions and actions on ethical and other professional standards.</p>	<p>Yes</p>	<p>Summative AY 18-19 14% of students were developing 57% met 29% of students at mastery levels</p>	<p>In first level offerings students apply appropriate practices using the code of ethics set by the National Association for the Education of Young Children (NAEYC) ensuring that children will not be harmed and abiding to our responsibility to each other as colleagues, to the families and to our community.</p>	<p>SP 2020</p>

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<p>7. Demonstrate collaboration, critical thinking, and reflection.</p>	<p>Yes</p>	<p>Summative SP 2018 36% of students mastery level 64% of students met</p>	<p>As student works towards their CA and/or AS, more hands on projects and interactions followed by critical thinking and reflections required in second level classes. We have incorporated ECED170 as a writing intensive class to help our students grow in their critical thinking as well as writing.</p>	<p>SP 2020</p>
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8. Advocate for children and their families within the program.	Yes	Summative AY 18-19 55% of students met 45% of students at mastery level	In first level offerings students apply appropriate practices using the code of ethics set by the National Association for the Education of Young Children (NAEYC) ensuring that children will not be harmed and abiding to our responsibility and commitment to each other as colleagues, to the families and to our community.	SP 2020
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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.

Action Plan	Anticipated Outcome	Actual Outcome
Increase fill rate of courses by talking to incoming seniors at the College Fair	Between 58% and 70%	55%
Recruit non-traditional students by co-hosting events for family childcare providers and marketing the program to them	Meet System Goal of 23.5%	4.17%
Market to working adults and high school students	60% of students working adults and 40% directly enrolled from	26% are working adults and 23% are direct

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Action Plan	Anticipated Outcome	Actual Outcome
	high school	highschool enrollees
Meet Perkins Core Indicator 1P1 by having students take Math 111 and 112 instead of Math 100	Meet System Goal of 93%	100%
Meet Perkins attainment 2P1, 3P1, and 5P2	100% met	Met 3P1, 2 of the 3

List any additional significant actions that impacted your program (e.g., new certificate, loss or gain of faculty or staff, stop outs, etc.).

None

Analysis of Alignment with CPR

List the goals that were identified to be initiated, continued, or completed during this APRU cycle, in your last CPR, and if they were achieved. Be sure to include the benchmark, desired outcome, actual outcome, and unit of measure. If you completed your last CPR prior to 2018, please refer to * in this section.

Goal/Strategic Goal or Priority**	Achieved (Y or N)?	Benchmark	Desired Outcome	Actual Outcome	Unit of Measure
Click or tap here to enter text.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

**All Strategic Goals and Priorities are Aligned to the College Mission.

Describe any impacts these goals had on your health indicator(s).

Perkins Core Indicators 5P1 addresses the participation of nontraditional students in the program. While the program attracts a diverse population in regards to ethnicity and age, the program enrolls few male students. Several factors may be impacting to non-traditional participation including societal norms that the care and education of children under the age of 5 is still largely seen as a female pursuit and more importantly the wages in the field are still far below those of public education or other comparable fields. The program graduated a male student last academic with an associate's degree and in the current academic year there is one male student.

The program's fill rate remained at 9 from previous year although dropping 3%. Certificates of Achievement Awarded increased by 100% from 4 to 8. The other certificates awarded dropped from 14 to 11. The changes may be due to the Program Action Request in Fall 2018 where students can earn a Certificate of Achievement after the second semester.

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An action plan of recruiting non-traditional students fell short of meeting the system goal of 23.5%, program was at 4.17%. In addition marketing to working adults and high school students fell short by 34% and 17% respectively. Continued collaboration with PATCH in co-hosting professional events for childcare professional experts especially family childcare providers towards advanced educational training. An effort to be out there in our community, ECED students have participated in family events at Kukui Grove Center in doing activities with the keiki and families. New ECED flyers have been published and updated this year with photos of ECED students. I have actively participated in the annual college fair at Island School to meet seniors from the high schools for a face-to-face conversation about their interests in becoming a teacher.

We did not meet in increasing the number of students who transfer from the ECED program as noted in the APRU to UH 4-year. Most students wanting to become DOE teachers seek the Liberal Arts associates' degree then transfer to UH Manoa College of Education. Although the ECED program articulates to UH Manoa, the ECED earned credits become electives towards the bachelor's degree. There were 3 who transferred without credentials from the ECED program. UH Manoa College of Education has increased their offerings due to the demand for Special Education teachers. Currently, the university has added a blended special education licensure program in Early Childhood Education through Third Grade which is a cohort model admitting students every even number year, with one starting 2020. This degree enables a student to teach in a DOE preschool setting and early elementary up to third grade. In addition, UH WO continues to offer a bachelor's degree in Early Childhood Education, Social Science.

*Based on findings in Parts I – IV, develop an action plan for your program or unit from now until your next CPR date. This should include goals that align with the College Mission, measurable outcomes, benchmarks, and alignment to the College's Strategic Priorities, and/or Strategic Goals. Be sure to focus on weaknesses identified in ARPD data, PSLO outcomes, results of survey data, and other data used to assess your unit or program. This plan should guide your program and subsequent APRUs, but may be amended based on new initiatives, updated data, or unforeseen external factors.

Goal	Strategic Goal/Priority (List number)	Benchmark	Desired Outcome	Unit of Measure	Year(s) Implemented
Increase fill rates of courses	12	58% in AY 2107-2018	70% fill rates	ARPD fill rate	2018, 2019
Recruit non-traditional students	5	Perkins 5P1 (2016-2017) was 6.45	System goal for the AY (e.g., 23 in AY 2016-2017)	Perkins indicator 5P1	2017, 2018
Market to	Currently enrolled:	60% of	60%	Age of	2018, 2019

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Goal	Strategic Goal/Priority (List number)	Benchmark	Desired Outcome	Unit of Measure	Year(s) Implemented
working adults and high school students	13, 5 (working adults, high school)	students aged 25-44 and 40% of students directly enrolled from high school	working adult and 40% direct high school enrollment	students enrolled in program	
Increase the number of students who transfer	5	Increase annual transfers to 4 year programs 6%	6% increase to 8 transferring (AY5)	APRD transfers to UH 4-year number	2019, 2020

5. Resource Implications

Resource Request(s) for next year (from CPR Plan for your program or unit, or one(s) developed in Part V above if CPR was completed prior to 2018).

I am NOT requiring resources for my program/unit.

5. Resource Implications

Resource Request(s) for next year (from CPR Plan for your program or unit, or one(s) developed in Part V above if CPR was completed prior to 2018).

Program Goal	National Association for the Education of Young Children (NAEYC) Academic Accreditation
Resource Requested*	Currently have department budget of \$4500.
Cost and Vendor	\$8,183.00 to NAEYC -- Total fees for self-study and site visitation.
Annual Recurring Cost	Will be determined upon approval of self-study, external evaluation and site visit.
Useful Life of Resource	10-20 years
Person(s) Responsible and Collaborators	Antonia Fujimoto, ECED Program Coordinator; collaborators: UH Maui ECED program and Valerie Barko and Tammie Napoleon
Timeline	2020-2022

***An approved ITAC Request Form must be attached for all technology requests**