Kaua`i Community College
Annual Program Review Update (APRU) for
EARLY CHILDHOOD EDUCATION

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.

Program or Unit Mission Statement

The mission of the ECED Program is to:
- 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	October 31, 2015
Date Website Last Reviewed/Updated	November 2018
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	Unaligned CO to AAS caused a drop in cohort as half or more CO graduates went directly to work; realignment for AY18-19 should reduce attrition

Part II. Analysis of Quantitative Indicators

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

Early Childhood Education

CIP Code =13.1210
25-2012 - Kindergarten Teachers, Except Special Education
25-2011 - Preschool Teachers, Except Special Education

	Demand Indicators	Program Year			Demand Health
		15-16	16-17	17-18	
1	New & Replacement Positions (State)	226	214	214	**Cautionary**
*2.	New & Replacement Positions (County Prorated)	7	6	6	
3	Number of Majors	39	33	29	
3a.	Number of Majors Native Hawaiian	15	17	18	
3b.	Fall Full-Time	44%	34%	36%	
3c.	Fall Part-Time	56%	66%	64%	
3d.	Fall Part-Time who are Full-Time in System	0%	3%	4%	
3e.	Spring Full-Time	24%	29%	31%	
3f.	Spring Part-Time	76%	71%	69%	
3g.	Spring Part-Time who are Full-Time in System	0%	11%	3%	
4	SSH Program Majors in Program Classes	308	292	289	
5	SSH Non-Majors in Program Classes	29	39	46	
6	SSH in All Program Classes	337	331	335	
7	FTE Enrollment in Program Classes	11	11	11	
8	Total Number of Classes Taught	14	11	12	
	Efficiency Indicators	Program Year			Efficiency Health
		15-16	16-17	17-18	
9	Average Class Size	8	10	9	**Cautionary**
*10.	Fill Rate	73.20%	66.90%	57.80%	
11	FTE BOR Appointed Faculty	1	0	1	
*12.	Majors to FTE BOR Appointed Faculty	39	N/A	29	
13	Majors to Analytic FTE Faculty	20	33	29	
13a.	Analytic FTE Faculty	2	1	1	
14	Overall Program Budget Allocation				
14a.	General Funded Budget Allocation				

		15-16	16-17	17-18	
14b.	Special/Federal Budget Allocation				
14c.	Tuition and Fees				
15	Cost per SSH				
16	Number of Low-Enrolled (<10) Classes	8	7	8	

Effectiveness Indicators		**Program Year**			**Effectiveness Health**
		15-16	**16-17**	**17-18**	
17	Successful Completion (Equivalent C or Higher)	89%	87%	90%	**Cautionary**
18	Withdrawals (Grade = W)	5	6	4	
*19.	Persistence Fall to Spring	77%	58%	79%	
19a.	Persistence Fall to Fall	57%	36%	60%	
*20.	Unduplicated Degrees/Certificates Awarded	16	24	21	
20a.	Degrees Awarded	3	7	5	
20b.	Certificates of Achievement Awarded	4	6	4	
20c.	Advanced Professional Certificates Awarded	0	0	0	
20d.	Other Certificates Awarded	13	16	14	
21	External Licensing Exams Passed				
22	Transfers to UH 4-yr	3	1	5	
22a	Transfers with credential from program	0	0	3	
22b	Transfers without credential from program	3	1	2	

Distance Indicators		**Program Year**			
		15-16	**16-17**	**17-18**	
23	Number of Distance Education Classes Taught	0	0	0	
24	Enrollments Distance Education Classes	n/a	n/a	n/a	
25	Fill Rate	n/a	n/a	n/a	
26	Successful Completion (Equivalent C or Higher)	n/a	n/a	n/a	
27	Withdrawals (Grade = W)	n/a	n/a	n/a	
28	Persistence (Fall to Spring Not Limited to Distance Education)	n/a	n/a	n/a	

Perkins Indicators (2016 - 2017)		**Goal**	**Actual**	**Met**	
29	1P1 Technical Skills Attainment	92.92	88.89	Not Met	
30	2P1 Completion	51.51	88.89	Met	
31	3P1 Student Retention or Transfer	81.81	100	Met	
32	4P1 Student Placement	64.51	57.14	Not Met	
33	5P1 Nontraditional Participation	23	6.45	Not Met	
34	5P2 Nontraditional Completion	22.22	0	Not Met	

Performance Indicators		**Program Year**			
		15-16	**16-17**	**17-18**	
35	Number of Degrees and Certificates	7	13	9	
36	Number of Degrees and Certificates Native Hawaiian	0	5	5	
37	Number of Degrees and Certificates STEM	0	0	0	
38	Number of Pell Recipients[1]	5	10	6	
39	Number of Transfers to UH 4-yr	3	1	5	

The Overall Program Health is ____ <u>Cautionary</u> _____.

Demand

The overall demand indicators for the ECED program in 2018 reflects a **<u>Cautionary</u>** status with the number of majors (29) exceeding the workforce demand (6). Although, demand for the program as rated as cautionary by the UH system APRD data is calculated using the number of county positions as a numerator, perhaps the Workforce Alignment: Classification of Instructional Programs (CIP) code may be misaligned as most Kindergarten teachers need a bachelor's degree or higher, where the preschool teacher (CIP 19.0709) requirements vary state to state. The number of ECED majors decreased by 4 to 29 from last year's 33.

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 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 is a private school who is licensed however unable to open their preschool due to the lack of qualified preschool teachers. The college continually receives inquiries from various private and public entities seeking qualified professional caregivers 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). Although the data indicates a slight drop from last year, the majority of ECED majors still attend part-time in the Spring (69%) compared to attending full-time (an increase of 2% from previous year).

Efficiency

The current APRD data reflects an **<u>Cautionary</u>** efficiency health call. Class fill rate decreased from 66.9% to 57.8% and the average class size has decreased from 10 to 9. This past Fall 2017, all first year courses had 81% seats filled (13/16) in each of the first level courses, second level courses were filled 62% (10 of 16).

Effectiveness

Our current effectiveness health call remains in a **<u>Cautionary</u>** 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 increased 21% to 79% above the 75% to be considered in a Healthy state.

Although persistence continues to be where we are challenged with strategies for improvement, the persistence measure from Fall to Fall for 2017-2018 is at 60%, which increased from 36%. Currently, there were 5 transferring to UH 4-year programs, 3 transfer with credential from program. In addition, 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 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.

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. The students noted a disappointment that the University Center no longer offered a non-specialized elementary education degree from UH Manoa and UH West Oahu besides a Bachelor's in Elementary Education in Special Education. Since Fall 2017, UH Manoa offers a Bachelor's degree (Hawaii Teacher Standards Board (HTSB) licensure or not) in Early Childhood & Elementary Education (note: cohort model every two years-next offering 2020) and UHWO a Bachelor's degree in ECE Social Science.

Also last Fall we revived the ECED Advisory Committee meeting of 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 students and met again in Spring 2018. Explanation as well as definitions were given to what and why a Career and Technical Education (CTE) Advisory Committee was required not only to comply with Perkins requirements and the ideal of a National Association for the Education of Young Children (NAEYC) accreditation. Currently on Kauai there are 3 preschools with the NAEYC accreditation. Highlighted 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. Further discussion on possibilities for student teaching with a hands-on opportunity as there are 2 CFS-Hawaii, Head Start preschools situated on the Kapaa and Waimea High School campuses. 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 2018.

Distance Indicators

APRD data indicates "none" in our Distance Education (DE) class offerings. However in Fall 2017, we offered one fully online class, and in Spring 2018 two online classes. The fill rate for both semesters was at 78%. with two withdrawals in both terms. 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

Two Perkins Core Indicator was met: 2) Completion, and 3) Retention or Transfer. Four Perkins Core Indicators that were not met include: 1) Technical Skills Attainment, 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. 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 needed a class to satisfy a high school health credit towards her high school diploma, one student moved out of state and another struggles with family health issues. We have 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. Efforts have been place in encouraging ECED students to complete the Math requirement earlier rather than wait till the their last year.

Part III. Assessment Data (EP 5.202)

Assessment results for Program Student Learning Outcomes (PSLOs).

Report on PSLO assessment for the prior year. **Formative assessments were completed on all ECED PSLO's Fall 2017. Summative assessments to follow, per 5 year plan.**

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.

PSLO	Assessed During this APRU Cycle (Y or N)	Findings	Improvements Implemented	Next Summative Assessment Date
1. Use knowledge of child development of individual children to create health, challenging learning environments and experiences.	Y	100% of students met FA17 Not assessed SP18 per 5 year plan		FA 2019 SP 2020
2. Build respectful partnerships with children's families.	Y	100% of students met FA17 **Summative** SP 2018: 13% of students mastery level 75% of students met **12% of students are developing**	In first lab (ECED 192,191) students experience an initial hands on opportunity with working with families. Through take home projects and a student portfolio in lab, students practice building relationships and partnerships with families.	SP 2020

3. Observe, document, and assess children's development and learning in partnership with families.	Y	62% of students are developing FA 2017 38% of students met FA 2017	In second level offerings, hands on projects to practice in lab work with children and families, as well as co-teachers.	FA 2019 SP 2020
4. Build positive relationships and guide children through supportive interactions.	Y	100% of students met FA17 Not assessed SP18 per 5 year plan		FA 2019 SP 2020
5. Plan, implement, and assess learning experiences using appropriate content, concepts, and methods.	Y	100% of students met FA17 Not assessed SP18 per 5 year plan		FA 2019 SP 2020
6. Base decisions and actions on ethical and other professional standards.	Y	100% of students met FA17 Not assessed SP18 per 5 year plan		FA 2019 SP 2020
7. Demonstrate collaboration, critical thinking, and reflection.	Y	80% of students met FA 2017 20% of students not met **Summative** SP 2018 36% of students mastery level **64% of students met**	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	FA 2019 SP 2020

			writing intensive class to help our students grow in their critical thinking as well as writing.	
8. Advocate for children and their families within the program.	Y	94% of students met FA 2017 6% of students not met **Summative** SP 2018 42% of students mastery level 53% of students met **5% of students developing**	As student works towards their CA and/or AS, hands on projects along with critical thinking and reflections required in second level classes as they prepare for the workforce.	FA 2019 SP 2020

Part IV. Results of Prior Year Action Plans (UHCCP 5.202)

Action Plan	Anticipated Outcome	Actual Outcome
Increase access to program through marketing and recruitment	**Create new brochure for program** **Volunteer with students in community events**	**Not updated until fall 2018** **Kukui Grove Center (2 events with 10 students: *Kaua'i United Way walk-a-thon (October) *STEPS (April)**
Increase access to co-host/sponsor ECED events at Kaua'i Community College	**Host ECED venues towards professional development for preschool professionals and families**	**HiAEYC and UH Manoa ED, guest speaker/author Barbara Kaiser regarding behavioral challenges**

		Learning to Grow and Windward CC, workshop "Healthy bodies, healthy minds"
Placement and Testing	**Identify students served and current needs; focus group and review of data** **Increase fill rates to 75% or better**	**Developed 2 additional online courses (1 each semester) to better serve part-time students; use Zoom to allow remote participation in face-to-face courses** **Fill rate 58%**
Retention initiatives	**Increase retention of students through updating PAR; anticipate at least 70% graduation rate** **Fall to fall retention at least 60%** **Successful completion at 80%**	**Went into effect FA18; will report on next APRU;70% of second level fall 2017 students graduated in spring 2018** **Fall-to fall persistence at 60%** **Completion rate was 90%**
Meet Perkins attainment 1P1, 2P1, and 3P1	**100% met**	**Met 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.).

Part V. Analysis of Alignment with CPR

None

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

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

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

*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	APRD 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 from ARPD	2017, 2018
Market to working adults and high school students	Currently enrolled:13, 5	60% of students aged 25-44 and 40% of	60% working adult and 40% direct	age of students enrolled in	2018, 2019

	(working adults, high school)	students directly enroll from HS	high school enrollment	program	
Increase the number of students who transfer	5	Increase annual transfers to four year programs 6%	6% increase to 8 transferring (AY 5)	APRD transfers to UH 4-yr number	2019, 2020

Part VI. 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).

**If no resources are being requested, place an "X' here.   X   **