

Early Childhood Education



ANNUAL

REPORT OF PROGRAM DATA

2021



UNIVERSITY of HAWAII®
KAUA'I
COMMUNITY COLLEGE

1. Program or Unit Description

Program or Unit Mission Statement (UHCCP 5.202)

The Early Childhood Education (ECED) Program supports the mission of the Kaua'i Community College (KCC) by providing a readily accessible, quality, training and education program that prepares students to work in varying capacities with 0–8-year-old children and their families in a variety of settings, or to transfer to a university setting to pursue bachelors and advance degrees.”

College Mission Statement (UHCCP 5.202)

Kaua'i Community College is a kahua that inspires, engages, and empowers learners and educators to enrich our community and our world.

What is the target student or service population?

High school students wanting to be teachers, working adults, new parents, individuals interested in entrepreneurship for family childcare.

2. Analysis of the Program/Unit

Demand

The Demand health call is “Need Attention.” In 2019 there were 28 licensed preschools both private and public-funded. A preschool site was forced to close as parents lost jobs due to COVID-19. As of Spring 2021, there are 27 licensed preschools and 27 licensed Family Child Care homes. To comply with CDC and licensing health and safety mandates capacity in most preschools dropped by 6 children on average. 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, upon graduation most ECED students have been hired at their practicum sites. Community partners that serve on the ECED Advisory Board 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. The current Health call “Needs Attention.” Although indicated in the Demand Indicators line 2 New and Replacement Positions - County Prorated) indicates 1 for 2020-21, the college continually receives inquiries from various private and public entities seeking qualified professional childcare experts which gets disseminated to past and current ECED students, and as of Fall 2021 there are four preschool sites seeking qualified preschool teachers to fill vacancies as Kaua‘i recovers from the pandemic. In re-calculating the last 3-year averages of County Prorated (2018-19= 2; 2019-20=2; 2020-21=4) = 3 divided by the average of Majors (2018-19 = 14; 2019-20 = 15; 2020-21 =13 = 14, the recalculated Demand Health is .214. Thus, the

recalculated scoring value would be “Healthy.” The Native Hawaiian majors have decreased by 2 students 2019-20 to 2020-21, however the three-year average is 14 Native Hawaiian Majors (2018-19 = 14; 2019-20= 15; 2020-21 = 13). The majority of ECED majors attend part-time in the Spring (84%) compared to attending part-time in the Fall (59%) as most students seek the Certificate of Achievement (CA) to enter the job market as a teacher’s aide or graduating with the associate degree making them teacher qualified in a DHS licensed Preschool Setting.

Efficiency

The current ARPD data reflects a Healthy efficiency health call. Class fill rate increased from 64.6% to 67.5% and the average class size maintained at 11. Courses had 75% seats filled 12/16 seats filled in the first level courses decreased 6% from prior year, second level courses were filled by 63% (10/16) decreased 6% from prior year. The number of low-enrolled classes in 2020-21 has dropped to 3, prior year (2019-20 = 6; 2018-19 – 8).

Effectiveness

The current effectiveness health call is Progressing. The Healthy status for program effectiveness is determined by two measures: 1) Increasing the numbers of Degrees and CAs awarded by 5% per year (difference between actual and goal), 2) Persistence Fall to Spring, in the same major to be considered in a Healthy state. The number of Degrees (4) and CAs (9) increased from a total of 11 prior year. Persistence Fall to Spring decreased 5% from 79% to 74%. Other Certificates awarded declined almost 50% from 15 to 7, perhaps attributed with cross campus offerings where Kaua’i CC is not the student's home campus. Most ECED students seek three core courses offered in Fall for work purposes earning their Certificate of Competence. However, there is an increase of students transferring now that they are placed in the right degree and the articulation agreements with UH Manoa and UH West Oahu.

Persistence continues to be where we are challenged with strategies for improvement, the persistence measure from Fall to Fall for 2020-21 dropped 11% from 56% in 2019-20 but increased 25% in 2018-19 from 31%. Currently, there were 16 unduplicated degrees/certificates awarded with a 125% increase in Certificates of Achievement (CA) awarded from 4 to 9. This increase may be the result of the Program Action Request in Fall 2018 allowing students to earn their CA in 2 semesters or a year. There are 4 students transferring to UH 4-year programs, 4 transfers with credential from program compared to 0 transfers without credential from program. Previously, ECED students seeking transfer to UH Manoa towards a BA in Early Education/SPED were Liberal Arts majors versus ECED, this reflects teamwork with counselors in advising students into the proper pathways. In Fall of 2021, the ECED PCC is collaborating on a career pathway to include reviewing articulation agreements with UH Manoa and UH West Oahu, looking at apprenticeship models and continuing academic advising, and financial support for ECED students.

Even though COVID affected capacity in preschools to maintain smaller ratios and social distancing, Kaua’i is faced with the shortage of qualified preschool teachers. Directors with higher degrees now seek 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 to having an associate degree in another field, an individual needs 16 ECED credits to qualify as a preschool teacher. The new approved ECED PAR modification effective Fall 2018 allows the ECED Certificate of Competence completing 9-credits and 25-credits towards a Certificate of Achievement in two semesters en route to completing the 60-credit Associate in Science (A.S.) degree. In addition, mapping a part-time schedule towards an associate degree within 4 years was completed and implemented in SEMESTER YEAR.

The ECED program convened two Student Focus Groups both in Spring 2017 and 2019. Pre-COVID, the consensus felt by the students of being prepared in continuing to advanced degrees or the workforce with online class offerings. UH Manoa offers 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 2022. UH West Oahu continues to offer an online bachelor's degree in Early Childhood Education, Social Science. In 2017, most ECED students preferred face to face over distance learning. However, one option that seemed very popular was hybrid due to the regular face to face component that would allow them to interact and work closely with their instructor. In 2019, similar to the polling done in 2017, many ECED students felt that purely distance courses didn't allow for students to see and interact with their classmates and instructors. Also noted, that there was a sense of isolation. Polling of another ECED Student Focus Group will occur in Spring 2022 as this group has been affected by the pivot to mostly online offerings.

The ECED Advisory Committee met in Fall 2020 with 17 in attendance representing preschool directors, high school principal, program specialist/career counselor from People Attentive To Children (PATCH), state legislature and one current ECED student. Members were brought up-to-date about the number of students in the program, how many graduates, job placements, etc. Discussion on pursuant of an ECED program academic accreditation with NAEYC which entails a self-study to be completed in Summer/Fall 2022. Currently on Kaua'i there are 3 preschools with 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 and are now seeking an academic degree at the recommendation of their directors. Some returning working adult students who 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 November 2021 and takeaways will be reported in next year's APRU.

Distance Indicators

As the UH system pivoted due to the pandemic in 2020-21 there were 7 ECED classes taught via distance learning, up by 4 courses offered in 2019-20. Enrollment for 2020-21 was 78, an increase of more than 100% from 2019-20. However, the fill rate dropped 5% from 75% to 70% 2020-21. Although class offerings varied from asynchronous to synchronous meetings, it appears that students like the face to face social learning encounters as we learn from each other. Through the collaboration of the ECED (Program Coordinator Committee), ECED 170 was cancelled due to low enrollment. Kaua'i Community College ECED students took the course from UH Maui being taught by full time faculty. Successful completion rate increased by 9% up to 90% in 2020-21 from 81% in 2019-20. In addition, persistence (Fall to Spring) increased 22% from 54% 2019-20 to 76% 2020-21. As stated by the ECED Student Focus Groups, DE courses are more accessible and prepare them as they transfer to UH Manoa or UHWO.

Perkins V Core Indicators

Two Perkins Core Indicators were met:

1P1) Postsecondary Placement – actual 91.67 of 33 remain enrolled in second semester of program
2P1) Earned Recognized Credential – actual 77.78 of 33 received postsecondary credential during participation in or within 1 year of program completion.

2021 Annual Report of Program Data (ARPD)

<https://uhcc.hawaii.edu/varpd/index.php?y=2021&c=KAU&t=CTE&p=2377>

3. Program Student Learning Outcomes or Unit/Service Outcomes

- a) List of the Program Student Learning Outcomes or Unit/Service Outcomes
- b) Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.
- c) Assessment Results.
- d) Changes that have been made as a result of the assessment results.

ECED 5 Year Assessment Plan

All Program SLO's assessed in Fall 2017 as a starting point for a formative summary, and again in Spring 2019 for a summative summary. (In Spring 2018 and Fall 2018 PSLO assessment will be split in half). During year 3 (Fall 2019-Spring 2020) data will be analyzed prompting necessary program changes as identified.

The **Formative** rubric: **Does Not Meet, Developing, Meets, Mastery**, where Developing is the threshold

The **Summative** rubric: **Does Not Meet, Developing, Meets, Mastery**, where Meets is the threshold

PSLO	Date Last Assessed	Findings*	Improvements Implemented	Next Assessment Date
1. Apply knowledge of child development to create healthy, challenging learning environments and experiences	Formative Assessment: Fall 2020 desired outcome: Developing	100% Developing*		Formative Fall 2022
2. Build respectful partnerships with colleagues, children, their families, and the community	Formative Assessment: Fall 2020 desired outcome: Developing	62% Developing* 38% Meets		Summative Spring 2022
3. Observe, “document,” and assess children’s development and learning.	Formative Assessment: Fall 2020 desired outcome: Developing	62% Developing* 38% Meets		Formative Fall 2022
4. Build positive relationships and guide children through supportive interactions.	Formative Assessment: Fall 2020 desired outcome: Developing	93% Developing* 7% Meets		Summative Spring 2022
5. Plan, implement, and assess learning experiences using appropriate content, concepts, and methods	Formative Assessment: Fall 2020 desired outcome: Developing	69% Developing* 31% Meets		Formative Fall 2022

6. Demonstrate the ability to execute decision making and carry out actions of ethnicity and/or according to professional standards.	Formative Assessment: 2020 desired outcome: Developing	69% Developing* 31% Meets		Formative Fall 2022
--	---	--	--	---------------------

*Findings reflect desired outcome of “Developing” benchmark, meeting program standards in Fall 2020. In Spring 2021 ECED students continue with hands-on practicing theory into practicum experience, level I and level II.

4. Action Plan

4.a. The action plan may be amended based on new initiatives, updated data, or unforeseen external factors.

Action Plan	Strategic Goal/Priority (List Number)	Anticipated Outcome	Actual Outcome	Plan to continue and rationale
Increase the number of graduates	1	Benchmark:6 Desired Outcome; 10	4	There was 1 ECED student who failed to complete the AS degree in Spring 2021 due to family issues. In Fall 2021 there are 4 students earning their AS degrees. Identifying ECED students who lack credits short of the AS degree, assisting with financial aid and academic advising.
Increase recent high school graduate’s enrollment	17	Benchmark:4 Desired Outcome:6	0	In 2020 there were 2 students 18 and under. Continue discussions with high school principals for ECED dual credit offerings in

				strengthening career pathways towards transfer to UH Manoa or UH West Oahu.
Increase the number of students who transfer	4	Benchmark: 4 Desired Outcome: 6	4	Benchmark attained. Identifying students early seeking a bachelor's degree with continued academic advising and assistance for financial aid.

4.b.

A Comprehensive Program Review (CPR) was completed in 2020 and the next CPR will be in 2025.

5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial).
 *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.

I am NOT requesting additional resources for my program/unit.

Program Goal	National Association for the Education of Young Children (NAEYC) Academic Accreditation. <i>Ka Papa Hana Holomua: Academic Affairs Plan 2021-2026</i> , Goal I. Ensure Academic Quality, 1. National Program Accreditation, Obtain programmatic accreditation for Early Childhood Education Program.
Resource Requested*	Program Accreditation fee
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, Valerie Barko, KauCC ALO, and Tammie Napoleon, HED Division Chair.
Timeline	2020-2022

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

6. Optional: Edits to Occupation List for Instructional Programs

I am requesting changes to the SOC codes/occupations listed for my program/unit.