



2020
COMPREHENSIVE PROGRAM REVIEW

Early Childhood Education



UNIVERSITY of HAWAII®
KAUA'I
COMMUNITY COLLEGE

Kaua`i Community College

Five Year Comprehensive Program Review (CPR)

Program Name Early Childhood Education

Assessment Period: 2015-2020

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.

Part I. Executive Summary of Program Status

Summary of previous CPR and/or Annual Program Review (APRU) recommendations by Cabinet, College Council, the Division/Unit Chair, Advisory Board, or other reviewing entity.

Due to a lost server and change in faculty the last CPR is not available. Therefore, there are no recommendations.

Part II. Program Description (UHCCP 5.202)

Number of Faculty and Staff	Faculty (FT): 1
	Faculty (Lecturers): AY 2015-16: 8 AY 2016-17: 6 AY 2017-18: 5 AY 2018-19: 6 AY 2019-20: 6
	Staff: 0
Date Website Last Reviewed/Updated	08/19/2019
Brief History of Program	The Early Childhood Education Program (ECED) began as a Certificate of Completion (CC) with one evening course offered

	<p>each semester. In 1993 in response to Community needs, the CC was discontinued and replaced with a Certificate of Achievement (CA) and Associate of Science Degree (AS). Courses were offered in a two-semester cycle. A full-time student could complete the CA in two semesters and a summer. The AS Degree can be completed in five semesters.</p> <p>In 2006 a 9-credit Certificate of Competency (CO) was added using existing courses. The credits provided a college-credit option to fulfill the 120 contact-hours needed to earn the Child Development Associates (CDA) Credential in Early Childhood Education (ECED) which is a key stepping stone on the path of career advancement in the field. Family Child Care (FCC) providers working out of their homes may also find the CO an attainable short-term goal.</p> <p>The ECED Program was staffed by a full-time faculty who acted as the Program Coordinator, the lab school director, and the instructor of the three ECED lab courses. Lecturers are contracted each semester to teach the other ECED courses. A teacher and assistant teacher staff Na Kama Pono, the ECE lab school, which enrolled up to 20 three and four-year-olds.</p> <p>Na Kama Pono provided ECED students with field experiences with children. Nursing students as well as psychology and speech students use the preschool to fulfill assignments. The preschool served as an annual visitation site for foreign students from Japan and Okinawa as well as other ECE professionals from the mainland. Na Kama Pono provided a quality preschool for children of students, staff, and faculty while serving as a campus job site for student workers. In Spring 2013 Na Kama Pono closed for renovations.</p> <p>In August 2015, Na Kama Pono reopened its doors through May 2016 with six children and staffed by two teachers. The site also served as the practicum site for the ECED students.</p> <p>Island School's Na Pua Keiki took over the preschool site in July 2016 utilizing the two newly renovated buildings serving 48 children. To address the need for ECED student practicum sites, Affiliation Agreements were signed with 13 other accredited/licensed preschools. Sites consist of three preschools being NAEYC accredited, the 4 Head Start preschools, and one DOE preschool.</p> <p>The ECED Advisory Board was revived in Spring 2017 with 9 participants including one high school principal, DOE resource teacher, two preschool directors, state legislator, People Attentive To Children (PATCH) program specialist, an ECED graduating student, HED Division Chair, Kaua'i CC CTE Director and KCC</p>
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	<p>ECED lecturers. This meeting led to Early College ECED class offerings at Kapa`a High School.</p> <p>In Fall 2018 through Spring 2020, four Early College ECED classes were offered. This enabled two high school students to earn their CO, which qualified them to participate in Kaua`i Community College commencement, and the certificate provides them an entry level opportunity for a position at any DHS licensed preschool facility in the state. ECED Early College classes were being offered at the same block time as other KCC Early College courses along with required core classes towards student high school diplomas. This left one student short a class towards a CO.</p> <p>An ECED student focus group was convened in Spring 2017 and again in Spring 2019 to gather information about their classes (face-to-face versus online offerings), scheduling, financial aid, aspirations for jobs and transferring to a 4-year university.</p> <p>In Fall 2018, the ECED program was restructured to offer a Certificate of Achievement (CA) in two semesters after completing 25 units. In addition, eliminating the third 2-unit practicum course allows ECED students to graduate with 60 units in four semesters.</p> <p>The ECED program has qualified for the National Association for the Education of Young Children (NAEYC) accreditation of academics' higher education in Fall 2019. The program can be in self-study for five years as the ECED PCC collaborates aligning PSLO's to the NAEYC competencies and standards. Currently only UH Maui Colleges holds the NAEYC accreditation. The self-study process is ongoing with submission slated for September 2021.</p>
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For Instructional Programs ONLY

Graduate Occupation or Transfer Options	Family Childcare Provider (FCC), Preschool Teacher, Lead Teacher, Program Director, Educational Assistant (EA)
Special Admission Requirements	None
Credentials Offered	Certificate of Competence (CO), Certificate of Achievement (CA), and Associate of Science (AS)
Current Program Articulation Agreements (Institution and Expiration Date)	Institution: UH Manoa
	Executed: November 26, 2018
	Institution: UH West Oahu
	Executed: September 1, 2011
Distance Education Courses Offered	ECED 115 Health Safety & Nutrition ECED 140 Guiding Young Children in Group Settings ECED 170 Intro Work with Infants and Toddlers

	<p>COVID-19 Spring 2020 -Spring 2021 All ECED courses, other than Lab were offered DE – asynchronous and synchronous</p>
<p>Early College Courses offered (total number of sections/high school)</p>	<p>ECED 105 – 1 section at Kapa`a High School Fall 2018 ECED 131 – 1 section at Kapa`a High School SP 2019 ECED 110 – 1 section at Kapa`a High School Fall 2019 ECED 131 – 1 section at Kapa`a High School SP 2020</p>
<p>Distance Education Programs offered</p>	<p>None</p>
<p>Current Advisory Board Members/Employer and last meeting date</p>	<p>Member Name: Mahina Anguay, DOE Waimea High School Principal Tommy John Cox, DOE Kapa`a High School Principal Sean Doi, Kaua`i Complex Support Tech Christine Jackson, Program Specialist, Executive Office for Early Learning (EOEL), Head Start Nicole Kahohelaulii, Student Sue Macklin, Director Na Pua Keiki Preschool Daynette Morikawa, Hawaii State Legislator District 16 Carol Riopta, Director, CFS-Hawaii, Kaua`i Head Start Penni Taketa, Director, Ae Kamali`i Preschool Frankie Harriss, VCAA, Kaua`i CC Cherish Mexia, ECED Lecturer, Kaua`i CC Tammie Napoleon, HED Division Chair, Kaua`i CC Brooke Rehmann, ECED Lecturer, Kaua`i CC Shaunte Sadora, Counselor, Kaua`i CC Shelley Sutter, Counselor, Kaua`i CC Cheryl Stiglmeier, Education Coordinator</p>
	<p>Last Meeting Date: August 31, 2020</p>
<p>Employer Internships</p>	<p>None</p>

For Non-Instructional Programs ONLY

<p>Community Partnerships, Advisory Committees, etc.</p>	
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Part III. Analysis of Quantitative Indicators

The Overall Program Health is Healthy.

	2019-20	2018-19	2017-18	2016-17	2015-16
Overall Program Health	Healthy	Cautionary	Cautionary	Cautionary	Cautionary
Demand	Healthy	Cautionary	Unhealthy	Unhealthy	Unhealthy
Efficiency	Cautionary	Cautionary	Cautionary	Cautionary	Cautionary
Effectiveness	Healthy	Cautionary	Cautionary	Cautionary	Cautionary

Target Student Population	High school students wanting to be teachers, working adults, new parents, entrepreneurship in family child care.
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DEMAND

The overall demand indicators for the ECED program in 2019-20 is a **Healthy** status with the number of majors (36) exceeding the workforce demand (10). The ECED program demand indicator was *Cautionary* in 2018-19 (number of majors: 31 exceeding the new and replacement positions of 12). In 2017-18; 2016-17; and 2015-16 the Demand indicators were *Unhealthy*. In 2017-18 the number of majors: 29 exceeding the new and replacement positions of 6; 2016-17 where there were 58 majors to four; and 2015-16 there were 38 majors to two. The ECED program has increased the number of graduates in the last three years. Fall FT increased four times in the past five years as the first lab (ECED 190) was still offered and ceased Fall 2018-19. In the realignment of classes with the offering of the CA in two semesters (the first lab ECED 191 in SP), students prefer Spring PT enrollment four times in the past five years. In addition, in the past five years, there were 79 Native Hawaiian degrees and certificates, which comes to an average of 16 per year.

In 2016, 2017 and 2018, demand for the program was rated as **Unhealthy** by the UH system APRD data is calculated using the number of county positions as a numerator. The Classification of Instructional Programs (CIP) code has been updated for 2019 and 2020, including Preschool Teachers and Kindergarten Teachers except Special Education. The update is in response to the 2017 National Association for the Education of Young Children (NAEYC) initiative called “Power to the Profession” as a national collaboration to define the early childhood education profession, birth through age eight, across states and settings, by establishing a framework for career pathways knowledge and competencies, qualifications, standards, accountability supports, and compensation to define the early childhood education profession.

In the past five years at its peak, there were 35 preschools on Kaua`i. Per a report compiled by PATCH as of December 2019 there are 28 DHS licensed preschools, two Group Home sites that are both private and public-funded. In 2020, due to COVID-19, Kaua`i lost a preschool due to no children and no income as families kept their children home. Due to COVID-19, the preschools

are serving a smaller number of children with new ratios set by the state Department of Human Services (DHS) licensing ensuring health and safety for the children and families in their care. In addition, there are 28 Family Child Care (FCC) licensed homes that are open where the ratio enables care for two infants and four toddler/preschoolers. Per PATCH December 2019 statistics for the island of Kaua'i, combined total of licensed FCC (28), Licensed Group Home (2) and licensed Preschools (28), licensed capacity total 1,354 children, desired capacity was 1,319, however enrollment is 1,199. The difference between enrollment and desired capacity is 120 children. The ratio of teacher to student is 1:10, which means a shortage/need of 12 preschool teachers.

Data from the past five years indicate that the majority of ECED majors consistently attend part-time in the Spring. Only 2018-19 reflected the majority of ECED majors attending part time in the Fall at 74%. From 2015-16: 76%; 2016-17: 76%; 217-18: 69%; 2019-20: 66%. The ECED program has the field experience lab classes in the Spring which encourages them to complete the required practicum hours towards graduation.

In Fall 2018 with the realignment of ECED classes, a student earns a CO in (Fall) semester 1 and continuing in semester 2 (Spring) earns a Certificate of Achievement (CA) after completing 25 course units. Earning a CO gets the student into an entry level position at a DHS licensed facility as an Assistant Teacher, a CA gets the student more pay. Continuing for another year (two semesters), the student earns their ECED AS degree qualifying them as a Preschool Teacher in a preschool setting, private or public. In addition, an ECED graduate may opt to open their own childcare business at home taking care of two infants and four toddlers/preschool age children. In Spring 2020 one of the ECED graduates opened her own FCC.

Efficiency

The current APRD data reflects a **Cautionary** efficiency health call and has been since 2015-16. The current fill rate increased 9.8% from 54.8% to 64.6% and the average class size increased by 2 to 11. In 2019, class fill rate decreased from 57.8% to 54.8%, although the average class size remained at 9 for 2017-18 and 2018-19. In 2015-16 the class fill rate was 73.20%, then dropped for three consecutive academic years. Due to COVID-19 all ECED classes (except the field experience classes) have converted to distance education allowing students from within the state to take our classes. In Fall 2019, all first-year courses had 88% seats filled (14/16), second level courses had 38% seats filled (6/16) in Spring 2020. In Fall 2018, all first-year courses had 81% seats filled (13/16), second level courses had 50% seats filled (8/16) in Spring 2019. Fall 2017, all first-year courses had 94% seats filled (15/16) in each of the first level courses, second level courses were filled 38% (6 of 16) Spring 2018. In Fall 2016, all first-year courses had 94% (15/16) seats filled, second level courses had 44% (7/16). First level courses in Fall 2015 had 14/16 seats filled (88%), second level courses 9/16 seat filled (56%). The Fall fill rates indicates the importance of receiving a CO allowing ECED students an entry level position at a licensed preschool site. The change in the PAR is to entice students to continue into semester 2, to earn a CA with practicum hours allowing the ECED student a climb up the career ladder with increase in pay. ECED students meet with the Program Coordinator to determine their academic pathway and job aspirations after the Fall semester. This helps students focus on academics towards completing the program.

The ECED program has been ***Cautionary*** since 2015-16. In 2016-17 the FTE BOR appointed Faculty was 0, Program Coordinator (PC) was hired in January 2017. The current Analytic FTE BOR Appointed Faculty is 1:36, an increase of 5 from 2018-19 1:31 and 2017-18 1:29 a decrease of 2. The increase in the number of majors is an indicator of the PAR change towards earning a CA in two semesters with 25 credits that was effective Fall 2018.

Effectiveness

The ECED effectiveness indicator is ***Healthy*** as persistence from Fall to Spring is at 79% up by 11% with 22 unduplicated Degrees/Certificates awarded (majority of the students 28% are 18-19 years of age.) In 2018-19 (majority of the students 25% were 22-24 years of age) Fall to Spring persistence was 68% which dropped 11% from 79% the previous year 2017-18 (majority of the students 28% were 18-19 years of age), with 21 unduplicated Degrees/Certificates awarded. Persistence for 2016-17 (21% of students 20-21 years of age) was 57.8% with 12 unduplicated Degrees/Certificates dropping 19.1% from 2015-16 (44% of students were 18-19 years of age) 76.9% with 16 unduplicated Degrees/Certificates. These data reflect an up and down pattern every year. These data also reflect when persistence was up, most of the students' age were 18-19. Although rewarding and the studies validating the importance of early childhood education, the challenge of the early childhood education field is the compensatory piece. Although, there were 13 withdrawals in 2019-2020, an increase by eight from five in 2018-2019, and four in 2017-18 reflecting an increase by one. The 13 withdrawals were actually eight students. Of the eight there were two who dropped out, two students challenged with health and family issues, two students transferred to UHWO, one student transferred to Leeward CC, one student who thought she wanted to pursue another career but is back pursuing a career as a preschool teacher. An orientation meeting in the fall prior to the start of the semester helps incoming students familiarize themselves with the ECED program in reviewing the ECED Student Handbook and meet their instructors.

The ECED program graduated 27 students in the past five years since 2015-16. With their Associate of Science degree, students are 'teacher qualified' in the preschool setting. Most of the students are offered jobs at their place of practicum and a few will transfer to UH 4-year university. One student opened her own Family Child Care in her home this past Spring.

Perkins IV Core Indicators

Perkins	2015-16	2016-17	2017-18	2018-19	2019-20
1P1 Technical Skills Attainment	Met	Not Met	Not Met	Met	Met
2P1 Completion	Met	Not Met	Met	Not Met	Met
3P1 Student Retention or Transfer	Met	Not Met	Met	Not Met	Not Met
4P1 Student Placement	Not Met	Met	Not Met	Not Met	Not Met
5P1 Nontraditional Participation	Not Met	Not Met	Not Met	Not Met	Not Met
5P2 Nontraditional Completion	Not Met	Not Met	Not Met	Not Met	Not Met

Two Perkins Core Indicators were met (2019-20): 1) Technical Skills Attainment, 2) Completion. Four Perkins Core Indicators that were not met include: 3) Student Retention or Transfer, 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 regard to ethnicity and age, it enrolls few male students. In the current academic year, there is one male ECED major and in the prior year one male student earned his AS degree. 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.

The ECED Program has met **1P1**, Technical Skills Attainment, three times in five years and **3P1**, Student Retention or Transfer met twice in 5 years. In 2017, to address the technical skills attainment and student retention or transfer, ECED students were identified struggling with Math 100 causing GPA to drop and holding them back a semester from transferring to UH Manoa and UH West Oahu. Again in 2018, we found that Math 100 was a contributing factor in addressing the technical skills attainment and student retention or transfer. Math 100 is a requirement towards the associate’s degree. In collaboration with the Math Division, Math 111 and 112 were offered to help ECED students succeed in a face to face offering as well as online. Since then, counseling efforts have been placed in encouraging ECED students to complete the Math requirement earlier rather than wait till their last year. Indicator **2P1**, Completion, the ECED program met this indicator 3 times in the past 5 years. Lastly indicator **4P1** Student Placement, the ECED program met this indicator once in the past 5 years.

#	Demand Indicators	2015-16	2016 - 17	2017 - 18	2018 - 19	2019 - 20	Demand Health
1	New & Replacement Positions (State)	95	228	240	233	232	Healthy
2.*	New & Replacement Positions (County Prorated)	2	8	12	12	10	
3	Number of Majors	38	33	29	31	36	
3a.	Number of Majors Native Hawaiian	15	17	18	14	15	
3b.	Fall Full-Time	44%	34%	36%	26%	48%	
3c.	Fall Part-Time	56%	66%	64%	74%	52%	
3d.	Fall Part-Time who are Full-Time in System	0%	3%	4%	10%	3%	
3e.	Spring Full-Time	24%	29%	31%	32%	34%	
3f.	Spring Part-Time	76%	71%	69%	68%	66%	
3g.	Spring Part-Time who are Full-Time in System	0%	11%	3%	6%	13%	
4	SSH Program Majors in Program Classes	308	292	289	293	361	
5	SSH Non-Majors in Program Classes	29	39	46	103	69	
6	SSH in All Program Classes	337	331	335	396	430	
7	FTE Enrollment in Program Classes	11	11	11	13	14	
8	Total Number of Classes Taught	14	11	12	14	13	

#	Efficiency Indicators	2015-16	2016 - 17	2017 - 18	2018 - 19	2019 - 20	Efficiency Health	
9	Average Class Size	8	10	9	9	11	Cautionary	
10.*	Fill Rate	73.20%	66.90%	57.80%	54.80%	64.60%		
11	FTE BOR Appointed Faculty	1	0	1	1	1		
12.*	Majors to FTE BOR Appointed Faculty	38	0	29	31	36		
13	Majors to Analytic FTE Faculty	22.8	0	29	31	36		
13a.	Analytic FTE Faculty	1.7	1	1	2	2		
14	Overall Program Expenditures	Not Reported	\$1,197,223	\$0	\$13,463	\$71,991		
14a.	General Funded Budget Allocation	Not Reported	\$1,129,274	0	0	0		
14b.	Special/Federal Budget Allocation	Not Reported	\$0	0	\$13,463	\$71,991		
14c.	Tuition and Fees	Not Reported	\$67,949	0	0	0		
15	Cost per SSH	Not Reported	\$3,617					
16	Number of Low-Enrolled (<10) Classes	8	7	8	8	6		
#	Effectiveness Indicators	2015-16	2016 - 17	2017 - 18	2018 - 19	2019 - 20		Effectiveness Health
17	Successful Completion (Equivalent C or Higher)	89%	87%	91%	92%	87%		Healthy
18	Withdrawals (Grade = W)	5	6	4	5	13		
19.*	Persistence Fall to Spring	77%	58%	79%	68%	79%		
19a.	Persistence Fall to Fall	56.70%	36%	60%	31%	56%		
20.*	Unduplicated Degrees/Certificates Awarded	16	24	21	21	22		
20a.	Degrees Awarded	3	7	5	6	7		
20b.	Certificates of Achievement Awarded	4	6	4	8	4		
20c.	Advanced Professional Certificates Awarded	0	0	0	0	0		
20d.	Other Certificates Awarded	13	16	14	11	15		
21	External Licensing Exams Passed 1	Not Reported	0					
22	Transfers to UH 4-yr	3	1	5	4	4		
22a.	Transfers with credential from program	3	1	2	1	1		
22b.	Transfers without credential from program	0	0	3	3	3		
#	Distance Indicators	2015-16	2016 - 17	2017 - 18	2018 - 19	2019 - 20		
23	Number of Distance Education Classes Taught	0	0	0	0	3		
24	Enrollments Distance Education Classes	N/A	0	0	0	36		
25	Fill Rate	N/A	0%	0%	0%	75%		
26	Successful Completion (Equivalent C or Higher)	N/A	0%	0%	0%	81%		
27	Withdrawals (Grade = W)	N/A	0	0	0	4		
28	Persistence (Fall to Spring Not Limited to Distance Education)	N/A	0%	0%	0%	54%		

#	Perkins Indicators	2015-16	2016-17	2017-18	2018-19	Goal	Actual	Met
29	1P1 Technical Skills Attainment	Met	Not Met	Not Met	Met	94.75	100	Met
30	2P1 Completion	Met	Not Met	Met	Not Met	61	83.33	Met
31	3P1 Student Retention or Transfer	Met	Not Met	Met	Met	86	83.33	Not Met
32	4P1 Student Placement	Not Met	Met	Not Met	Not Met	66.75	66.67	Not Met
33	5P1 Nontraditional Participation	Not Met	Not Met	Not Met	Not Met	23.75	6.06	Not Met
34	5P2 Nontraditional Completion	Not Met	Not Met	Not Met	Not Met	23.25	5.26	Not Met
#	Performance Indicators	2015-16	2016 - 17	2017 - 18	2018 - 19	2019 - 20		
35	Number of Degrees and Certificates	7	13	9	14	11		
36	Number of Degrees and Certificates Native Hawaiian	0	5	5	7	6		
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	Not STEM	Not STEM		
38	Number of Pell Recipients ¹	25	10	6	8	7		
39	Number of Transfers to UH 4-yr	3	1	5	4	4		

Part IV. Assessment Data (EP 5.202)

Per the 5-year plan of assessment (Fall 2017-Spring 2023), all program SLO’s will be assessed in Fall 2017 as a starting point for a formative summary, and again in Spring 2019 for a summative summary. In year three (Fall 2019-Spring 2020) data will be analyzed prompting necessary program changes as identified.

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-Fall 2017	100% Developing	None	Formative Assessment: Fall 2020
	Summative-Fall 2018	73% Meets 27% Mastery		
	Summative-Spring 2019	13% Developing 75% Meets 12% Mastery		

2. Build respectful partnerships with colleagues, children, their families, and the community	Formative-Fall 2017 Summative-Spring 2019	62% Developing 38% Meets 29% Meets 71% Mastery	None	Formative Assessment: Fall 2020
3. Observe, “document,” and assess children’s development and learning.	Formative-Fall 2017 Summative-Fall 2018 Summative-Fall 2019	62% Developing 38% Meets 14% Developing 57% Meets 29% Mastery 13% Developing 75% Meets 12% Mastery	None	Formative Assessment: Fall 2020
4. Build positive relationships and guide children through supportive interactions.	Formative-Fall 2017 Summative-Spring 2018 Summative-Spring 2019	93% Developing 7% Meets 33% Developing 34% Meets 33% Mastery 14% Meets 86% Mastery	None	Formative Assessment: Fall 2020
5. Plan, implement, and assess learning experiences using appropriate content, concepts, and methods	Formative-Fall 2017 Summative-Fall 2018 Summative-Spring 2019	69% Developing 31% Meets 14% Developing 57% Meets 29% Mastery 17% Meets 83% Master	None	Formative Assessment: Fall 2020
6. Demonstrate the ability to execute decision making and carry	Formative-Fall 2017 Summative-	69% Developing 31% Meets 14% Developing	None	Formative Assessment: Fall 2020

out actions ethnicity and/or according to professional standards.	Fall 2018	57% Meets 29% Mastery		
	Summative-Spring 2019	38% Meets 62% Mastery		
7. Demonstrate collaboration, critical thinking, and reflection skills.	Formative-Fall 2017	13% Does Not Meet 62% Developing 25% Meets	ECED students seeking AS pathway encouraged to take English 100 in the third semester prior to WI.	Formative Assessment: Fall 2020
	Summative-Spring 2018	64% Meets 36% Mastery		
	Summative-Spring 2019	43% Meets 57% Mastery		
	Formative-Fall 2019	64% Developing 21% Meets 15% Mastery		
8. Recognize the importance of advocacy for children and their families.	Formative-Fall 2017	2% Does Not Meet 80% Developing 18% Meets		Retired Spring 2019
	Summative-Spring 2018	64% Meets 36% Mastery		
	Summative-Fall 2018	55% Meets 45% Mastery		

Action Plan

CTE programs must include an action plan for each unmet Perkins core indicator.

Action Plan	Anticipated Outcome	Actual Outcome 2019-2020
<p>3P1 Student Retention or Transfer:</p> <p>Fall to fall retention at least 60%</p> <p>Incoming cohort meet with Program Coordinator to determine student goal attainment and coordinate with Institutional Researcher for annual tracking of student goals.</p>	86%	<p>83.33%</p> <p>Fall-to fall persistence at 56%</p>

<p>4P1 Student Placement</p> <p>Increase fill rates to 75% or better</p> <p>Identify students served and current needs, focus group and review of data. ECED students meet with Program Coordinator to determine goal attainment, PT or FT status. An ECED PT track has been developed but seeking more data from students. Coordination with Institutional Researcher for annual tracking of student goals.</p>	66.75%	66.67%
		64.6% Fill rate 2019-20
<p>5P1 Nontraditional Participation</p> <p>Recruit non-traditional students by co-hosting events for Family Child Care (FCC) providers and marketing the ECED program to them</p>	23.75%	5.71% (2015-16) 1.45% (2016-17) 6.45% (2017-18) 4.17% (2018-19) 6.06% (2019-20)
<p>5P2 Nontraditional Completion</p>	23.25%	5.26
Action Plan	Anticipated Outcome	Actual Outcome
Increase fill rate of courses by talking to incoming seniors at the College Fair	Between 40% and 60%	62% (2015-16) 39% (2016-17) 55% (2017-18) 39% (2018-19) 56% (2019-20)
Market to new mothers and working adults Posting ECED brochures at Preschool sites and Public Health offices	60%	38% (2015-16) 61% (2016-17) 45% (2017-18) 61% (2018-19) 44% (2019-20)

Part V. Curriculum Revision and Review

Minimum of 20% of existing courses are to be reviewed each year so that within the timeframe of the CPR, all courses will be reviewed and revised as appropriate. Indicate when all courses within the program will be reviewed during the next five years.

In completing the NAEYC self-study and continued coordination with the ECED PCC, the ECED courses will be reviewed for alignment with the NAEYC competencies and standards. In addition, identifying key assignments and assessments.

Course Prefix and Number	Date Last Reviewed	Next Review Date
ECED 105	2019-20	2022
ECED 110	2019-20	2021
ECED 115	2018-19	2021
ECED 131	2015-16	2020
ECED 140	2015-16	2020
ECED 170	2019-20	2024
ECED 191	2019-20	2022
ECED 245	2019-20	2024
ECED 263	2019-20	2023
ECED 264	2019-20	2023
ECED 291	2019-20	2022

Part VI. Survey Results

List results of surveys administered during the review timeframe [e.g., student satisfaction, occupational placement in jobs (for CTE programs), employer satisfaction (for CTE programs), CESSE, licensure pass rates, and graduate/leaver].

Survey Type	Date Administered	Date of Next Survey	Results
ECED Student Focus Group Administered during lunch by a delegate non-ECED faculty member	Spring 2017 (7 students) Spring 2019 (12 students) Due to COVID-19 Spring 2020 Student Survey not administered	Spring 2021	*Students liked their courses and felt that they were preparing them for the workforce and/or continue to advance degrees. *Most were satisfied with class scheduling. However, would like to see “core” courses (i.e., Math and English) one time a week in the late afternoon or evening.

			<p>*Students preferred F2F over distance courses. The hybrid model is a great option.</p> <p>*Financial aid experience was mixed between not receiving helpful and considerate assistance to excellent, helpful and considerate assistance.</p> <p>*Some ECED students want to transfer to UHWO or UHManoa for a degree in ECE, Special Education, Elementary Education and Social Work.</p>
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Part VII. Financials

Five-year Program Budget

Fiscal Year	Expenditures*	Budget*
2015-16	\$ 3,837.17	\$5,000.00
2016-17	\$ 6,784.86	\$5,000.00
2017-18	\$ 3,543.61	\$5,000.00
2018-19	\$ 3,457.52	\$5,000.00
2019-20	\$ 1,294.91	\$4,500.00

*Salaries are not reflected in the above budget figures

Category	Current Resource(s)	What is needed?	Justification
PERSONNEL			
Positions (Faculty)	1		

Positions (Lecturers) (19-20)	6		One lecturer teaches three courses and the other teaches two courses
Positions (Staff)	0		
OPERATING			
Supplies	Classroom expendables		
Equipment	None		
Space/Facilities	HLTSCI 124 (shared space)		
TECHNOLOGY			
Hardware	Standard college issued		
Software	Standard college issued.		
	TSG Gold \$220	Teaching Strategies Gold assessment online tool for ECED 191 & 291	An assessment tool that is used by most preschools. This hands-on experience prepares students for the real classroom.

Part VIII. 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 ECED program brochure/flyer and website	ECED brochure was produced Spring 2018. Updated Spring 2019.
	Volunteer with students in community events.	Due to COVID-19, no F2F events for ECED students.

<p>Will continue 2020-21 – ECED students to be seen in public community events.</p>		
<p>Increase access to co-host/sponsor ECED events at Kaua`i Community College</p> <p>Will continue 2020-21 to collaborate with PATCH, EOEL and UH Manoa</p>	<p>Host ECED venues towards professional development for preschool professionals and families.</p>	<p>ECED co-hosted a series of workshops (3) with UH Manoa Center on Disabilities Studies (CDS), Hawaii Statewide Family Engagement Center, DOE, Kamehameha Schools and Scholastic</p>
<p>Placement and Testing</p> <p>Will continue 2020-21 with another ECED Student Focus Group in Spring 2021</p>	<p>Identify students served for current needs, focus group and review of data</p> <p>Increase fill rates to 75% or better</p>	<p>To better serve the ECED students, three online offerings, two offered in the Spring and one in the Fall. Consideration of adding another DE offering.</p> <p>Due to COVID-19 Spring 2020 -Spring 2021 all ECED other than Lab offered DE – asynchronous and synchronous</p> <p>Fill rate increased 9.8% from 54.8% to 64.6%</p>
<p>Retention initiatives</p> <p>Will continue to monitor CA’s in 2020-21</p>	<p>Increase retention of students through updating PAR; anticipate at least 70% graduation rate</p>	<p>ECED PAR change went into effect Fall 2018, CA’s awarded 2018-19 was eight an increase of 50% over prior year of four. Due to COVID-19, 2019-20 only four CA’s were awarded, and 13 students withdrew and increase of eight students. Total degrees awarded in 2019-20 is 48 an increase by two over 2018-19.</p>

	<p>Fall to fall retention at least 60%</p> <p>Successful completion at 80%</p>	<p>There were seven ECED students earning their AS degree and increase of one over prior year.</p> <p>Fall to fall persistence increased 25% from 31% to 56%</p> <p>Completion rate 87%</p>
<p>Meet Perkins attainment 2P1, 3P1 and 5P2</p> <p>Will continue 2020-21</p>	100% met	Met only one of the three

Part IX. Analysis of Program

Five-year Action Plan

Goal	Strategic Goal/Priority (List number) *	Bench mark	Desired Outcome	Unit of Measure	Year(s) Implemented
Increase the number of graduates	1	6	10	APRD Degrees Awarded	2020
Increase the number of students who transfer	4	4	6	APRD transfers to UH 4-yr number	2022
Increase recent high school graduate's enrollment	17	4	6	Fact Book: Enrollment Active Student's Age in ECED by 23%	2021
Increase enrollment of working adults	20	4	6	Fact Book: Enrollment Active Student's Age in ECED by 26%	2023

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

Part X. Resource Request(s) for next year (Year 1 of the 5-year Plan for your unit or program).

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

Program Goal	National Association for the Education of Young Children (NAEYC) Academic Accreditation
Resource Requested*	
Cost and Vendor	\$8,183
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; Tammie Napoleon, HED Division Chair; Frankie Harriss, VCAA; collaborators: UH Maui ECED program
Timeline	2020-2023

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