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## University of Hawaii Community Colleges Annual Report of Program Data Analysis Preview

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### PREVIEW

#### College: Kauai Community College Program: Early Childhood Education

The last comprehensive review for this program was on 2005 on web, submitted 2012, and can be viewed at:  
<http://info.kauai.hawaii.edu/admin/prapru.htm#pr>

### Program Description

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#### Program Mission

The mission of the Early Childhood Education Program (ECE) 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.

The Early Childhood Education Program supports the mission of the Kauai Community College in many ways through an emphasis on inclusion, diversity, and encouraging lifelong learning through articulation with UH West Oahu and UH Manoa.

#### Program Description

The Early Childhood Education Program (ECE) is the primary education and training program on Kauai that prepare teachers and other professionals to work with young children and families. The ECE Program prepares students with the knowledge, skills, cultural competency, and professional dispositions needed to work collaboratively with diverse children, families, and other professionals in a variety of capacities. The training students receive blends theory gained in coursework with hands-on, practical experience within the Child Development Center, the program's campus-based lab school, and various community settings.

The Early Childhood Education Program began by offering a Certificate of Completion with one evening course available every semester. The program has grown over the past 25 years or so to now offer students a scaffold pathway of education and career preparation that meets the training and practical experience required by the Hawaii Department of Human Services for individuals working with young, as well as preparation for completing a four-year degree. Through completion of a Certificate of Competence and a Certificate of Achievement en route to completion of the Associate of Science Degree in Early Childhood Education, students acquire the attitudes, skills, and knowledge needed for a various careers in the field, as well as the foundation for transfer. Established articulation agreements and newer memorandums of agreement within the University of Hawaii system described below offer students several pathways to continue their educational journey in the field of early childhood education without having to leave Hawaii.

Graduates of the program are able to fulfill entry level to teacher level roles in early childhood programs, serve as educational assistants in the public schools, and seek employment in related fields such as Home Visitors for the Healthy Start Programs, for example. The largest

employers of program graduates on the islands are Project Head Start, Kamehameha Schools Early Childhood Division, and various private preschool programs.

The ECE Program has consistently maintained an enrollment of approximately 27 to 35 students over the previous five years, with a current 2015 enrollment of 35. Data generated through the annual program review process indicates that a historically higher percentage of students enrolled attend part-time. Courses have been historically offered sequentially one-time a year and most required general education courses have been offered during the day making accessibility difficult for part-time students. The result has been a longer time to degree completion for many students in the program. Under the directive of the Vice Chancellor of Academic Affairs, a 're-design' of the program as a cohort-model with the same courses offered in nearly the same sequence was done fall 2015 to begin fall 2016. The desired outcome of implementing the cohort-model is that it will attract the 'traditional' student who will enroll and attend full-time, resulting in an increased and consistent graduation rate for the program.

The ECE Program experienced a difficult transition through three program coordinators in two years in between the resignation of the long-time program coordinator and only full-time faculty at the end of the 2009 semester until the position was filled in fall 2012 by the current faculty member. In addition, the program experienced three division chairs from 2012 to 2015, and the hiring of a new Vice Chancellor of Academic Affairs in 2010. While the academic program maintained its strength through the consistency of long-term, part-time lecturers and the stability that hiring a new coordinator provided, the Child Development Center experienced significant upheaval.

### Articulation Agreements

Through established articulation agreements there are several pathways that students graduating with the Associate in Science in Early Childhood Education can follow to continue their education in the field of early childhood education within the State of Hawai'i.

The University of Hawai'i system-wide articulation agreement provides a way for students to transfer coursework completed for the Associate in Science degree in Early Childhood Education from any UH Community College campus as lower division coursework that will be applied to the completion of the Bachelor's degree. Through a Memorandum of Agreement established in 2014 between Kauai CC and the College of Education at UH Manoa, students have two additional pathways to choose from that leads to completion of the BEd in Prekindergarten to 3rd grade (PK-3) and Elementary Kindergarten to 6th grade (K-6), which leads to licensure by the Hawaii Teacher Standards Board; or and the BEd in Prekindergarten to 3rd Grade (PK-3) and Early Childhood Special Education (non-licensure pathway). Copies of program articulation agreement can be found at: [MOA Kauai CC - UH Manoa](#)

The Early Childhood Education Program has been fully articulated with the UH West Oahu's Bachelor's in Social Science degree which offers the specialization in Early Childhood Education since 2006. The UH West Oahu's articulated early childhood education program was designed to meet the needs of early childhood practitioners and students many of whom would not be able to complete an in-person Bachelor's degree at UH Manoa. Copies of program articulation agreement can be found at: [Articulation Kauai CC-UH West Oahu](#)

This '2 x 2' model allows students who have completed the A.S. degree in Early Childhood Education at any University of Hawaii Community College campus to transfer the coursework as the prerequisites to the upper level courses. This model has been looked upon favorably within the system as it provides a pathway for students to continue while staying on neighboring islands due to its online, distance learning format.

### UH system ECE educational pathways

#### The Child Development Center Lab-School

The Child Development Center at Kauai Community College is an integral component of the Early Childhood Education Program. The primary purpose of the on-campus preschool is to provide a laboratory classroom where ECE Program students can develop knowledge, skills, reflective practice and cultural competence in working with diverse young children, families, staff, and other professionals through the 'real-world' of a preschool. The Child Development Center models standards of best-practice in providing an early education and care program for children, emerging practitioners, and the broader community.

Licensed by the State of Hawaii Department of Human Services to enroll up to twenty preschool age children, the lab operates from tuition paid from children's families and state-appropriated general funds currently supporting one full-time teacher position. The second teacher position, additional staff required to meet licensing requirements and accreditation standards, as well as all other operating costs are currently funded by parent's tuition monies. The preschool receives services afforded other academic programs on campus such as the building it is housed in, utilities, and general maintenance and yard-care.

The lab school had been accredited by the National Association for the Education of Young Children from the mid-1990's until the program relinquished its accreditation standing in spring 2013 to address several issues that had the potential for accreditation to have been denied in the upcoming re-accreditation process. The ECE Program plans to pursue re-accreditation of the lab school in the near future.

In spring 2013, the College Administration announced a decision to temporarily close the lab school to address significant health and safety issues of the building that had resulted from years of neglected repair and maintenance, and to address needs for curriculum revision and staff development. The building underwent extensive repair and upgrading, with delays that extended the planned timeline for reopening the classroom by a year and a half.

During the closure, students fulfilled their supervised practicum in community preschools, many of the lab school's operating documents were revised, and hiring a new staff occurred. Despite encountering many obstacles, the lab school received licensure to operate and was re-opened early spring term 2015 on a limited schedule with plans to extend the hours of operation when additional staff can be hired and needed resources are in place.

In 2012 an adjacent building was acquired by the ECE Program and plans were developed to upgrade the building to serve as the lab classroom. Because the ECE Program has not ever had its own classroom, moving the preschool into the newly renovated building provides the opportunity to provide the ECE Program with a classroom equipped with instructional technology and resources to better accommodate the ECE Program's curriculum as well as provide the program with an more visibility and an 'identity' on campus.

The estimated cost of \$35,000 for materials and labor provided by the Operations and Maintenance crew for the repair and upgrades to the lab classroom was paid for from monies that had accumulated in the lab's 'revolving account' over decades from children's tuition (as shown on previous APRD although the total amount accumulated has been unclear). Approximately \$145,000 was spent from the 'revolving account' for a contractor to install a 10' X 10' children's bathroom in the building and handicap access railings on the outside ramp to the building. An additional amount of approximately \$50,000 was spent from funds received by the College through a U.S. Department of Labor Trade Adjustment Assistance Community College & Career Training Grant (TAACCCT) to 'retrofit' the building to serve as the simulation-lab for new 'school health aide' and a 'community health worker' certificates proposed by the Health Education Division by replacing windows, flooring, air conditioning, and painting the building. Administration authorized approximately \$10,000 from the TAACCCT grant money for purchasing materials, furnishings, and equipment for the new lab school classroom that will be moved to the 'retrofitted' building and the ECE Program classroom that will be established in the current lab school building.

The Child Development Center is interwoven into the fabric of the campus and broader community in many ways. The Center is as an important resource to the College's recruitment, support, and retention efforts by providing an accessible, quality program of early education and care for young children from student, faculty, and staff families. The Child Development Center also provides an easily accessible setting for students from other disciplines, such as psychology, social sciences, and nursing to complete assignments and gain practical experience observing and interacting with young children and families, as well as a place where talent and skills learned in other programs such as Hawaiian studies, music, culinary arts and carpentry can be applied in many ways. Students in early childhood education and other disciplines frequently visit the Child Development Center as part of the International Program. As an integral part of the Early Childhood Education Program, the Child Development Center also serves as a valuable community resource with the potential to be a venue for events such as professional development trainings and workshops.

#### Program Faculty and Staff

The Early Childhood Education academic program continues to be staffed by one full-time faculty who teaches the three required lab courses and supervises students in the Child Development Center and community early education settings. This faculty also assumes additional 'assigned-time' administrative responsibilities as the ECE Program Coordinator and overseer of the Child Development Center. Each semester, three to four lecturers are contracted through to teach the additional four to five ECE courses.

Two highly qualified preschool teachers currently staff the Child Development Center. The two teacher positions have historically been general funded through state appropriations as Administrative, Professional & Technical (APT) positions. The preschool has also been traditionally staffed by two part-time classroom aides and an Office Assistant. Students completing their required practicum for courses supplement the staff, although they are not counted into the adult-child ratio as required by licensing. One APT general-funded preschool teacher position was retracted by the College Administration prior to the lab school's reopening. The current status of the lab's budget requires paying the teacher's salary from children's tuition, limiting the hiring of the additional classroom staff or Office Assistant.

#### Advisory Committee

The ECE Program's Advisory Committee is being strengthened with additional membership and will hold an annual meeting in spring 2016.

## Part I. Quantitative Indicators

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### Overall Program Health: **Cautionary**

Majors Included: ECED Program CIP: 13.1210

Demand Indicators		Program Year			Demand Health Call
		12-13	13-14	14-15	
1	New & Replacement Positions (State)	103	80	90	<b>Unhealthy</b>
2	*New & Replacement Positions (County Prorated)	1	1	1	
3	*Number of Majors	27	31	35	
3a	Number of Majors Native Hawaiian	9	13	15	
3b	Fall Full-Time	31%	43%	37%	
3c	Fall Part-Time	69%	57%	63%	
3d	Fall Part-Time who are Full-Time in System	0%	0%	3%	
3e	Spring Full-Time	11%	35%	31%	
3f	Spring Part-Time	89%	65%	69%	
3g	Spring Part-Time who are Full-Time in System	4%	8%	6%	
4	SSH Program Majors in Program Classes	187	280	211	
5	SSH Non-Majors in Program Classes	26	32	32	
6	SSH in All Program Classes	213	312	243	
7	FTE Enrollment in Program Classes	7	10	8	
8	Total Number of Classes Taught	13	14	13	

Efficiency Indicators		Program Year			Efficiency Health Call
		12-13	13-14	14-15	
9	Average Class Size	5.4	7.3	6.2	<b>Cautionary</b>
10	*Fill Rate	46.3%	65.8%	54.7%	
11	FTE BOR Appointed Faculty	1	1	1	
12	*Majors to FTE BOR Appointed Faculty	26.5	30.5	35	
13	Majors to Analytic FTE Faculty	17.5	18.7	24.2	
13a	Analytic FTE Faculty	1.5	1.6	1.4	
14	Overall Program Budget Allocation	\$350,845	\$81,095	\$119,000	
14a	General Funded Budget Allocation	\$253,295	\$57,000	\$104,532	
14b	Special/Federal Budget Allocation	\$0	\$0	\$0	
14c	Tuition and Fees	\$97,550	\$4,251	\$2,968	
15	Cost per SSH	\$1,647	\$260	\$490	
16	Number of Low-Enrolled (<10) Classes	12	9	10	

\*Data element used in health call calculation

Last Updated: October 7, 2015

Effectiveness Indicators		Program Year			Effectiveness Health Call
		12-13	13-14	14-15	
17	Successful Completion (Equivalent C or Higher)	84%	74%	77%	<b>Healthy</b>
18	Withdrawals (Grade = W)	4	1	8	
19	*Persistence Fall to Spring	72%	62.5%	63.1%	
19a	Persistence Fall to Fall	66.6%	48.3%	48.5%	
20	*Unduplicated Degrees/Certificates Awarded	9	9	10	
20a	Degrees Awarded	4	4	4	
20b	Certificates of Achievement Awarded	3	1	5	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	7	6	7	
21	External Licensing Exams Passed	Not Reported	Not Reported	N/A	
22	Transfers to UH 4-yr	0	2	0	
22a	Transfers with credential from program	0	1	0	
22b	Transfers without credential from program	0	1	0	

Distance Education: Completely On-line Classes		Program Year		
		12-13	13-14	14-15
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 IV Core Indicators 2013-2014		Goal	Actual	Met
29	1P1 Technical Skills Attainment	91.00	90.00	Not Met
30	2P1 Completion	47.00	50.00	Met
31	3P1 Student Retention or Transfer	75.21	81.25	Met
32	4P1 Student Placement	68.92	0.00	Not Met
33	5P1 Nontraditional Participation	17.50	9.68	Not Met
34	5P2 Nontraditional Completion	16.00	0.00	Not Met

Performance Funding		Program Year		
		12-13	13-14	14-15
35	Number of Degrees and Certificates	7	5	9
36	Number of Degrees and Certificates Native Hawaiian	3	0	6
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients	11	17	25
39	Number of Transfers to UH 4-yr	0	2	0

\*Data element used in health call calculation

Last Updated: October 7, 2015

[Glossary](#) | [Health Call Scoring Rubric](#)

## Part II. Analysis of the Program

### Overall

The ECE program health indicators slipped from *Healthy* status of the previous year to *Cautionary* status for the academic year 2014-2015.

### Demand

The data for this year's report indicates that the number of majors who are Native Hawaiian increased from last year. The data also indicates that there continues to be a higher percentage of majors who are attending as part-time students.

The overall demand indicators for the ECE Program in 2015 reflects an *Unhealthy* status with the number of majors (35) exceeding the workforce demand (1). Demand for the program is rated by the UH system ARPD data (using one limited CIP Code) as *Unhealthy* although the number of majors has maintained a consistent level over the past five years and is currently at 35. The demand indicator is calculated using the number of county positions as a numerator. Consequently, this number is responsible for the unhealthy rating. Kauai currently has over 30 early childhood programs, and demand is supported by both new positions for new programs, and replacement positions within existing programs. It is unclear why the UH system county prorated number of 1 doesn't equate with the reality of over 30 programs, and therefore significantly higher demand numbers on the island of Kauai.

In reality, students graduating from the Early Childhood Education Program secure positions in early childhood education and related occupations. Recent trends and other factors, including the national and state interest in providing 'universal' pre-K programs, a focus on 'readiness for school', requirements for higher education degrees for early childhood teachers, and quality in the early education

environment and staff based on established standards, have increased the need for trained, competent early childhood education professionals who are prepared to work in a variety of capacities with young children and their families.

For example, the U.S. Department of Labor, Bureau of Labor Statistics Occupational Handbook recently projected a 17% increase (higher than other occupations) in the labor market for trained early education professionals between the years of 2012-2022 ([www.bls.gov](http://www.bls.gov)). The August 2015 State of Hawaii Department of Labor & Industrial Relations Research & Statistics Office Occupational Employment & Wage Data indicates approximately 1,570 current positions available in Hawaii for educated and trained preschool teachers with an average wage of \$32,000; approximately 6,380 positions for teacher assistants with an average wage of \$27,000; and approximately 120 Kindergarten teacher positions available with an average wage of \$43,000 (which requires the four-year degree).

While the island of Kauai is a small community with approximately 35 to 40 early education programs, including two of the new eighteen state-funded preschools offered through the Department of Education, trained professionals to fill the positions and on-going professional development for the workforce continues to be needed. The largest employers of the ECE Program's graduates on the island are Project Head Start, Kamehameha Schools, Child & Family Services, the Department of Education, and various private and charter-school preschools. Students graduating with the A.S. Degree in Early Childhood Education are sought after by employers, with many of them working in programs while attending college. The ECE Program is poised to continue to fulfill the workforce demand as the primary training program on Kauai.

### **Efficiency**

The class fill rate continued to be below the 75% that is considered to meet the *Healthy* status. However, fill rate for the 2015-2016 academic year has surpassed expectations and faculty overrides based on class maximum enrollment have been required in the fall 2015 semester across multiple courses. It is expected the fill rate for the 2015 APRD data will be at the 75% mark. The majors to BOR appointed faculty remained within the *Healthy* range of 1:35.

### **Effectiveness**

The *Healthy* status for program effectiveness is determined by two measures: the number of unduplicated degrees (10) divided by the estimated number of replacement positions in the workforce (1 county), and students' persistence from fall to spring semesters. Student persistence from fall to spring dropped only slightly, which could be a reflection of the percentage of students who attend part-time or students who have had to prioritize life events while still intending on completing the degree at KCC. For example, one student moved to another state and plans on completing one course via a course substitution arrangement so that she can graduate from the ECE Program at KCC; another student had to put completion of the degree on hold a year due to having a baby; and yet another student found she could not continue in the program spring term because of the need to work full-time. Several students in the program decided to wait out a term until the lab school was reopened before completing the final lab experience.

It is not clear why the data shows that there were no transfer students. Two students who graduated spring 2014 have transferred into the UH West Oahu Social Sciences: Early Childhood Education program; one student is currently completing the prerequisites for the UH Manoa BEd in Early Childhood & Special Education; and the fourth graduate is taking a year off before continuing on as a transfer to UH Manoa or UH West Oahu.

### **Perkins Core Indicators**

Non-traditional participation and completion is consistently an indicator the ECE program does not meet. While the program attracts a diverse population in regards to ethnicity and age, it enrolls few male students. While it would be useful to implement a marketing strategy to attract males to the program, it may continue to prove to be difficult because of the lower wages compared to those of public education and the societal norms that make teaching and caring for young children a less attractive career for males. While technical skills attainment is shown as not-met, the completion, and student retention or transfer are shown as met.

### **Program Student Learning Outcomes**

The underlying foundation for the program student learning outcomes is knowledge of child development and of the multiple interacting factors that influence growth and learning. The themes of child development, families, communication, diversity and inclusion are addressed throughout the program. Upon successful completion of the coursework and field experiences in the Early Childhood Education program, students will be able to:

1. Use knowledge of child development of individual children to create healthy, challenging learning environments and experiences.

2. Build respectful partnerships with children's families.
3. Observe, document, and assess children's development and learning in partnership with families.
4. Build positive relationships and guide children through supportive interactions.
5. Base decisions and actions on ethical and other professional standards.
6. Demonstrate collaboration, critical thinking and reflection.
7. Advocate for children and their families in the classroom and the program

### Assessment of Program SLOs

Assessment of Program SLOs is accomplished by scaffolding learning opportunities throughout the program culminating in the final field practicum course, ED 290C Early Childhood Education Field Experience II. All Program SLOs are addressed across courses and students are expected to demonstrate knowledge and skill in each. Each course is assessed each term using the campus-wide CARDS system Information from assessment of SLO's is used to review and make adjustments in course specific learning opportunities as needed to support student success.

The tables below show the relationship of Program SLOs to Kauai CC's SLO's and assessment.

Institutional SLO's: Kauai CC	Program SLO's: Early Childhood Education	Assessed
Written and Oral Communication	3. Build positive relationships and guide children through supportive interactions  6. Build respectful partnerships with children, families, and their communities	ED105, ED110, ED115, ED131, ED140, ED192, ED195, ED245, ED263, ED264, ED290C
Symbolic Reasoning and Integrative Thinking	1. Use knowledge of child development of individual children to create healthy, challenging learning environments and experiences.  2. Observe, document and assess children's development and learning in partnership with families.  4. Plan, implement, and assess learning experiences using appropriate content, concepts, and methods.	ED105, ED110, ED115, ED131, ED140, ED192, ED195, ED245, ED263, ED264, ED290C
Information Literacy, Reading and Technological Competency	1. Use knowledge of child development of individual children to create healthy, challenging learning environments and experiences.	ED105, ED110, ED115, ED131, ED140, ED170, ED192, ED195, ED245, ED263, ED290C
Teamwork and Respect for Diversity	3. Build positive relationships and guide children through supportive interactions.  6. Build respectful partnerships with children, families, and their communities.	ED105, ED110, ED115, ED131, ED140, ED170, ED192, ED195, ED245, ED290C
Ethics	5. Base decisions and actions on ethical and other professional standards.  7. Advocate for children and their families within the program.	ED105, ED110, ED115, ED131, ED140, ED170, ED192, ED195, ED245, ED290C

PROGRAM SLO'S Assessed	COURSE SLO'S Assessed	Dates assessed
3. Build positive relationships and guide children through supportive interactions. 6. Build respectful partnerships with children, families, and their communities.	ED 105, ED 110, ED 115, ED 131, ED 140, ED 170, ED 192, ED 195, ED 245, ED 263, ED 264, ED 290C	2012 2013 2014 2015
1. Use knowledge of child development of individual children to create healthy, challenging learning environments and experiences. 2. Observe, document and assess children's development and learning in partnership with families. 4. Plan, implement, and assess learning experiences using appropriate content, concepts, and methods.	ED 105, ED 110, ED 115, ED 131, ED 140, ED 170, ED 192, ED 195, ED 245, ED 263, ED 290C	2012 2013 2014 2015
1. Use knowledge of child development of individual children to create healthy, challenging learning environments and experiences.	ED 105, ED 110, ED 115, ED 131, ED 140, ED 170, ED 192, ED 195, ED 245, ED 263, ED 264, ED 290C	2012 2013 2014 2015
3. Build positive relationships and guide children through supportive interactions. 6. Build respectful partnerships with children, families, and their communities.	ED 105, ED 110, ED 115, ED 131, ED 140, Ed 170, ED 192, ED 195, ED 245, ED 290C	2012 2013 2014 2015
5. Base decisions and actions on ethical and other professional standards. 7. Advocate for children and their families within the program.	ED 105, ED 110, ED 115, ED 131, ED 140, ED 170, ED 192, ED 195, ED 245, ED 290C	2012 2013 2014 2015

### Part III. Action Plan

Campus Strategic Priority or Goal & ECE Program Goal Alignment	Program Action Item	Program Performance Indicator	Person(s) Responsible	Timeline
<b>ACCESS: To provide open access to educational excellence for a diverse student population.</b>				
Action Focus 1.1 Outreach: Increase access to and participation in college programs through coordinated and continually improving marketing and recruitment activities. 1.2 Enrollment: Enhance educational success through retention initiatives. 1.3 Placement and Scheduling: Enhance utilization of	1.1 Outreach 1.2 Enrollment-Retention	1.1 Enhanced program web page & brochure	1.1 Program coordinator  1.2 Program coordinator 1.2 Program coordinator &	1.1 Fall 2016  1.2 Fall 2016 1.2Fall 2016

<p>placement testing and course scheduling processes. 1.4 Support Services for Access: Strengthen support services processes to better meet student needs</p>		<p>1.2 Increase course fill rate to 75% or better 1.2 Increase persistence by 5%</p>		
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**LEARNING & TEACHING: To promote excellence in learning and in teaching for transfer, career/technical, remedial/developmental education and lifelong learning**

Action Focus	Program Action Item	Program Indicator of Improvement	Person(s) Responsible	Timeline
<p>2.1 Articulation: Improve communication and articulation processes with other KCC programs as well as secondary and postsecondary institutions. 2.2 Curriculum: Ensure quality, relevancy and currency of curriculum to meet the needs of our diverse student population and community. 2.3 Remediation/Developmental: Review the college's current strategies for dealing with remedial students and, based on the findings, modify offerings to meet their needs. 2.4 Student Learning Outcomes: Develop, implement and sustain an assessment process that fosters innovative and continuous improvement of student learning outcomes at the college, program, and course level. 2.5 Academic Support: Support student success through accessible, reliable, and user-focused academic support services. 2.6 Faculty &amp; Staff: Create an environment that attracts, retains, and supports qualified personnel.</p>	<p>2.2 Curriculum quality, relevance, currency, appropriate for diverse population</p>	<p>2.2 NAEYC candidacy for Child Dev Center Accreditation 2.2 APT general-funded teacher position to support lab school re-instated</p>	<p>2.2 Program coordinator &amp; Preschool staff 2.2 Program coordinator will work with administration</p>	<p>2.2 Fall 2017 2.2 Fall 2016</p>
	<p>2.6 Environment that attracts, retains, supports personnel</p>	<p>2.6 CDC &amp; ECE classroom set-up in use</p>	<p>2.6 Program coordinator</p>	<p>2.6 Fall 2016</p>

**WORKFORCE DEVELOPMENT: To provide a trained workforce by offering programs that prepare students for both employment and future career development.**

Action Focus	Program Action Item	Program Indicator of Improvement	Person(s) Responsible	Timeline
3.1 Articulate educational programs with workforce needs by utilizing input from advisory groups and other relevant sources of information. 3.2 Meet workforce needs, increase students' rates of certification, licensure, job placement and/or transfer to appropriate baccalaureate programs by providing relevant education and training programs.	3.2 Increase rates of student certification, licensure, job placement or transfer to 4-year Baccalaureate t programs	3.2 Increase graduation rate by 5%	3.2 Program coordinator	Spring 2017
<b>PERSONAL DEVELOPMENT: To provide life-long learning opportunities in the areas of personal and professional development.</b>				
Action Focus	Program Action Item	Program Indicator of Improvement	Person(s) Responsible	Timeline
4.1 Foster faculty and staff currency of expertise in their areas of responsibility through support of professional development activities. 4.2 Foster personal enrichment of students by providing opportunities that broaden their college experience.	4.1 Foster faculty and staff currency in areas of expertise	4.1 Increase Faculty Professional Development	4.1 Program coordinator	Fall 2016
<b>COMMUNITY DEVELOPMENT: To contribute to community development and enrichment through campus leadership and collaboration.</b>				
Action Focus	Program Action Item	Program Indicator of Improvement	Person(s) Responsible	Timeline
5.2 Establish active collaborative arrangements to support community goals and needs.	5.1 Support community goals and needs	5.1 Increase participation on Advisory Committee by 2 members	5.1 Program coordinator	Fall 2016
<b>DIVERSITY: To foster global understanding and appreciation for diversity.</b>				
Action Focus	Program Action Item	Program Indicator of Improvement	Person(s) Responsible	Timeline
6.1 Support diversity and cultural awareness through campus programs. 6.2 Foster global understanding, develop partnerships with communities and organizations both within and beyond Hawaii.	6.2 Foster global understanding	6.2 Engage students in visit of Okinawa ECE students	6.2 Program Coordinator	Spring 2016

## Part IV. Resource Implications

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### Access:

Outreach, Marketing & Recruitment:

Outcome: 75% fill rate in program courses

How: Enhance program's web page, brochure, and other marketing tools)

### Resource Needed: Faculty Assigned Time

Retention:

Outcome: Increase persistence by 5%

How: Implement cohort-model

Develop student program-satisfaction survey

### Resource Needed: Faculty Assigned Time

### Learning & Teaching:

Curriculum:

Outcome: Child Development Center accreditation candidacy established

How: Complete 'self-study' as first-step in process

### Resources Needed: Faculty assigned time; \$2500 for NAEYC self-study materials; Child Development Center staff time which will entail hiring additional staff

Outcome: Curriculum quality, relevance, currency, appropriate for diverse population modeled

### Resources Needed: Reinstatement of APT general-funded preschool teacher position

### Facilities:

Outcome: Child Development Center & ECE classrooms in use

How: Continue work on Child Development Center's physical environment

### Resource Needed: Faculty Assigned Time; \$5,000 for gates & fence for the preschool, \$7000 for shade canopy, \$200 to repair sidewalk

Equip ECE Program classroom with appropriate instructional technology)

### Resource Needed: \$1500-\$2000 for instructional technology for ECE classroom

### Workforce Development/Community Development

Articulate program with workforce needs:

Outcome: Increase participation on Advisory Committee by 2 members

How: Develop program graduate and employer satisfaction surveys

### Resource Needed: Faculty Assigned Time

### Personal Development:

Outcome: Increased opportunities for staff and faculty professional development.

How: Seek opportunities and funding for staff and faculty professional development

Resource Needed: Faculty Assigned Time; \$1000-\$1500 funds

## Program Student Learning Outcomes

For the 2014-2015 program year, some or all of the following P-SLOs were reviewed by the program:

Assessed this year?	Program Student Learning Outcomes	
<b>1</b>	<input type="checkbox"/> Yes	Use knowledge of child development of individual children to create healthy, challenging learning environments and experiences.
<b>2</b>	<input type="checkbox"/> Yes	Build respectful partnerships with children's families.
<b>3</b>	<input type="checkbox"/> Yes	Observe, documents, and assess children's development and learning in partnership with families.
<b>4</b>	<input type="checkbox"/> Yes	Build positive relationships and guide children through supportive interactions.
<b>5</b>	<input type="checkbox"/> Yes	Plan, implement, and assess learning experiences using appropriate content, concepts, and methods.
<b>6</b>	<input type="checkbox"/> Yes	Base decisions and actions on ethical and other professional standards.
<b>7</b>	<input type="checkbox"/> Yes	Demonstrate collaboration, critical thinking, and reflection.
<b>8</b>	<input type="checkbox"/> Yes	Advocate for children and their families within the program.

### A) Evidence of Industry Validation

Students graduating from the Early Childhood Education Program secure positions in early childhood education and related occupations. Recent trends and other factors, including the national and state interest in providing 'universal' pre-K programs, a focus on 'readiness for school', requirements for higher education degrees for early childhood teachers, and quality in the early education environment and staff based on established standards, have increased the need for trained, competent early childhood education professionals who are prepared to work in a variety of capacities with young children and their families.

For example, the U.S. Department of Labor, Bureau of Labor Statistics Occupational Handbook recently projected a 17% increase (higher than

other occupations) in the labor market for trained early education professionals between the years of 2012-2022 ([www.bls.gov](http://www.bls.gov)). The August 2015 State of Hawaii Department of Labor & Industrial Relations Research & Statistics Office Occupational Employment & Wage Data indicates approximately 1,570 current positions available in Hawaii for educated and trained preschool teachers with an average wage of \$32,000; approximately 6,380 positions for teacher assistants with an average wage of \$27,000; and approximately 120 Kindergarten teacher positions available with an average wage of \$43,000 (which requires the four-year degree).

While the island of Kauai is a small community with approximately 35 to 40 early education programs, including two of the new eighteen state-funded preschools offered through the Department of Education, trained professionals to fill the positions and on-going professional development for the workforce continues to be needed. The largest employers of the ECE Program's graduates on the island are Project Head Start, Kamehameha Schools, Child & Family Services, the Department of Education, and various private and charter-school preschools. Students graduating with the A.S. Degree in Early Childhood Education are sought after by employers, with many of them working in programs while attending college. The ECE Program is poised to continue to fulfill the workforce demand as the primary training program on Kauai.

## B) Expected Level Achievement

Students are expected to achieve a "C" grade (70%) or higher in all courses for the major.

## C) Courses Assessed

Assessment of Program SLOs is accomplished by scaffolding learning opportunities throughout the program culminating in the final field practicum course, ED 290C Early Childhood Education Field Experience II. All Program SLOs are addressed across courses and students are expected to demonstrate knowledge and skill in each. Each course is assessed each term using the campus-wide CARDS system. Information from assessment of SLO's is used to review and make adjustments in course specific learning opportunities as needed to support student success.

The tables below show the relationship of Program SLOs to Kauai CC's SLO's and assessment.

Institutional SLO's: Kauai CC	Program SLO's: Early Childhood Education	Assessed
Written and Oral Communication	3. Build positive relationships and guide children through supportive interactions 6. Build respectful partnerships with children, families, and their communities	ED105, ED110, ED115, ED131, ED140, ED192, ED195, ED245, ED263, ED264, ED290C
Symbolic Reasoning and Integrative Thinking	1. Use knowledge of child development of individual children to create healthy, challenging learning environments and experiences. 2. Observe, document and assess children's development and learning in partnership with families. 4. Plan, implement, and assess learning experiences using appropriate content, concepts, and methods.	ED105, ED110, ED115, ED131, ED140, ED192, ED195, ED245, ED263, ED264, ED290C
Information Literacy, Reading and Technological Competency	1. Use knowledge of child development of individual children to create healthy, challenging learning environments and experiences.	ED105, ED110, ED115, ED131, ED140, ED170, ED192, ED195, ED245, ED263, ED290C

Teamwork and Respect for Diversity	3. Build positive relationships and guide children through supportive interactions. 6. Build respectful partnerships with children, families, and their communities.	ED105, ED110, ED 115, ED131, ED140, ED170, ED192, ED 195, ED245, ED 290C
Ethics	5. Base decisions and actions on ethical and other professional standards. 7. Advocate for children and their families within the program.	ED105, 110, 115, 131, 140, 170, 192, 195, 245, 290C

PROGRAM SLO'S Assessed	COURSE SLO'S Assessed	Dates assessed
3. Build positive relationships and guide children through supportive interactions. 6. Build respectful partnerships with children, families, and their communities.	ED 105, ED 110, ED 115, ED 131, ED 140, ED 170, ED 192, ED 195, ED 245, ED 263, ED 264, ED 290C	2012
		2013
		2014
		2015
1. Use knowledge of child development of individual children to create healthy, challenging learning environments and experiences. 2. Observe, document and assess children's development and learning in partnership with families. 4. Plan, implement, and assess learning experiences using appropriate content, concepts, and methods.	ED 105, ED 110, ED 115, ED 131, ED 140, ED 170, ED 192, ED 195, ED 245, ED 263, ED 290C	2012
		2013
		2014
		2015
1. Use knowledge of child development of individual children to create healthy, challenging learning environments and experiences.	ED 105, ED 110, ED 115, ED 131, ED 140, ED 170, ED 192, ED 195, ED 245, ED 263, ED 264, ED 290C	2012
		2013
		2014
		2015
3. Build positive relationships and guide children through supportive interactions. 6. Build respectful partnerships with children, families, and their communities.	ED 105, ED 110, ED 115, ED 131, ED 140, Ed 170, ED 192, ED 195, ED 245, ED 290C	2012
		2013
		2014
		2015
5. Base decisions and actions on ethical and other professional standards. 7. Advocate for children and their families within the program.	ED 105, ED 110, ED 115, ED 131, ED 140, ED 170, ED 192, ED 195, ED 245, ED 290C	2012
		2013
		2014
		2015

#### D) Assessment Strategy/Instrument

No content.

## E) Results of Program Assessment

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No content.

## F) Other Comments

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No content.

## G) Next Steps

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No content.

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