

**UNIVERSITY HAWAI'I COMMUNITY COLLEGES**

**COMPREHENSIVE PROGRAM REVIEW**

**Early Childhood Education Program**

**Kauai Community College**

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The Early Childhood Education Program experienced a turnover of three program coordinators between December 2009 and August 2012 when the current faculty/program coordinator assumed the role, three division chairs between 2012 and 2015, and a new Vice Chancellor of Academic Affairs in 2010. In addition, it is unclear when the previous comprehensive program report was completed and submitted. Therefore, while this report includes addressing relevant data from 2010 to 2015, it addresses other program information for the years 2012 to 2015.

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# Mission Statements

## College Mission Statement

Kauai Community College provides open access education and training in an ethical and innovative student-centered and community-focused environment, nurturing life-long learners who appreciate diversity and lead responsible and fulfilling lives.

### [Kauai Community College Mission Statement](#)

To demonstrate commitment to this mission, Kauai Community College:

- supports students of all ages, cultures, and backgrounds to achieve their educational goals
- perpetuates appreciation and understanding of Hawaiian culture and develops programs to support native Hawaiian students
- cultivates appreciation for artistic, intellectual, and technical pursuits
- fosters partnerships with schools, the University of Hawaii system, and local, state, national, and global communities.
- leads the community toward greater social, economic, and environmental sustainability, and
- maintains a healthy and safe learning environment that enhances student and employee growth and success.

## Program Mission Statement

The mission of the Early Childhood Education Program (ECE) at Kauai Community College 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 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 health, 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. Plan, implement, and assess learning experiences using appropriate content, concepts, and methods.
6. Base decisions and actions on ethical and other professional standards.
7. Demonstrate collaboration, critical thinking, and reflection.
8. Advocate for children and their families within the program.

## **Part I. Executive Summary of Program Status**

Because it has been unclear when the last comprehensive program review was submitted, a response to previous program review recommendations was not possible as part of this report.

The UH system annual report of program data and health calls for the Early Childhood Education program reveal a program that has slowly improved over the five years despite numerous challenges, specifically a lack of consistency with program coordinators and faculty prior to 2012. The program has strong community connections along with increasing student interest and demand for the program as state and national trends support the need for educated and well-trained professionals in the field of early childhood education and care.

The Demand analysis for the Early Childhood Education Program for years 2010-2015 appears to have remained unchanged, consistently rated by the UH system APRD as unhealthy. This information is inconsistent with the reality in the community and may be contributed to the limited CIP Code used by the system to identify positions. All students who have graduated from the program during this assessment period have been employed in the profession on Kaua'i, with many of them actually being hired before completing the degree. Information

from industry sources mentioned in this report indicate that there are currently over 1500 available positions within the state, and the U.S. Department of Labor projects a 17% increase nationally between 2012-2022 in the demand for individuals with an A.S. degree or higher in the field of early childhood education. A measure of quality in an early childhood education program is low staff turnover, so that fact that there appear to be fewer positions on Kaua'i at any one time is, in fact, a good thing for the children and families served.

The efficiency analysis indicated that the class fill rate remained below the 75% that is considered healthy, although the fill rate for the 2015-2016 academic years was high due to faculty initiating capacity overrides to accommodate students. It is expected the fill rate for the 2015 APRD data will be at the 75% mark. The majors to BOR appointed faculty has remained within the healthy range of 1:35. The health call has been unstable due to the drop in the number of majors in 2011 and 2013 and a subsequent increase in the fill rate causing a change in the majors to faculty ratio. It is unclear if the drop in fill rate might have been due to students accessing online courses through another campus. Several students during 2011 and 2013 left the program for family related issues, and one student moved to another state but is completing courses at another college that will transfer back to Kaua'i so she can graduate from Kaua'i.

Program effectiveness indicators have improved significantly over the 2010-2015 review period, trending upwards from unhealthy in 2010 through cautionary 2012-2014, and finally to healthy in 2015, with a consistent pattern of four students graduating each year. It is interesting to note that several of the graduates have been students in the program for ten years or longer and successfully made it to graduation, demonstrating a great deal of 'persistence'. Persistence fall to spring fluctuated, yet is expected to improve even further as are the number of unduplicated degrees awarded once the cohort model is launched in 2016.

Non-traditional participation and completion is consistently an indicator the ECE program does not meet. Many of the occupations within the field do not attract males, for example, due to the traditionally lower wages, although there has been two male students enrolled in the program since 2012. The other indicators of technical skills attainment, completion and student retention and transfer are consistently met. However, it is unclear why student placement in 2014 is inconsistent with other years.

Overall, the Early Childhood Education Program has demonstrated consistent improvement over the 2010-2015 evaluation periods despite numerous challenges and continues to be a much needed resource to the community.

## **Part II. Program Description**

### **History**

The Early Childhood Education Program (ECE) at Kauai Community College 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 scaffolded-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 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 a fluctuating 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.

### **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.

Licensed by the State of Hawaii Department of Human Services to enroll up to twenty preschool age children, the preschool 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 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.

The Child Development Center was rebuilt after complete devastation from Hurricane Iniki. Accredited by the National Association for the Education of Young Children in the mid-1990's, the Center relinquished accreditation in spring 2013 and closed to address issues of health and safety that resulted from years of neglected maintenance, and needed curriculum and staff development. Taking nearly a year and a half longer than anticipated to complete the work on the building, the Child Development Center reopened spring of 2015. An adjacent building was acquired in 2012 and since then has undergone upgrades necessary to utilize it as the lab school classroom, with the intent of the original building being converted to the Early Childhood Education Program classroom for KCC students.

## **Faculty and Staff**

The Early Childhood Education academic program has historically been staffed by one full-time faculty whose primary responsibility is that of instructor in the program. This faculty 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 a 'memorandum of professional obligation' to teach one or two ECE courses. Students receive academic advisement through a designated Early Childhood Education Program Counselor within the Student Counseling Office.

Two highly qualified preschool teachers currently staff the Child Development Center whose responsibilities include providing a model-preschool program for the children, maintaining the day-to-day operational tasks of the program, and assisting faculty with instructional support for ECE students completing their required practicum. 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 for the second teacher from children's tuition, does not provide for the hiring of the additional classroom staff or Office Assistant.

## Program Admission Requirements

Kauai Community College maintains an open-door admissions policy. A student may apply and be granted admission to the college, and to the Early Childhood Education Program, as a high school graduate, with an earned General Equivalency Diploma (GED), or if the applicant is 18 years or older and can benefit from instruction at the college. All students entering the college must provide written documentation of a negative TB test.

Admission to the proposed cohort-model will mean that students must be qualified for English 100 and Math 100 prior to beginning the early childhood education program. Students will also be required to provide written documentation of a current negative TB test and pass a fingerprinting and background check before beginning the lab experience in the Child Development Center and community early education settings.

## Program Student Learning Outcomes

The underlying foundation for the ECE Program's student learning outcomes (SLOs) is knowledge of child development and of the many interacting factors that influence growth and learning. Threaded through the program are the themes of child development, families, diversity and inclusion, collaboration and communication. Upon successful completion of the program, which requires earning a GPA of 2.0 or better for all courses, students will have increased competence in being able to:

Program Learning Outcomes for the Early Childhood Education Program	
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.

Students accomplish the outcomes by completing assignments in the following courses:

The Early Childhood Education Program Core Courses			
1.	ECED 105	Introduction to Early Childhood Education	3 cr
2.	ECED 110	Developmentally Appropriate Practices	3 cr
3.	ECED 115	Health, Safety, & Nutrition	3 cr
4.	ECED 131	Early Childhood Development	3 cr
5.	ECED 140	Guidance of Children in Group Settings	3 cr
6.	ECED 170	Introduction to Working with Infants & Toddlers	3 cr
7.	ECED 192	Beginning Preschool Experience	2 cr
8.	ECED 190	Early Childhood Education Field Experience I	4 cr
9.	ECED 245	Child, Family & Community	3 cr
10.	ECED 263	Language & Creative Curriculum	3 cr
11.	ECED 264	Inquiry & Physical Curriculum	3 cr
12.	ECED 290C	Early Childhood Education Field Experience II	4 cr

All the ECE courses have assigned Student Learning Outcomes (SLO). Course SLOs have been mapped to Program SLOs and Campus SLO's as shown below.

CAMPUS SLO'S: Kauai Community College	PROGRAM SLO'S: ECE Program	COURSE SLO'S: ECE Courses
Written and Oral Communication	<ul style="list-style-type: none"> <li>3. Build positive relationships and guide children through supportive interactions.</li> <li>6. Build respectful partnerships with children, families, and their communities.</li> </ul>	ENG 100, SP 151 ED 105, ED 110, ED 115, ED 131, ED 140, ED 170, ED 192, ED 195, ED 245, ED 263, ED 264, ED 290C
Symbolic Reasoning and Integrative Thinking.	<ul style="list-style-type: none"> <li>1. Use knowledge of child development of individual children to create healthy, challenging learning environments and experiences.</li> <li>2. Observe, document and assess children's development and learning in partnership with families.</li> <li>4. Plan, implement, and assess learning experiences using appropriate content, concepts, and methods.</li> </ul>	ED 105, ED 110, ED 115, ED 131, ED 140, ED 192, ED 195, ED 245, ED 263, ED 264, ED 290C

Information Literacy, Reading and Technological Competency	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 290C
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.	ENG 100, SP 151 Hawaiian Studies ED 105, ED 110, ED 115, ED 131, ED 140, ED 170, ED 192, ED 195, ED 245, ED 290C
Ethics	5. Base decisions and actions on ethical and other professional standards. 7. Advocate for children and their families within the program.	ENG 100, SP 151 Fine Arts Hawaiian Studies ED 105, ED 110, ED 115, ED 131, ED 140, ED 170, ED 192, ED 195, ED 245, ED 290C

## Certificates & Licensures Offered

Students in the Early Childhood Education Program complete a Certificate of Competence, followed by completion of a Certificate of Achievement en route to completion of the Associate in Science Degree in Early Childhood Education.

The Certificate of Competence is a 9-credit college credential for students who complete a three-course series that provides foundational knowledge in the field of early childhood education. Completion of the Certificate of Competence provides students with background necessary for entry level positions in the profession, such as a preschool classroom aide or other support staff. Completion of the 9-credits for the Certificate of Competence also serves to meet the class-time requirement for the federally issued Child Development Associate credential, which provides another pathway for entry into the profession.

The Certificate of Achievement is a 39-credit college credential for students who complete a series of coursework that builds upon the 9-credit Certificate of Competence, providing additional background and skills development. Students completing this certificate are prepared to assume entry level positions in the field with increased responsibility, such as an assistant teacher under the supervision of a lead teacher in a preschool classroom.

The Associate in Science in Early Childhood Education degree is a two-year, 62-credit program of study which provides students with increased knowledge, skills, and practical experience which prepares them for gainful employment and transferability to a four-year college. Upon graduating with the A. S. Degree, students are rated by Career Access and Navigation of Early

Childhood Systems (CANOES) Registry and receive a registration certificate indicating their achievement level.

All individuals working in positions that require interacting with young children are required to register through the professional development system, Career Access and Navigation of Early Childhood Systems (CANOES). As students in the Early Childhood Education Program move through completion of the two certificates and the A.S. degree, they complete the initial registration process for the CANOES Registry to receive the entry-level certificate and update their registration as they progress through the program. Doing so provides them with recognition for their education, professional development, and work experience. When students graduate with the A.S. degree, they can obtain the CANOES rating of level 4, (1 being beginning entry level, and 6.2 being a masters level teacher with extensive experience), which recognizes them as teacher-qualified for preschool classrooms under the supervision of a program director.

Completion of the A.S. degree in Early Childhood Education from the UH Community Colleges does not presently lead to teacher licensure from the Hawai'i Teacher Standards Board (HTSB), nor is such teacher licensure required to work in early education settings other than those operated by the Hawai'i State Department of Education. Individuals wishing to obtain teacher licensure in early childhood education may continue their educational journey toward completion of the baccalaureate degree leading to licensure by transferring and completing one of the pathways under the articulation agreements within the University of Hawai'i system as described below.

## **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](#)

### **Resources**

The Child Development Center is a valuable resource to the Early Childhood Education academic program. As the Program's lab school with the primary purpose of training a workforce of knowledgeable and trained early education professionals on Kauai, 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. 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 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, extending the planned timeline for reopening the classroom by a year and a half. The estimated cost of \$35,000 for the project was paid for from monies that had accumulated over decades from children's tuition paid to the lab school. During the closure, many of the lab school's operating documents were revised, and hiring a new staff occurred. Despite encountering obstacles along the way that the program coordinator attempted to reframe as 'opportunities', 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 needed can be hired.

In 2012 an adjacent building was acquired by the ECE Program and plans were developed to upgrade the building to serve as the lab school and to establish the current lab school classroom as the Early Childhood Education Program building. This arrangement will provide the ECE Program with a classroom that would better accommodate the curriculum of the ECE Program and provide the Program with an identity on campus. Approximately \$145,000 was spent from monies the lab school had accumulated over decades 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.

In addition to being a resource to the ECE Program, the Child Development Center is a resource to the entire campus community in that children from KCC student, faculty, and staff families have enrollment priority. The lab school is a resource to almost every discipline on campus as an accessible site available for students, including international early childhood education students visiting campus, to gain practical experience observing and practicing skills interacting with young children to complete assignments for courses.

### **The Wellness Center**

The Wellness Center serves as the closest emergency facility for the children, staff, and students participating at the Child Development Center. Students and staff can access CPR/First Aid Training and required TB tests at the Wellness Center.

### **Operations and Maintenance**

The Child Development Center, as part of the ECE academic program, is housed within a campus building and receives support such as repair, maintenance, and ground-keeping.

### **STAR**

The Memorandum of Agreement (MOA) established between the KCC ECE Program and the UH Manoa College of Education BEd in Elementary Ed/ECE programs has been officially entered into STAR.

## **Library**

The ECE Program is supported by the library, which along with access to a book collection, also provides intra-system loan (ISL) from the entire University of Hawai'i Library System. Currently, the library is under renovation and temporary library services are available to student on campus. There is a collection of children's books located at the Child Development Center that are available for students and faculty.

## **Computer Labs**

Computer stations located in the library are available to all students. Many students now have individual access to a computer and the internet through their own computer and or their phone.

## **Instructional Media**

Instructional media support is available to lecturers because they currently hold classes in classrooms around campus that are equipped. The newly renovated ECE classroom does not have instructional media support.

## **Community Connections**

The Early Childhood Education Program has developed many connections to the community:

- Many island early education programs

- Hawaii Office of Early Learning

- Kauai Community Action Alliance & Keiki to Career Initiative

- State of Hawaii Department of Education

- State of Hawaii Department of Human Services

- State of Hawaii Department of Public Health

- PATCH (Kauai Child Care Resource & Referral organization)

- Kauai Child and Family Services Head Start Program

- Kaulanakilohana (Statewide higher education consortium)

## **Affiliation Agreements with Community Preschools**

Partnerships have been formed with several area early education programs that offer ECE students community sites for completing assignments required in different courses. These partnerships proved essential during the time of transition when the program's lab school was closed, providing a welcome and support to students. Affiliation Agreements are currently in

place with the Kauai Child and Family Services Head Start Program, Kauai Pacific Missile Range Facility (PMRF) Child Development Center, and K.I.D.S. School, an established early childhood education program in Kapaa.

### **Program Advisory Committee**

Although the ECE Program Advisory Committee was referenced in previous annual report documents prior to 2012, little information has been that addresses who participated on the committee. The ECE Program benefited from the input of a limited group that served in an advisory capacity during the 2012-2013 academic years when the distress and needed improvement of the lab school was being discussed. The group consisted of the former Health Education Program Division Chair of nine years, the Founder and Director of a community preschool, the current ECE Program Coordinator, and a graduate of the ECE Program.

Since 2012, the ECE Program has benefited from an ‘informal network’ of partnerships with area early education programs that support the Program’s efforts by providing field placement sites for students. Supervising ECE students in field placements during the two years of the lab school’s closure provided opportunity for the program coordinator to speak individually with employers regarding professional development and training needs. In addition, the program coordinator’s participation in the UHCC Program Coordinating Council for ECE and partnership in the higher education consortium, Kaulanakilohana has provided supportive forums for the discussion of program challenges, needs, and trends.

Recognizing that the input from a program Advisory Committee is useful to informing the direction of the ECE Program, strengthening the membership of the committee by continuing to draw from statewide and community support is important. A new formal Advisory Committee for the ECE Program will be established in the near future.

### **Distance Delivered/Off Campus Programs**

ECE courses at Kauai CC have yet to be designed and delivered as distance courses. However, students in the program have the option of accessing a few early childhood and general education courses convened on-line through Honolulu CC, Hawaii CC, and Maui College. Students also have the option of completing the Early Childhood Education Field Experience II lab-course in part through an off campus placement in a community early education program. This arrangement has served to build and maintain partnerships and relationships with many of the island’s preschools and family support organizations.

### **Early Childhood Education Workforce**

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. Students completing the Associate in Science Degree in Early Childhood Education are prepared with the knowledge, skills, cultural competency, and professional dispositions to fulfill entry level roles as classroom teachers in private preschools, classroom aides in private and public preschools and early primary classrooms, infant and toddler caregivers, early intervention assistants, early childhood education program directors or administrators (with additional experience), family-home provider, and as family support workers within a variety of organizations. Graduates are also prepared to work within other interesting capacities such as educators in children's museums, sales representatives in educational learning materials, and professional nannies. The largest employers of the ECE Program's graduates on the islands are Project Head Start, Kamehameha Schools Early Childhood Division, Child & Family Services, the Department of Education, the TuTu & Me Program, and various private preschools.

The U.S. Department of Labor, Bureau of Labor Statistics Occupational Handbook projected a 17% increase (higher than other occupations) in the labor market for trained early education professionals between 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 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 early education settings, 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 continues to be a significant need. The ECE Program is poised to continue to fulfill this need as the primary ECE training program on Kauai.

### **Program Review Criteria Questions by Goal**

It was unclear when the previous comprehensive program review was submitted. The current faculty/program coordinator was hired August 2012, following the resignation of three previous program coordinators between December 2009 and May 2012. This program review has been written with best intent from what information and data this new faculty has been able to access.

#### **1. Access: To provide open access to educational excellence for a diverse student population.**

### **1.1 Outreach: Increase access to and participation in college programs through coordinated and continually improving marketing and recruitment activities.**

Since 2012, the only full-time faculty/program coordinator in the program has engaged in marketing and recruitment efforts in multiple ways. These efforts have included the current program coordinator:

- Meeting personally with staff at many of the island's early education and family support programs to promote the program while supervising student's field experiences and participating on community committees such as the Keiki to Career Initiative of the Kauai Planning and Action Alliance
- Presenting program brochures and general information about the College at various information, career, and recruitment events held on campus, at local high schools, and community events such as the annual Early Childhood Educator's Professional Development Day held at K.I.D.S. School, the annual island-wide Family Day, and the Kauai Association for the Education of Young Children annual conference
- Working with the program's Division Chair and KCC's Webmaster to update the program's webpage and brochures
- Coordinating and hosting what is hoped to become an annual event of twenty-five high school students enrolled in the Early Childhood Education at Waimea High School visiting and participating at the Child Development Center to complete some of the required 'lab-hours' for their course
- Hosting visiting Early Childhood Education students from Okinawa (one student came back to take courses at KCC)
- Presenting at the Hawaii Association for the Education of Young Children annual conference in fall 2014 on navigating the educational pathways available to students within the University of Hawaii system from completion of the two Certificates offered and the A.S. Degree in Early Childhood Education through completion of the bachelors and masters degree at UH West Oahu, UH Hilo, and UH Manoa
- Collaborating on the development of a Memorandum of Agreement with the College of Education at the University of Hawaii Manoa campus that established two pathways students completing the A.S. in Early Childhood Education can pursue toward completion of the Bachelor degree with two additional options for career preparation: BEd with initial licensure by the Hawaii Teacher Standards Board in Elementary/Early Childhood Education (PK-3/Pre-K-6) or Early Childhood Education (PK-3) Special Education; or Early Childhood Education (PK-3) or Early Childhood (PK-3) Special Education non-licensure

- Re-designing the ECE Program, at the direction of the Vice Chancellor of Academic Affairs, as a recruitment tool to reflect a cohort model to recruit 'traditional students' who will attend college full-time and complete the degree within two years
- Co-sponsoring a presentation with a local parent-group to host a well-respected pediatrician's presentation Nov. 2015 that will bring a large group of parents of young children to campus
- In moving forward, it would be useful to promote inclusion and more exposure of the Early Childhood Education Program in the 'bigger picture' of the marketing efforts for all of the academic programs at Kauai Community College; continue to develop and enhance the program's webpage, brochures, and promotional materials; and continue to do outreach to the community through attending informational events, including presenting at a national or international conference. Additional time and resources will be necessary in order for the one faculty member in the program to continue to engage in these efforts.

## **1.2 Enrollment: Enhance educational success through retention initiatives.**

As the data collected over time through the Annual Program Review process indicates, enrollment in the program has seemed to fluctuate with a higher percentage of students attending college part-time with extended time to completion and graduation from the program. It was believed that the poor condition of the lab school prior to the closure in spring 2013 became a deterrent for students completing the lab experiences which contributed to an extended time toward graduation. The required time commitment of the three lab courses presents challenges to students who work and attend college part-time, often resulting in students taking time away from college, or dropping out. The lack of general education courses offered in the evening or during the summer has been expressed by many students as presenting a challenge toward completion of the degree.

Since 2012, student retention efforts have included:

- Closing the lab school to address health and safety issues present due to neglected repair and maintenance through necessary upgrades and renovation: The Child Development Center is a valuable recruitment and retention resource to the broader campus as well in that it provides a quality program for children from KCC student, staff, and faculty families
- Working with individual students to place them in community settings for their field experiences that would be most beneficial for them while the program's lab school was closed and providing extensive support

- Communicating the importance of student success, retention , and strategies to support students toward successful completion of each course with the four part-time lecturers in the program
- Visiting first year and second year courses to connect with students and introduce or update students about the program
- Continuing to offer courses in the late afternoon and evening, and two courses in a concentrated eight-week format on Saturday mornings to accommodate students who are working
- Supporting students who have needed to make special arrangements with employers to engage in and complete the required lab hours through flexible scheduling when possible
- Maintaining an 'open door' of availability to meet with students, provide support to students by helping them access resources on campus, and personally contacting students who did not enroll in a consecutive term
- Hiring new staff and revising the lab school's program for children to reflect current best-practice in early childhood education and care
- Re-designing the program as a cohort-model, at the direction of the Vice Chancellor of Academic Affairs, to begin fall 2016 if approved

In moving forward, it would be beneficial to the program to develop an orientation for new students; provide an additional full-time faculty member to assist with program consistency and support for students; and consider offering more courses during the daytime if the cohort-model as the intention of the cohort-model is to attract more traditional students attending college full-time.

### **1.3 Placement & Scheduling: Enhance utilization of placement testing and course scheduling processes.**

A point of discussion on campus has been the low percentage of students overall who score satisfactorily on the college placement tests in English and mathematics. Qualifying for English 100 prior to enrollment in ECE courses or concurrent enrollment in English 100 is required of students beginning in the Early Childhood Education Program. Though required for graduation, math is not a prerequisite for any of the ECE courses.

Efforts to improve in this area since 2012 have included:

- Encouraging students who inquire about the program to pursue meeting the English 100 requirement through placement tests before application to the college and the program

- Continuing to schedule classes in the late afternoon, early evening, and Saturdays to accommodate students, with time adjustments for the evening classes made if all students are in agreement
- Continuing to schedule the three labs each semester to accommodate students

In moving forward, the program would benefit by noting links to available resources for placement testing and support to special populations on the program's webpage.

#### **1.4 Support services for access: Strengthen support services processes to better meet student needs.**

Since 2012, the program coordinator has made extensive effort to become more aware of what access services are available and to collaborate well with services such as student counseling, financial aid, and the business office. There is always a need for campus-wide continued efforts at collaboration and communication so that students learning needs are met.

#### **2. Learning and Teaching: To promote excellence in learning and in teaching for transfer, career/technical education, remedial/developmental education and life-long learning.**

The Early childhood Education Program, by its very definition, is interdisciplinary and this perspective is reflected in the program's curriculum. In addition to preparing students for careers, the program's blend of core courses for the major and general education requirements that draw from nearly all other disciplines on campus provides students with an educational experience that fosters a broad goal of education: the development of a well-rounded individual who will be a lifelong learner.

Students can progress through the program by achieving a Certificate of Competence, followed by a Certificate of Achievement en route to completion of the A.S. Degree in Early Childhood Education. With completion of the A.S. Degree, students may continue their educational journey by transferring to UH Manoa or UH West Oahu to pursue several pathways through established articulation agreements as described above under 'Articulation Agreements'. These system-wide agreements provide seamless transferability of courses completed for the A.S. to be counted as the completion of prerequisites and general education needed to continue toward completion of the four-year bachelor degree.

Since 2012, the program coordinator has been in conversation with faculty at UH West Oahu to maintain the Articulation Agreement that provides for students to transfer and complete the Bachelor Degree in Social Science with an emphasis in early childhood education through an online course delivery model. This option provides students the opportunity to stay on Kauai while continuing on in higher education.

The program coordinator has also maintained communication with the College of Education and the Department of Graduate Studies at UH Manoa, and has successfully collaborated on the development of a Memorandum of Agreement (MOA) put in place in 2014 that provides students with additional educational pathways. This MOA has recently been installed in STARS at KCC.

In spring 2012, the lab school served as a practicum site for a Kauai High School student. In spring 2015 when the lab school re-opened, the program hosted a group of twenty-five Waimea High students enrolled in the High Schools early childhood education course to spend the morning at the lab. It is hoped that this event will continue into the future as it promoted several students who graduated in the summer to enroll in KCC's ECE Program.

The program coordinator continues to maintain communication with the ECE Program Counselor, recently collaborating on preparing a new course sequence key to moving the program to a newly proposed cohort-model. The Counselor and the program coordinator will continue to be liaisons between area high schools and the program.

### **2.1 Articulation: Improve communication and articulation processes with other KCC programs as well as secondary and postsecondary institutions.**

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 Early Childhood Education Programs course Student Learning Outcomes (SLO) are fully aligned with the ECE programs at Honolulu CC, Hawaii CC, and Maui College. This arrangement allows students to move temporarily from one campus to another to access courses if need be, to access online courses at another campus, or to transfer previously completed coursework to another campus if relocating. As part of the course review process in fall 2015, the course alpha's have been 'articulated' with the other UH Community College campus programs and the UH West Oahu early childhood emphasis in the BA degree in Social Sciences by changing them from 'ED' to 'ECED'.

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 at UH Manoa or UH Hilo.

In addition, 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](#)

Efforts since 2012 to improve articulation have included:

- Reviewing and maintaining the UH West Oahu articulation agreement (recently in 2015)
- Establishing a Memorandum of Agreement in 2014 between Kauai CC and the College of Education at UH Manoa to provide students with two additional pathways that lead to completion of the BEd in Prekindergarten to 3rd grade (PK-3) and Elementary Kindergarten to 6th grade (K-6) 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](#)

In moving forward, it might be interesting for the program to explore Waimea High School's early childhood education course to see if some type of articulation agreement could be developed that would allow students to transfer the course into the ECE Program. It is certainly worthwhile for the program to maintain the existing articulation agreements that are in place currently to ensure that students have multiple pathways to continue their educational journey.

## **2.2 Curriculum: Ensure quality, relevancy and currency of curriculum to meet the needs of our diverse student population and community.**

The key to providing quality programs for young children is to provide a quality staff. Establishing and maintaining a program curriculum that reflects current knowledge and best-practice in the field is essential to graduating quality professionals who will provide quality programs and services for children and their families. The Early Childhood Education Program's curriculum is informed by several key documents in the field that ensure quality, relevancy, and currency.

The *2010 Standards for Initial Early Childhood Professional Preparation* of the National Association for the Education of Young Children (NAEYC) are evident in the core courses common to all the ECE Programs in the UH Community College system: Child Development; Family & Community Relationships; Observing & Assessing Children; Developmentally

Appropriate Approaches; Content Knowledge & Curriculum Development; Professionalism; and Experience ([www.naeyc.org](http://www.naeyc.org)). These standards and areas of focus are used to measure program quality when pursuing accreditation for the academic program from NAEYC, which is a future of goal of the program.

In addition, the program curriculum also reflects the core knowledge and competencies contained in several key documents that have emerged supporting professional development in Hawaii as the state has moved toward the development of a system of early childhood education and care, such as the *Attitude, Skills and Knowledge for Early Care and Education Practitioners (Birth to 5 years)*. These teacher standards, which reflect the standards of the National Association for the Education of Young Children, describe professional attitudes, skills, and knowledge that are needed by professionals in the field of early childhood education. The UHCC system-wide approved SLOs for each course were aligned to the ASK standards by the previous program director and assignments in the courses reflect this set of standards.

Academic standards for each course are stated in course syllabi, including the approved student learning outcomes, course policies and procedures, methods of instruction, evaluation and grading criteria, a tentative schedule of topics and assignments, and other relevant information that helps to clarify expectations and provide consistency. The instructors in the ECE Program use a variety of teaching methods that place emphasis on student's critical thinking and reflecting, such as journaling, self-critique, and critiquing research articles. Lectures, demonstrations and modeling, observing children, planning, teaching, and assessing children's learning, writing activity-plans, role-playing, class discussion, projects, and presentations are other methods used. The methods used meet the different styles and needs of students, with adjustments made to support the 'under-achieving' student such as providing the student with additional instructor-time, extensive feedback, and opportunities for revising work, and referral to resources available for supporting students on campus. Collaboration and team-work are emphasized in the lab experiences.

Course outlines undergo scheduled reviews that provide opportunity for course modifications if needed based on information from assessments. In addition, through a process of peer evaluation and course feedback through the 'eafe' online system, instructors receive feedback about teaching methods and strategies used in the classroom that informs what changes might be considered to help maintain currency and relevancy. Student learning is assessed using the Course Assessment Report of Data (CARDS), which sheds insight into how well students are understanding the course material, which in turn can be used to modify or improve curriculum. Students who are struggling are supported by instructors through individual coaching within the context of the course, or referred to support services on campus.

The Child Development Center curriculum and practices undergo on-going review and revision for currency and relevancy to meet the needs of the ECE Program, the children, and the students. The *Hawaii Preschool Content Standards*, revised as the *Hawaii Early Learning and Development Standards* provide a foundation for implementing a program that meets the needs of young children and help guide the ECE student's experience in planning for the children. A recent revision of the lab school's philosophy has included incorporating a perspective of fostering a sense of *being, belonging, and becoming* for the children, ECE students, and staff who participate at the Child Development Center which reflects many of the cultural values of the islands.

While the Early Childhood Education Program has not developed online courses, students have the option of accessing several core courses in the major through distance learning options. General education requirements can be fulfilled with online courses, with the exception of online science labs. No formal survey has been given to students, but students have shared that they prefer to enroll in face-to-face courses for the major and most general education courses for a variety of reasons.

The current only full-time faculty member, lecturers, and the teachers at the Child Development Center bring an educational background and years of experience to the program that has been shaped by research and emerging trends in the field over time. This knowledge and experience is reflected in the course syllabi and instruction that is current and relevant to the diverse students and community of Hawaii.

Efforts made by the full-time faculty member since 2012 to maintain a quality program curriculum that is relevant and current have included:

- Reviewing and modifying course outlines as needed: core ECE course review is current
- Broadening students choice of general electives by adding any Hawaiian Studies or Pacific Culture courses
- Initiating focus groups with the part-time lecturers in the program to discuss curriculum
- Participating in the Early Childhood Education Program Coordinating Council (PCC) made up of representatives from each of the UH Community College ECE Programs to review courses, compare competencies, and ensure that courses are articulated
- Participating in the Kaulanakilohana (higher education consortium consisting of UH system faculty and members from the early childhood education community) to discuss important issues, research and trends in the field of teacher preparation, to prepare statements to inform the Office of Early Learning and the legislators, and to critique and revise the Hawaii Early Learning Standards (HELDS) and other documents that inform curriculum development in the program

In moving forward, it would be useful for the program to seek out and provide resources for professional development opportunities for full-time and part-time faculty that inspire innovative curriculum development that is relevant to the diverse student population at KCC.

**2.3 Remedial/Developmental: Review the college's current strategies for dealing with remedial students and, based on the findings, modify offerings to meet their needs.**

It is a point of discussion on campus that many students applying for admission to the College do not score satisfactorily on the college placement exams in English and mathematics. The ECE Program curriculum requires students to begin to fulfill the English requirement prior to at the beginning of their enrollment in the ECE major. Although a number of ECE students start their college careers taking remedial English and Math, they are well prepared to succeed once they enter the program. Students receive on-going mentorship from course instructors and have access to many resources on campus to support their success in areas of remediation.

**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.**

Students are encouraged to be successful in the areas such as communication, cognition, information competency, and social responsibility through the completion of course related assignments and activities. Students are provided feedback by instructors through rubrics and other assessment tools. Students are expected to achieve a grade of “C” (70%) or higher in all required courses for the major. Student Learning Outcomes are assessed each term within the context of each course, and through the Course Assessment Report of Data (CARDS) system. This assessment tool includes a section where narrative can be provided about what the instructor views as working well for students based on the assessment as well as what areas would benefit from improvement. Instructors use both data from this assessment process to improve course material and teaching strategies to address each SLO. The chart below illustrates the alignment of program student learning outcomes to institutional learning outcomes.

<b>Alignment of Early Childhood Education Program SLO's to ISLO's</b>	
1.	Use knowledge of child development of individual children to create healthy, challenging learning environments and experiences. (ISLO: Cognition, Information Competency)
2.	Build respectful partnerships with children’s families. (ISLO: Communication, Cognition)
3.	Observe, document, and assess children’s development and learning in partnership with families. (ISLO: Communication, Social Responsibility)

4.	Build positive relationships and guide children through supportive interactions. (ISLO: Communication, Cognition)
5.	Base decisions and actions on ethical and other professional standards. (ISLO: Social & Personal Responsibility)
6.	Demonstrate collaboration, critical thinking and reflection. (ISLO: Communication, Social Responsibility)
7.	Advocate for children and their families in the classroom and the program. (ISLO: Communication, Social & Personal Responsibility)

**2.5 Academic support: Support student success through accessible, reliable, and user-focused academic support services.**

Students completing the early childhood education courses have access to all the resources available on campus. The program has a dedicated Counselor, Creighton Fujii, who provides academic advising for all ECE majors. The counselor is responsible for improving the quality of the student advising services through continuity, enthusiasm, and program knowledge. Other academic support services are provided by the library and include computer access, teaching librarians and access to both paper resources and extensive electronic resources. Tutoring services for a variety of subjects, including English and Math, are available to students in the learning resource center.

**2.6 Faculty & staff: Create an environment that attracts, retains, and supports qualified personnel.**

Despite the turnover of three program coordinators between December 2009 and August 2012 when the current program coordinator assumed the post, the ECE academic program remained intact due largely to a group of four part-time lecturers who have taught in the program for many years. All four of the lecturers, and the newly hired teachers at the Child Development Center, hold Masters Degrees in early childhood education or a closely related field, and are well qualified for the courses they teach. The current only full-time faculty person who also wears the hats of program coordinator and overseer of the lab school holds a Masters in ECE and has completed the coursework for the doctorate. Having the same program coordinator on-board since 2012 has served to provide some stability to the program.

In moving forward, the program would benefit by having an additional full time faculty member. While the program has been very fortunate to have had the same group of lecturers teaching the same courses for many years, the addition of another faculty member who is present on campus more would benefit students greatly.

## **2.7 Facilities: Maintain facilities, equipment, and technological infrastructure to support institutional and student needs.**

The Early Childhood Education Program historically has not had its own classroom. Classes have generally been held in any available classroom in other campus buildings. This arrangement has made it difficult for the part-time lecturers to store teaching materials and meet with students. Lecturers are often limited or challenged to use demonstrations and other teaching/learning strategies suitable to course content due to room set-up. This arrangement has also made it difficult for students to work collaboratively on assignments and on-going projects required in courses.

Acquiring the building adjacent to the lab school building (the old OCET) and the renovation that has been done on both buildings will help create an environment that will support the faculty teaching in the program by providing appropriate instructional technology, more adequate office space, a classroom for the ECE Program where teaching materials and resources can be stored, where part-time instructors can meet with students, and where students can have space to work together on collaborative projects required in the program. The additional space will also benefit the Child Development Center by providing for program needs that are required for accreditation such as adequate storage space for program resources, space for isolation of a sick child, staff office and meeting space. Most importantly, having a space dedicated as the ECE Program's classroom will provide the program with an 'identity' on campus that will provide credibility and visibility to the program and staff.

The ECE Program's lab school facility was assessed for health and safety issues that were a result of years of neglected repair and maintenance in fall 2012. Recognizing the unsuitability of the environment for children, students, and staff, the Administration made a decision to close the facility the end of spring 2013 term to address the health and safety issues through repair, upgrades and renovation. Re-vitalizing the building extended a year and a half beyond the planned time-frame.

Using monies accumulated over decades in the lab school's revolving account some of the issues were addressed in the original lab school building and an adjacent building acquired by the program in July 2012 for program expansion. Additional funds were provided to the program by the college from a U.S. Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant obtained through a consortium of several other University of Hawaii campuses in 2014 to "retrofit" the adjacent building as the new lab school preschool classroom. Using both monies from the lab school's revolving account and additional monies from the TAACCCT grant, worn and broken furnishings, materials, and equipment were replaced for the preschool.

Moving forward, the ECE Program's plans to move the lab school to the adjacent building that has been upgraded and convert the original lab school building to be used in multiple ways to better accommodate the needs of the ECE Program. Part of the space will continue to be used as the children's meal area, while the rest of the space will become the ECE Program's classroom. Through the funds made available to the ECE Program by the TAACCCT grant, shelving for storage of teaching materials for instructional purposes, student tables and chairs, and some equipment for educational technology was purchased. This arrangement will benefit the greatly improve the ECE Program's image and identity on campus, the need for additional office and storage space, as well as better meet the needs of students, program staff, and faculty.

It is extremely important that the lab school be provided with College-supported, on-going facilities repair and maintenance to prevent the facilities from returning to the previous state of neglect. The program needs help in acquiring and setting up appropriate technology to support the teaching of the ECE courses in the new classroom.

### **2.8 Financial Resources: Strengthen processes to develop and better utilize fiscal resources.**

Information regarding the financial resources of the ECE Program, especially the lab school, has been difficult for the current program coordinator to access and understand. Work began in 2014 with the support of then HED Chair, Cherie Mooy, to create a more transparent process. In attempting to better understand the state of the lab school's budget, several questions were raised and explanations are still being sought.

Large sums of money have continually been shown on the Annual Program Review Data (APRD) as state-appropriated monies allocated for the ECE Program. It appears that children's tuition money not spent for lab school operations over twenty years created a reserve that was combined with the state appropriations intended to pay for the one full-time faculty and APT teacher positions. It is unclear whether the ECE Program has received additional state-appropriated funds to pay for the services of the four part-time lecturers to teach the ECE courses: several APRU's prior to 2012 indicate that monies generated from children's tuition paid to the lab school were used to pay for the services of part-time lecturers.

The Child Development Center is supported by children's tuition and in-kind services other academic programs on campus receive, such as the building, utilities, repair and maintenance, and grounds-keeping. The program has historically benefited from two general funded APT preschool teacher positions, two classroom aides, and an office assistant. In December 2014 one of the general funded positions was retracted by the Administration with the expectation that children's tuition money would cover the cost of the second teacher position in addition to the other program expenses. The loss of this resource, as well as the large amount of funds

drawn down from the program's reserve built up over twenty years to address the health and safety issues of the building, presents several challenges to the Center.

While the ECE Program was not written into the TAACCCT grant received in 2014, the preschool benefited by monies spent on the purchase of new furnishings, materials, and equipment for the lab school and the ECE Program classroom that will be set-up in the current lab school classroom, and the replacement of windows, flooring, air conditioning, and painting of the adjacent building. In addition, the ECE Program received some funds from the Health Education Division's program allocation that were used to purchase children's books and other materials needed to support the two upper level curriculum courses.

In moving forward, the program would benefit by having a system in place that would provide more transparency. The program would also benefit by the reinstatement of the general funded APT teacher position to allow the lab school to hire the additional staff needed to maintain the quality now seen in the program.

### **3. Workforce Development: To provide a trained workforce by offering programs that prepare students for both employment and future career development.**

The value and importance of providing quality early childhood education programs that support children and their families is increasingly recognized nationally. High quality early childhood educators are key to providing high quality programs for children. As the commitment to developing comprehensive, coordinated early childhood systems continues to grow nationally, the demand for well-educated and trained workforce will continue to grow. According to the U.S. Department of Labor's Occupational Handbook, there continues to be a projected 17% increase in positions that will be available for trained early childhood education professionals (a larger increase than with most other occupations) as the need for quality programs continues to increase through the decade of 2012-2022.

On June 28, 2012 Governor Neil Abercrombie signed Senate Bill 2545 to uphold his commitment to "... ensure that there was a collaborative effort to see to it that every young child in Hawaii has access to high quality preschool". The legislation went into effect July 2012, establishing Hawaii's Executive Office on Early Learning (now the Office of Early Learning). The legislation also changed the Hawaii public school system's Kindergarten entry age, which has meant an increased need for quality early childhood education programs staffed by high quality early educators to accommodate children who are not age-ready for Kindergarten.

Students graduating from the Early Childhood Education Program are prepared for employment in a variety of capacities working with young children and their families, such as: an early childhood educator in preschool classrooms, children's library, and children's museums;

program director/assistant director (with additional work experience); a family support professional in various organizations. Students graduating with the A.S. Degree in Early Childhood Education have completed the foundation of coursework, including general education that prepares them to continue their education and career pathway through transfer to a four-year degree program.

### **3.1 Program articulation with workforce needs: Articulate educational programs with workforce needs by utilizing input from advisory groups and other relevant sources of information.**

Demand Indicators are shown as ‘unhealthy’ again on this year’s APRU as in previous years. It has been thought that this status is repeated because of the use of the CIP Code to determine the data. In reality, students graduating from the Early Childhood Education Program can secure jobs in many related occupations. As discussed above, 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, as mentioned previously in this report, 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 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 continues to be a significant need. 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, the TuTu & Me Program, and various private preschools. The 16 students who graduated with the A.S. Degree in Early Childhood Education between 2011 and 2015 have all been employed many of these employers, and three students who will graduate spring of 2016 are currently working in the field. The ECE Program is poised to continue to fulfill this need as the primary ECE training program on Kauai.

In moving forward, strengthening the program's advisory committee and developing surveys to assess student and employer satisfaction with the program will be very useful.

**3.2 Certification/Licensure, Job Placement, Transfer: 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.**

All individuals working in positions that require interacting with young children are required to register with the Hawaii Department of Human Services professional development system, Career Access and Navigation of Early Childhood Systems (CANOES). As students in the Early Childhood Education Program move through completion of the two certificates and the A.S. degree, they complete the initial registration process for the CANOES Registry to receive the entry-level certificate and update their registration as they progress through the program. Doing so provides them with recognition for their education, professional development, and work experience. When students graduate with the A.S. degree, they can obtain the CANOES rating of level 4, (1 being beginning entry level, and 6.2 being a masters level teacher with extensive experience), which recognizes them as teacher-qualified for preschool classrooms under the supervision of a program director.

Completion of the A.S. degree in Early Childhood Education from the UH Community Colleges does not presently lead to teacher licensure from the Hawai'i Teacher Standards Board (HTSB), nor is such teacher licensure required to work in early education settings other than those operated by the Hawai'i State Department of Education. Individuals wishing to obtain teacher licensure in early childhood education may continue their educational journey toward completion of the baccalaureate degree leading to licensure by transferring and completing one of the pathways under the articulation agreements within the University of Hawai'i system as described below.

Many of the students in the ECE Program are hired by local employers prior to finishing their degree. The 16 graduates from the Early Childhood Education since 2011 have obtained employment in early education and family support service programs on Kauai. Currently, two graduates from spring 2014 have transferred to UH West Oahu's online bachelor program, and one student is enrolled in prerequisite courses that will enable her to be accepted into the UH Manoa's bachelor program in fall 2016.

With the trend toward completion of the bachelor degree becoming the standard for entry level positions in many early education occupations, it is anticipated that more students will access the options and new pathways within the UH system to continue. It is anticipated that the proposed cohort-model for the program will help students progress through the A. S.

degree more quickly and be prepared to transfer and continue toward completion of the baccalaureate.

In moving forward, less focus on the A.S. in Early Childhood Education as being a 'terminal' degree and more marketing emphasis on the value of achieving the AS en route to the completion of the four-year degree might prove to be more attractive to students and serve to increase enrollment in the program.

#### **4. Personal Development: To provide life-long learning opportunities in the areas of personal and professional development.**

##### **4.1 Faculty/Staff Development: Foster faculty and staff currency of expertise in their areas of responsibility through support of professional development activities.**

Professional development is necessary for all professionals. Program instructors and the lab school teachers attend workshops, seminars, conferences, webinars, and relevant on-campus opportunities when available. For example, the ECE program coordinator recently participated in the Hawaii Great Teacher's Seminar, Poverty workshop presented at KCC, and the year-long Leadership Kauai Program. Part-time lecturers have recently attended the Hawaii Association for the Education of Young Children Conference and Leadership Institute.

The Child Development staff and instructors currently working in different capacities as professionals maintain current licensure and registration with appropriate agencies. For example, all staff working directly with children enrolled in the Child Development Center maintains current registration with the State Department of Social Services, one part-time lecturer maintains certification as a Social Worker, and another maintains licensure as a Special Educator, while another maintains certification as a Family Life Educator.

In moving forward, the program would benefit by locating funds to support on-going professional development for the academic and lab school staff to model life-long learning for students. The Child Development Center staff will be able to engage in professional development through the program's upcoming 'self-study' and accreditation process through the National Association for the Education of Young Children.

##### **4.2 Student Development: Foster personal enrichment of students by providing opportunities that broaden their college experience.**

Before completion of their AS Degree, students are introduced to the wider ECE community through course related field placements and community-service opportunities to enrich their college experience, participate in 'real-world' experiences, and to broaden perspectives and connections that might result in employment opportunities. Students are invited to participate

in committee work and meetings in various agencies, such as the local chapter of the Hawaii Association for the Education of Young Children.

The program coordinator initiated a non-traditional approach in the program's ED 115 Health, Safety, and Nutrition course fall 2015 in which a partnership was formed with the Farm to Keiki Program that provided for in-class training for the course lecturer by the Director of the Farm to Keiki Program as well as direct instruction for the students. The program coordinator is trained in 'problem-based service learning' and implements the approach in the two culminating field experiences by framing the requirements of the lab experiences as opportunities to contribute to community.

In moving forward, it would be interesting to explore expanding on the required community service in program courses to include problem-based service learning so students have the experience of collaboratively working resolving or moving forward a specific problem within the community context.

## **5. Community Development: To contribute to community development and enrichment through campus leadership and collaboration**

### **5.1 Leadership:**

The program coordinator has participated in various leadership opportunities since 2012 that have served the community and served to keep the ECE Program visible during a difficult time to transition such as the former Good Beginnings Alliance on Kauai, the Kauai Planning and Action Alliance Keiki to Career Initiative, Birth to Kindergarten Committee, and the Kaulanakilohana statewide higher education consortium for early childhood education. Continuing to serve on these committees allows the program coordinator to keep current in the field and the program visible in the community.

### **5.2 Collaboration: Establish active collaborative arrangements to support community goals and needs.**

The Early Childhood Education Program has established many relationships and partnerships with area preschools and family support programs that provide welcoming sites for students to complete course assignments and gain valuable first-hand experience. Many of these partnerships were critical during the two years the ECE Program's lab school was closed as they supported student's completion of the two culminating lab experiences.

The program coordinator has initiated the expansion of the current program Advisory Committee. This committee will provide a venue for a collaborative community effort to ensure the program meets the community needs for early childhood education teachers and other

professionals to work with young children and families. An annual meeting will be planned for April each year to sustain strong community involvement in the program.

In moving forward, it would continue to benefit the program to maintain and build these community partnerships. It would be great to secure funding to host an appreciation event for the programs and organizations that have been so generous with their support of the ECE Program. And, as mentioned above, it would be interesting to explore ways of engaging students in problem-based service learning in community settings.

## **6. Diversity: To foster a global understanding and appreciation for diversity.**

### **6.1 Diversity: Support diversity and cultural awareness through campus programs.**

The field of early childhood education and care is all about inclusion, diversity, and global awareness. Students in the program are prepared with the knowledge, skills, professional attitudes, and cultural competence needed to work with diverse children, families, co-workers, and professionals. Throughout the program, students are exposed to global perspectives of child development and the importance of cultural awareness in programs for young children and their families. Students are introduced to the ‘working’ documents of the field that speak to respectful and inclusive practice, such as the National Association for the Education of Young Children’s *Code of Ethics*. The philosophy of the Child Development Center strongly reflects creating and maintaining a respectful environment that supports all children, families, staff, and students.

A recent addition to the program’s curriculum has been the broadening of general electives in the proposed cohort-model to include more choices in HAP and PC.

### **6.2 International education: Foster global understanding, develop partnerships with communities and organizations both within and beyond Hawai’i.**

The Early Childhood Education Program has hosted visits to the Child Development Center by ECE students from Okinawa for many years. These visits have provided our students with new perspectives and inspiration that often is only gained by sharing the experience of others.

In moving forward, it would be wonderful to explore how KCC’s ECE students would be able to visit the early childhood programs of other countries, such as Japan. The program coordinator has developed a network of early education professionals in New Zealand and Australia that would support a student-exchange or visit to learn about the early childhood education systems.

# Part III. Quantitative Indicators for Program Review

Majors Included: ECED Program CIP: 13.1210

## Demand Indicators

[Health Call Scoring Rubric](#)

[Glossary](#)

Demand Indicators		Program Year				
		10-11	11-12	12-13	13-14	14-15
1	New & Replacement Positions(State)	111	105	103	80	90
2	*New & Replacement positions (County Prorated)	1	5	1	1	1
3	*Number of Majors	35	31	26.5	31	35
3a	Number of Majors Native Hawaiian	12	10	9	13	15
3b	Fall Full-Time	32%	31%	31%	43%	37%
3c	Fall-Part Time	68%	69%	69%	57%	63%
3d	Fall Part-Time who are Full-Time in System	14%	6%	0%	0%	3%
3e	Spring Full-Time	18%	17%	11%	35%	31%
3f	Spring Part-Time	82%	83%	89%	65%	69%
3g	Spring part-Time who are Full-Time in System	9%	7%	4%	8%	6%
4	SSH Program Majors in Program Classes	262	220	187	280	211
5	SSH Non- Majors in Program Classes	24	49	26	32	32
6	SSH in All Program Classes	286	269	213	312	243
7	FTE Enrollment in Program Classes	10	9	7	10	8
8	Total Number of Classes Taught	13	14	13	14	13
Demand Health Call		Unhealthy	Unhealthy	Unhealthy	Unhealthy	Unhealthy

## Efficiency Indicators

Efficiency Indicators		Program Year				
		10-11	11-12	12-13	13-14	14-15
9	Average Class Size	7.3	6.4	5.4	7.3	6.2
10	*Fill Rate	63.7%	58%	46.3%	65.8%	54.7%
11	FTE BOR appointed Faculty	1	1	1	1	1
12	*Majors to FTE BOR Appointed Faculty	35	31	26.5	30.5	35
13	Majors to Analytic Faculty	23.1	19.5	17.5	18.7	24.2
13a	Analytic Faculty	1.5	1.5	1.5	1.6	1.4
14	Overall Program Budget Allocation	\$379,556	\$435,426	\$350,845	\$81,095	Not Yet Reported
14a	General Funded Budget Allocation	\$253,753	\$195,845	\$253,295	\$57,000	Not Yet Reported
14b	Special /Federal Budget Allocation	\$0	\$0	\$0	\$0	Not Yet Reported
14c	Tuition and Fees	\$0	\$135,424	\$97,550	\$4,251	Not Yet Reported
15	Cost per SSH	\$1,327	\$1,619	\$1,647	\$260	Not Yet Reported
16	Number of Low Enrolled (<10) Classes	9	11	12	9	10
Efficiency Health Call		Cautionary	Healthy	Cautionary	Healthy	Cautionary

## Effectiveness Indicators

Effectiveness Indicators		Program Year				
		10-11	11-12	12-13	13-14	14-15
17	Successful Completion(Equivalent C or Higher)	85%	86%	84%	74%	77%
18	Withdrawals(Grade=W)	3	3	4	1	8
19	<i>*Persistence Fall to Spring</i>	63.8%	75%	72%	62.5%	63.1%
19a	Persistence Fall to Fall			66.6%	48.3%	0%
20	<i>*Unduplicated Degrees/Certificates Awarded</i>	8	5	9	9	10
20a	Degrees Awarded	4	0	4	4	4
20b	Certificates of Achievement Awarded	0	0	3	1	5
20c	Advanced Professional Certificates Awarded	0	0	0	0	0
20d	Other Certificates Awarded	4	5	7	6	7
21	External Licensing Exams Passed		Not reported	Not reported	Not reported	Not reported
22	Transfers to UH 4-yr	0	3	0	2	0
22a	Transfers with Credential from Program	0	2	0	1	0
22b	Transfers without Credential from Program	0	1	0	1	0
<b>Effectiveness Health Call</b>		<b>Unhealthy</b>	<b>Cautionary</b>	<b>Cautionary</b>	<b>Cautionary</b>	<b>Healthy</b>

## Distance Education (Completely On-Line Classes)

The ECE Program does not currently offer courses online, yet students can choose to access online ECE courses at other UH CC campuses to fulfill requirements because of the program and course alignment between the campuses.

## Perkins Core Indicators (CTE Programs Only)

Perkins IV Core Indicators		Program Year								
		10-11		11-12		12-13		13-14		14-15
29	1P1 Technical Skills Attainment	90.00	Not Met	88.89	Not met	100.00	Met	90.00	Not met	Not yet reported
30	2P1 Completion	70.00	Met	11.11	Not met	80.00	Met	50.00	Met	Not yet reported
31	3P1 Student Retention or Transfer	85.00	Met	62.50	Not met	94.44	Met	81.25	Met	Not yet reported
32	4P1 Student Placement	75.00	Met	80.00	Met	88.89	Met	0.00	Not Met	Not yet reported
33	5P1 Nontraditional Participation	2.78	Not Met	4.00	Not met	3.85	Met	9.68	Not Met	Not yet reported
34	5P2 Non Traditional Completion	0.00	Not Met	0.00	Not met	0.00	Met	0.00	Not met	Not yet reported

## Overall Program Health

	Program Year				
	10-11	11-12	12-13	13-14	14-15
Overall Program Health	Cautionary	Cautionary	Cautionary	Healthy	Cautionary

## **Part IV. Analysis of the Program**

### **Demand**

The overall demand for the ECE Program in 2010-2015 has remained unchanged. It is consistently rated by the UH system ARPD data as unhealthy. However, the number of majors maintained a consistent level over the past five years. 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 reality of over 30 programs, and therefore significantly higher demand numbers on the island of Kauai.

### **Efficiency**

The class fill rate has remained below the 75% that is considered healthy. 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 ARPD data will be at the 75% mark. The majors to BOR appointed faculty has remained within the healthy range of 1:35. The health call has been unstable due to the drop in the number of majors in 2011 and 2013 and a subsequent increase in the fill rate causing a change in the majors to faculty ratio.

### **Effectiveness**

Program effectiveness indicators have improved significantly over the 2010-2015 review period, trending upwards from unhealthy in 2010 through cautionary 2012-2014, and finally to healthy in 2015. Persistence fall to spring are expected to improve even further as are the number of unduplicated degrees awarded once the cohort model is launched in 2016.

### **Perkins Core Indicators**

Non-traditional participation and completion is consistently an indicator the ECE program does not meet. Many of the occupations within the field do not attract males, for example, due to the traditionally lower wages. Due to the nature of the work obtained by ECE program graduates it is unlikely this indicator will be consistently met. The other indicators of technical skills attainment, completion and student retention and transfer are consistently met. However, it is unclear why student placement in 2014 is inconsistent with other years.

### **Overall**

The ECE program has demonstrated consistent improvement over the 2010-2015 evaluation periods despite numerous challenges, specifically a lack of consistency with program

coordinators and faculty until fall 2012. Stability appears to now be within the programs' grasp and along with in-progress program changes future overall health of the program is anticipated.

### Assessment Results for Program SLOs

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

### Evaluation of Program Student Learning Outcomes

Assessment of Student Learning Outcomes (SLOs) is accomplished using the Assessment Report of Data (CARD) system. ECE Program Student Learning Outcomes have been assessed in each course every semester, and the 100% completion rate of the CARDS by the full-time faculty and part-time lecturers has indicated that students met or exceeded the benchmarks for student learning outcomes across courses. All course instructors have utilized information from the CARD assessment process to continually improve assignments and teaching strategies. For

example, in the ED 290C, Early Childhood Field Experiences II course, a culminating assignment was, according to the scores students were receiving which placed them consistently at the benchmark, was reconfigured to make it more manageable for students to accomplish the outcome.

## **Part V. Curriculum Revision and Review**

### **Curriculum Revision**

In fall 2015 the ECE Program was re-designed as a cohort-model to begin fall 2016 at the direction of the Vice Chancellor of Academic Affairs Dire. While the data generated through the annual program review process has indicated that a consistently higher percentage of students enrolled in the program attend as part-time students, the VCAA was confident that the cohort-model would guarantee at least ten students graduated from the program every two years as they progressed through the program together.

The program coordinator worked in collaboration with faculty members Victoria Mathis, Kurt Rutter, and Cherie Mooy (2014-2015 Division Chair ) from the Health Education Division under which the ECE Program resides, to complete the steps necessary to convert the program to a cohort-model using the same program courses: Course reviews and modifications were submitted through Curriculum Central for approval, a Program Action Request (PAR) and a new Course Sequence outline were completed and submitted to the Assessment Committee, approved by the Division Chair, and sent to the Curriculum Committee. Included in the PAR was the request to change the entire course alphas from 'ED' to 'ECED' to align the ECE courses with the alpha changes recently made on the Honolulu, Hawaii, and Maui campuses. Changing the course alphas from ED (Education) to ECED (Early Childhood Education) will also provide the Early Childhood Education Program at Kauai CC more visibility.

In spring 2015 the Program partnered with the Farm to Keiki Program to pilot infusing concepts of sustainability into the ED 115 Health, Safety, and Nutrition course. The pilot was funded through a small grant obtained from the Hurley Foundation through the Farm to Keiki Program to introduce early childhood education students to the value of gardening with young children as a strategy to teach caring for the land and healthy nutrition. The grant afforded the Director of the Farm to Keiki Program time to provide demonstration and mentorship for the course instructor, preschool teachers, and early childhood education students, some child-sized gardening equipment, and several pieces of kitchen equipment for food preparation activities for the children.

## Cohort Model Proposed Curriculum

Semester I (Fall)		
Course Alpha/Number	Course Title	Prerequisite/Corequisite
ECED 105	Introduction to Early Childhood Education	Qualified for ENG 100. Concurrent enrollment in ECED 110 & ECED 131.
ECED 110	Developmentally Appropriate Practices	Qualified for ENG 100. Concurrent enrollment in ECED 105 & ECED 131.
ECED 131	Early Childhood Development: Theory/Practice	Qualified for ENG 100. Concurrent enrollment in ECED 105 & ECED 110.
Gen ED:	ENG 100: English Composition	
Gen ED:	Any Pacific Island Culture (PC) or any Hawaiian, Asian & Pacific Issues (HAP) Course	

Semester 2 (Spring)		
Course Alpha/Number	Course Title	Prerequisite/Corequisite
ECED 140	Guidance of Children in Group Settings	C or higher in ECED 105, ECED 110 & ECED 131. Concurrent enrollment in ECED 192 & ECED 245.
ECED 192	Beginning Preschool Seminar & Lab	C or higher in ECED 105, ECED 110 & ECED 131. Concurrent enrollment in ECED 140 & ECED 245
ECED 245	Child, Family, and Community	C or higher in ECED 105, ECED 110 & ECED 131. Concurrent enrollment in ECED 140 & ECED 192.
Gen ED:	Any Social Science (DS) Course (PSY 220 Rec)	
Gen ED:	Any Fine Arts (DA) Course	
Gen ED:	Communication: SP 151 Personal and Public Speaking	

<b>Semester 3 (Fall)</b>		
<b>Course Alpha/Number</b>	<b>Course Title</b>	<b>Prerequisite/Corequisite</b>
ECED 115	Health, Safety, and Nutrition	C or higher in ECED 140, ECED 192 & ECED 245. Concurrent enrollment in ECED 190.
ECED 190	Early Childhood Education Field Experience I	C or higher in ECED 140, ECED 192 & ECED 245. Concurrent enrollment in ECED 115.
Gen ED:	Any Biological (DB) or Physical Science (DP) w/lab (DY)	
Gen ED:	Any Humanities (DH) Course	

<b>Semester 4 (Spring)</b>		
<b>Course Alpha/Number</b>	<b>Course Title</b>	<b>Prerequisite/Corequisite</b>
ECED 170	Working with Infants & Toddlers	C or higher in ECED 115, & ECED 190. Concurrent enrollment in ECED 263, ECED 264 & ECED 290C.
ECED 263	Language and Creative Expression	C or higher in ECED 115, & ECED 190. Concurrent enrollment in ECED 170, ECED 264 & ECED 290C.
ECED 264	Inquiry and Physical Expression	C or higher in ECED 115, & ECED 190. Concurrent enrollment in ECED 170, ECED 263 & ECED 290C.
ECED 290C	Early Childhood Education Field Experience II	C or higher in ECED 115, & ECED 190. Concurrent enrollment in ECED 170, ECED 263 & ECED 264.
Gen ED:	Symbolic Reasoning (MATH 100 or higher or PHIL 110)	

## Course Review

All courses have been reviewed, revised/modified as needed, and submitted to curriculum committee for approval as indicated below. The 'alpha' was changed for each course from 'ED' to 'ECED' in fall 2015.

	Course	Course Review Completed
1.	ECED 105	2015/2016
2.	ECED 110	2015/2016
3.	ECED 115	2015/2016
4.	ECED 131	2015/2016
5.	ECED 140	2015/2016
6.	ECED 170	2015/2016
7.	ECED 192	2013/2014
8.	ECED 190 (ED 195)	2013/2014
9.	ECED 245	2015/2016
10.	ECED 263	2011/2012
11.	ECED 264	2011/2012
12.	ECED 290C	2013/2014

## Part VI. Survey results

According to our Institutional Researcher, no CCSSEE or formal Graduate/Leaver or employer satisfaction data is available. Informally, it is evident that students are employed in the early childhood education and care industry. While there are no formal program level mechanisms in place to track student's progress, informally it is evident that students and graduates of the ECE Program are employed in the early childhood education and care industry.

Between spring 2013 and fall 2015, the program coordinator has had the opportunity to speak personally with area employers while supervising students completing assignments and field work in community early education settings while the lab school was closed. The feedback regarding the preparation of students to fill the positions has been favorable and supportive. In addition, students surveyed informally through the online 'ecafe' course evaluation questions

have indicated student's positive perspective of the program and levels of personal growth in areas of self-confidence, leadership ability, and sense of professional-identity.

Developing an annual, student, graduate and employer satisfaction survey, as well as a way to track student employment upon graduation are areas that need to be addressed through collaboration with the Institutional Researcher and the ECE Program Counselor in the near future.

## **Part VII. Analysis of Program**

### **Alignment with Mission**

The ECE Program clearly provides evidence throughout the document that it aligns with and supports the mission and goals of Kauai Community College in many ways through an emphasis on inclusion, diversity, and encouraging lifelong learning through articulation with UH Manoa and UH West Oahu.

Early Childhood Education Program is interdisciplinary, encourages students to become more knowledgeable about self, others, and one's culture, to foster relationships with children and families, and to be lifelong learners as they build partnerships with children and families in learning and developing, thus contributing to the growth of the Kauai Island community.

### **Evidence of Quality**

Articulation agreements with UH Manoa and UH West Oahu supports program quality. In addition, clear system wide pathways are in place. Significant improvements to the ECE program have been made over the review period including significant curriculum changes. The current full time program faculty has extensive experience and expertise in the area of ECE.

### **Evidence of Student Learning**

The ECE Program regularly assesses student learning at both the course and program level. This data provides clear evidence of student learning. Graduation, technical skill attainment, student completion, and transfer are additional sources of evidence for student learning.

### **Strengths and Weaknesses**

The Early Childhood Education program has demonstrated consistent improvement over the 2010-2015 evaluation periods despite numerous challenges, specifically a lack of consistency with program coordinators and faculty prior to 2012. The program has strong community connections along with increasing student interest and demand for the program as state and national trends support the need for educated and well-trained professionals in the field of

early childhood education and care. Having a formal program advisory board with annual meetings will strengthen the ECE program and ensure it aligns with ongoing community needs. Resources are being used efficiently as the program is being maintained by one full-time faculty who is also the program coordinator. The UH system annual program review data and health calls reveal a program that has slowly improved over the 5 years. It is anticipated that the significant amount of curriculum review and development that has recently been achieved will support continued improvements in student recruitment, retention, and graduation.

The closure of the lab school for a longer period of time than anticipated temporarily hindered ongoing improvements to the academic program due to the diversion of faculty time and resources in order to accommodate students in community field placement sites. The recent reopening of the lab school will further strengthen the ECE program's ability to provide high quality lab experiences for students. Completing the work on the ECE buildings, transitioning the lab classroom to the second building, and equipping the new ECE classroom with instructional technology needed as a teaching environment, the program will improve the efficient use of program facilities.

The need for developing formal student, graduate, and employer satisfaction surveys and a process for gathering this important information has been highlighted. Development and implementation of sustainable resources are needed to support program health. Overall, the ECE program has demonstrated its value to students, the college and community with tremendous potential for future innovation.

### **Resource Sufficiency**

The Child Development Center's operational expenses are paid for through a combination of in-kind support, state appropriated general funds, and monies collected from children's tuition that generates approximately \$100,000 a year when the program is fully enrolled. As part of the ECE academic program, the Child Development Center is housed within a campus building and has over time received in-kind operational support such as utilities, and general maintenance and grounds-keeping from Operations and Maintenance. Since 2012 the program coordinator has not been able to get clarity about the large dollar amounts consistently shown as 'Overall Program Budget Allocation' in the Annual Program Review Data. The loss of the general-funded APT preschool teacher position has impacted the program's resources.

There has been a significant improvement in the quality of the physical facilities of the Program's lab school due to the recent renovation. The second building intended to be used by the Program as the lab classroom has yet to be utilized. Using the building that currently houses the lab school classroom as the ECE Program's classroom requires instructional media support.

The reopening of the lab school has presented challenges as a result of the near depletion of the financial resources the lab school had built up over time to address health and safety issues through building repairs and upgrades.

The retraction of one general-funded teacher position in December 2014 with the stipulation that in order to have a second teacher in the classroom, as needed to model best-practice, As the program has only one full time program faculty, lecturers have been required to teach the majority of the program courses placed a financial burden on the program so that the current budget does not allow for the hiring of additional classroom staff or an Office Assistant.

## **Recommendations for Improving Outcomes**

### **Access:**

Outreach, Marketing & Recruitment:

- 75% fill rate in program courses  
(Enhance program's web page, brochure, and other marketing tools)

Retention:

- Increase persistence by 5%  
(Implement cohort-model)  
(Develop student program-satisfaction survey)

### **Learning & Teaching:**

Curriculum:

- Child Development Center accreditation candidacy established  
(Complete 'self-study' for Child Development Center as first-step in process)

Facilities:

- Child Development Center & ECE classrooms in use  
(Continue work on Child Development Center's physical environment)  
(Equip ECE Program classroom with appropriate instructional technology)

### **Workforce Development/Community Development**

Articulate program with workforce needs:

- Participation on Advisory Committee strengthened by 2 members
- Develop program graduate and employer satisfaction surveys

**Personal Development:**

- Seek opportunities and funding for staff and faculty professional development

## Part VIII. Action Plan

Campus Strategic Priority or Goal	Program Action Item	Program Performance Indicator	Person(s) Responsible	Timeline	Resources Needed	Status
<b>ACCESS: To provide open access to educational excellence for a diverse student population.</b>						
<u>Action Focus</u> 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 placement testing and course scheduling processes. 1.4 Support Services for Access: Strengthen support services processes to better meet student needs.	1.1 Outreach	1.1 Enhanced program web page & brochure	1.1 Program coordinator	1.1 Fall 2016	1.1 Faculty assigned time	Pending
	1.2 Enrollment-Retention	1.2 Increase course fill rate to 75% or better	1.2 Program coordinator	1.2 Fall 2016	1.2 Faculty assigned time	Pending
		1.2 Increase persistence by 5%	1.2 Program coordinator &	1.2 Fall 2016	1.2 Faculty assigned time	Pending
<b>LEARNING &amp; TEACHING: To promote excellence in learning and in teaching for transfer, career/technical, remedial/developmental education and lifelong learning</b>						
<u>Action Focus</u> 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 & Staff: Create an environment that attracts, retains, and supports qualified personnel.	<b>Program Action Item</b>	<b>Program Indicator of Improvement</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources Needed</b>	<b>Status</b>
	2.2 Curriculum quality, relevance, currency, appropriate for diverse population	2.2 NAEYC candidacy for Child Dev Center Accreditation	2.2 Program coordinator & Preschool staff	2.2 Fall 2017	2.2 Faculty assigned time & staff relief time; Funds to support	Pending
2.6 Environment that attracts, retains, supports personnel	2.6 CDC & ECE classroom set-up in use	2.6 Program coordinator	2.6 Fall 2016	2.6 Faculty assigned time & staff relief time ;	Pending	

					Fund to support	
<b>WORKFORCE DEVELOPMENT: To provide a trained workforce by offering programs that prepare students for both employment and future career development.</b>						
<u>Action Focus</u>	<b>Program Action Item</b>	<b>Program Indicator of Improvement</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources Needed</b>	<b>Status</b>
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	3.2 Faculty assigned time	Pending
<b>PERSONAL DEVELOPMENT: To provide life-long learning opportunities in the areas of personal and professional development.</b>						
<u>Action Focus</u>	<b>Program Action Item</b>	<b>Program Indicator of Improvement</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources Needed</b>	<b>Status</b>
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	4.1 Time & Funds to support	Pending
<b>COMMUNITY DEVELOPMENT: To contribute to community development and enrichment through campus leadership and collaboration.</b>						
<u>Action Focus</u>	<b>Program Action Item</b>	<b>Program Indicator of Improvement</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources Needed</b>	<b>Status</b>
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	5.Faculty assigned time	Pending
<b>DIVERSITY: To foster global understanding and appreciation for diversity.</b>						
<u>Action Focus</u>	<b>Program Action Item</b>	<b>Program Indicator of Improvement</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources Needed</b>	<b>Status</b>
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	6.2 Faculty assigned time	Pending

## Part IX. Resource and Budget Implications

### Access:

#### Outreach, Marketing & Recruitment:

- 75% fill rate in program courses

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

**Resource Needed: Faculty Assigned Time**

#### Retention:

- Increase persistence by 5%

(Implement cohort-model)

(Develop student program-satisfaction survey)

**Resource Needed: Faculty Assigned Time**

### Learning & Teaching:

#### Curriculum:

- Child Development Center accreditation candidacy established

(Complete 'self-study' for Child Development Center 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**

#### Facilities:

- Child Development Center & ECE classrooms in use

(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:

Increase participation on Advisory Committee strengthened by 2 members

**Resource Needed: Faculty Assigned Time**

Develop program graduate and employer satisfaction surveys

**Resource Needed: Faculty Assigned Time**

## **Personal Development:**

Seek opportunities and funding for staff and faculty professional development

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