

Early Childhood Education (ECED)



ANNUAL
REPORT OF PROGRAM DATA
2021



UNIVERSITY of HAWAII®
MAUI COLLEGE

1. Program or Unit Description

Program or Unit Mission or Purpose Statement

Mission: “The Early Childhood Education program is designed to prepare students to work with young children from birth to 5 and their families. The curriculum is organized around a core of courses that provide skills and knowledge needed by early childhood educators. This Associate in Science in Early Childhood Education articulates into the UH West O’ahu Bachelor’s in Social Science, Early Childhood Education concentration.”

The University of Hawaii Maui College is a college in the University of Hawaii system and the only one housed in Maui County. We are also the only way for residents to earn an ECED degree through face-to-face courses. Our county includes three islands: Maui, Moloka’i, and Lāna’i and includes remote areas of Maui island including Hāna. The Maui campus provides access to upper division and graduate coursework from UH Mānoa (O’ahu Island), UH West Oahu, and UH Hilo (Hawai’i Island) through The University Center.

We continue to have a highly collaborative relationship with Maui’s early childhood community. Local programs for young children provide observation, participation, and practicum opportunities for our students. Because of our close ties to the community, programs come to us for advice and provide the same for us. Because they know our program so well, our candidates are offered jobs in local programs as soon as they graduate and often get offers of positions in more than one program.

The ECED Associate’s degree is designed to qualify graduates for the position of Lead Teacher in private preschool programs and is the most common pathway. Others are described in the section of certificates vs degree. Our largest employer in Maui County is Maui Economic Opportunity’s (MEO) Head Start program. They now require an AS in ECED as minimal qualification for a lead teaching position rather than a CDA (described below).

One of our highest paying early childhood programs, Kamehameha Schools, requires an AS degree in ECE for teaching assistants and a Bachelor’s for lead teachers. More students are planning to matriculate to a 4-year program because employees with an earned Bachelor’s degree are paid considerably more.

There are few pathways to meeting requirements for lead teaching positions in private preschool programs. These include a national certificate called the CDA (Child Development Associate) that is designed for people currently working in the field without a degree. It requires a large portfolio, 440 hours of work with young children, 3 courses, and a proctored test. It also requires a fee and coursework to keep current. We offer a certificate as evidence that students have completed these 3 courses but this avenue has lost favor with employers who considered it an entry-level qualification. A second qualification is designed for students holding a Bachelor's degree in another field + 12 credits of ECE coursework. We offer a certificate for these folks. The last pathway towards teacher qualification is an Associates degree in another field and 16 credits of ECE. We also have a certificate for that population.

Almost all of our latest graduates are working in a local early childhood program, working on a Bachelor's degree, or both. Our only graduate doing neither has elected to stay home to educate her own children due to Covid 19. All of our graduates have reported to us that they received multiple job offers.

Check all that apply for the program:

☒ Articulated Pathways for 4-year or graduate pathways: 2+2 UHWO Bachelor's in Social Science with Specialization in ECE, pathway to UHManoa Bachelors in Education dual preparation _____

☐ Articulated Pathways for High school: _____

☐ Articulated Pathways for Other: _____

The Associates of Science (AS) in Early Childhood Education (ECED) is offered by 4 community colleges in the UH System including Hawaii Community College, Honolulu Community College, and Kauai Community College. The programs are fully articulated across the CCs and provide the first 2 years for the 2+2 Bachelor's degree in Social Science with concentration in ECE at UH West Oahu. UH Maui College (UHMC) is currently the only college in the system holding NAEYC Higher Education Accreditation.

What effect has this program had on closing equity gaps?

Child care has one of the largest impacts on employment in Maui County, especially for blue and pink collar jobs. High quality early care and education has been shown to have a positive impact on children's success in school and later life. By educating local residents to teach in early care and education settings we are supporting both working parents and future workers in Maui County.

We are working with community partners on a few projects to improve the scarcity of high quality child care in Maui County.

A grant funded by Kamehameha Schools will be used to provide a summer entry course for students from 3 local high schools (ECED 105). Combined with volunteer hours in a community preschool and paper describing what has been learned by the experience this will work for students' Senior

Project. The intent is to build interest in ECED as a career and with one course completed, high school students may choose to apply for part time jobs in the industry. A second part of the grant will fund an additional summer ECED 105 section designed specifically for displaced workers who have expressed interest in the field of ECE. Both of these courses will be offered in an intensive, three-week format.

Another grant has been awarded to the UH ECED System and is managed by Manoa College of Education. Student Ambassadors will be hired for each campus. This student is a current UHMC ECED who has demonstrated both the ability to earn good grades and to take initiative. She will work 15 hours per week with responsibilities including marketing our degree to local high schools and the public and support current students in their coursework. The position is for 15 hours per week so it is limited to our students who are not currently working full time in the field.

This grant is also working to create a 2+2 degree with the CCs and Manoa College of Education to lead to birth through 3rd grade teacher licensure. This will have a major impact on equity gaps for Maui College students. One of the goals of the grant is to increase salaries for early childhood providers. This would impact students, young children, and our work force as it would provide more high quality early childhood programs.

2. Analysis of the Program/Unit

Discuss the Program's or Unit's strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program's Quantitative Indicators or comparable unit-developed measures or program-developed metrics. Include a discussion of relevant historical-trend data on key measures (i.e., last three years).

For the first time in many years, the ECED ARPD data reflects a Healthy program in the areas of Demand, Efficiency, and Effectiveness. Hiring a second BOR appointed faculty to the program has allowed us to offer courses in a cycle that allows for full time students to complete their degree in 4 semesters.

Discuss significant program or unit actions (new certificate(s), stop outs, gain/loss of position(s), results of prior year's action plan, etc.). Include external factors affecting the program or unit.

Hiring a second BOR appointed faculty to the program has allowed us to offer courses in a cycle that allows for full time students to complete their degree in 4 semesters.

Instructional programs must include ARPD health indicators with benchmarks to provide a quick view on the overall condition of the program; CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level.

[insert ARPD data table, if available; else, insert unit or program specific data used for review]

2021 UH Maui College ARPD
Program: ECED

#	Demand Indicators	2018 - 19	2019 - 20	2020 - 21	Demand Health
1.	New & Replacement Positions (State)	268	175	139	Healthy
2.*	New & Replacement Positions (County Prorated)	28	16	12	
3.	Number of Majors	55	47	47	
3a.	Number of Majors Native Hawaiian	27	21	25	
3b.	Fall Full-Time	44%	33%	24%	
3c.	Fall Part-Time	56%	67%	76%	
3d.	Fall Part-Time who are Full-Time in System	2%	4%	8%	
3e.	Spring Full-Time	30%	30%	21%	
3f.	Spring Part-Time	70%	70%	79%	
3g.	Spring Part-Time who are Full-Time in System	4%	7%	2%	
4.	SSH Program Majors in Program Classes	463	378	442	
5.	SSH Non-Majors in Program Classes	468	601	117	
6.	SSH in All Program Classes	931	979	559	
7.	FTE Enrollment in Program Classes	31	33	19	
8.	Total Number of Classes Taught	18	19	14	

We have increased our number of majors since this data came out to 53 majors.

NOTE: New & Replacement jobs updated (View Methodology).



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		Average for 3 years	Average for 3 years	Average for 3 years	
		2016 Historical 2017 Current 2018 Projected	2017 Historical 2018 Current 2019 Projected	2018 Historical 2019 Current 2020 Projected	
Demand Indicators		2016 - 17	2017 - 18	2018 - 19	Demand Health
1.	New & Replacement Positions (State)	926	912	901	
*2.	New & Replacement Positions (County Prorated)	106	106	105	
3.	Number of Majors	59	55	54	
3a.	Number of Majors Native Hawaiian	20	22	22	
3b.	Fall Full-Time	45%	43%	37%	

#	Efficiency Indicators	2018 - 19	2019 - 20	2020 - 21	Efficiency Health
9.	Average Class Size	17	17	13	Healthy
10.	Fill Rate	68.5%	66.7%	68.7%	
*					
11.	FTE BOR Appointed Faculty	2	1	2	
12.	Majors to FTE BOR Appointed Faculty	27	47	24	
*					
13.	Majors to Analytic FTE Faculty	27	24	47	
13	Analytic FTE Faculty	2	2	1	
a.					

2021 UH Maui College ARPD
Program: ECED

14.	Overall Program Expenditures	\$218,799	\$145,985	\$0
14	General Funded Budget Allocation	\$218,799	\$145,960	
a.				
14	Special/Federal Budget Allocation	0	0	
b.				
14	Tuition and Fees	0	\$25	
c.				
15.	Cost per SSH			
16.	Number of Low-Enrolled (<10) Classes	4	8	7

Our percentage of low-enrolled courses has decreased slightly, it will always be higher than might be expected due to our first field experience course. The class max for this course is consistent across the CC system. The course is limited to 5 students because it is offered in our MEO/UHMC Head Start classroom and more students alongside MEO Head Start staff crowds the room and overwhelms the children. Containing the students in one classroom allows for more support and scaffolding by UHMC faculty. A faculty member spends mornings in the classroom working with children, demonstrating best practices, and providing a shared experience to be debriefed during the weekly seminar. During the semester of spring 2021 we experimented with having two field experience sites to increase the number of students able to take the course. The instructor divided her time between the two programs. The experiment was not successful. Almost half of the students dropped the course, citing frustration with lack of consistent support by the UHMC faculty. We have now negotiated with MEO staff to increase the number of students to 6 and will experiment to see if the addition of one student is workable.

#	Distance Indicators	2018 - 19	2019 - 20	2020 - 21
23.	Number of Distance Education Classes Taught	0	0	12
24.	Enrollments Distance Education Classes	0	0	170
25.	Fill Rate	0%	0%	76%
26.	Successful Completion (Equivalent C or Higher)	0%	0%	82%

2021 UH Maui College ARPD
Program: ECED

27.	Withdrawals (Grade = W)	0	0	7	
28.	Persistence (Fall to Spring Not Limited to Distance Education)	0%	0%	80%	

#	Effectiveness Indicators	2018 - 19	2019 - 20	2020 - 21	Effectiveness Health
17.	Successful Completion (Equivalent C or Higher)	79%	79%	81%	Healthy
18.	Withdrawals (Grade = W)	12	22	8	
19.	Persistence Fall to Spring	70%	70%	71%	
19	Persistence Fall to Fall	40%	39%	43%	
a.					
20.	Unduplicated Degrees/Certificates Awarded	12	12	23	
*					
20	Degrees Awarded	6	9	5	
a.					
20	Certificates of Achievement Awarded	6	7	4	
b.					
20	Advanced Professional Certificates Awarded	0	0	0	
c.					
20	Other Certificates Awarded	7	11	27	
d.					
21.	External Licensing Exams Passed ¹				
22.	Transfers to UH 4-yr	7	7	8	
22	Transfers with credential from program	6	4	6	
a.					

22 Transfers without credential from 1 3 2
b. program

¹ Campus to include in program analysis if applicable.

Completion and persistence have increased while withdrawals have decreased in the past year. This is in part due to the hiring of a second BOR faculty member. With two full time faculty members, we are able to provide more consistency and support

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24.	Enrollments Distance Education Classes	0	0	170
25.	Fill Rate	0%	0%	76%
26.	Successful Completion (Equivalent C or Higher)	0%	0%	82%
27.	Withdrawals (Grade = W)	0	0	7
28.	Persistence (Fall to Spring Not Limited to Distance Education)	0%	0%	80%

Due to Covid19, we taught most of our courses via Distance. We had many successes and will continue to offer courses in a variety of modalities moving forward.

		Goal	Actual	Met
29.	1P1 Postsecondary Placement	33	87.5	Met
30.	2P1 Earned Recognized Credential	33	55.17	Met
31	3P1 Nontraditional Program Concentration	N/A	N/A	N/A
32.	Placeholder - intentionally blank	N/A	N/A	N/A
33.	Placeholder - intentionally blank	N/A	N/A	N/A
34.	Placeholder - intentionally blank	N/A	0	N/A

Perkins indicators exceeded goals. Changes made in advising, collaborating with Manoa College of Education, and sharing information with our academic counselor has increased the number of our graduates who have matriculated to baccalaureate programs in the UH System.

3. Program Student Learning Outcomes or Unit/Service Outcomes

a) List of the Program Student Learning Outcomes or Unit/Service Outcomes

Upon successful completion of the ECED Program, the student should be able to:

1. Use knowledge of child development and of individual children to create healthy, challenging learning environments and experiences
2. Build respectful partnerships with children, families, and their communities.
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. Advocate for children and their families within the program.
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- b) Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.
 - c) Assessment Results.
 - a. find a crosswalk between PLOs and NAEYC Standards in attached PDF
 - b. Find assessment data including analysis, results and recommendations on all PLO/Standards as an attached PDF
 - c. CASLO: Provide a summary of CASLO assessment in the year of this annual review.
 - i. Identify CASLO and program's assessment method CASLOs
 - ii. Provide a summary of the analysis, results, and recommendations
 - d) Changes that have been made as a result of the assessment results.
Included in attached PDF

Goals set to improve our program were listed in our 2020 program review. We have met the goals as described below.

1. **Complete self-study for NAEYC Higher Education Accreditation renewal.** The self-study was completed and submitted to NAEYC on September 30. We anticipate a visit from assessors in the spring.
2. **Update ECED administrator courses.** Faculty member Gemma Medina completed updates for 6 1-credit courses in Kualii and plans to offer 3 of the courses synchronistically Spring 2022. We have publicized the courses across CCs.
3. **Ensure that spring 2021 courses offered online meet the same high standards as face-to-face courses.** We offered 5 synchronous courses spring 2021: ECED 170, ECED 110, ECED 140, ECED 193, ECED 295. We are confident that the quality of most of the courses were in parity with f2f courses including 170, 140, 193 and 295. We used the strategies we learned in professional development to make optimal use of technology, opportunities for connection among students, and grading rubrics that reflect what students can learn. We found ECED 110 to be a challenge to offer online. To meet the SLOs for this course students need access to hands-on materials, opportunities for learning trips, and the ability to present lessons to other students in a manner that allows them to try the activities themselves. For these reasons we will offer ECED 110 face-to-face in spring 2022 and will re-assess the course's applicability to online instruction.
4. **Continue making courses available to outreach students.** One of the few positive results of the Covid 19 crisis was pushing our program to figure out how to offer courses online. This resulted in better access for outreach students. In the

past, our ECED outreach majors were limited to the schedule of courses available on HITS and through other campuses. This is especially challenging because our status as the only NAEYC accredited ECED program in the UH System requires our students to take 6 specific courses used for assessment from UHMC only. As we began offering courses synchronously, we saw an increase in outreach students, including those who are not ECED majors. We encourage Liberal Arts, pre-nursing, Human Services and other majors to take beginning ECED courses as they are useful for parents, and those working with families.

To ensure that we continue to make courses available to outreach students we have taken a few steps. The program coordinator now uses individual education plans designed with each major to create a spreadsheet of which courses will be needed in which modality to ensure that students can reach their graduation targets. We imagine that we will alternate semesters between offering specific courses f2f and online but will use the spreadsheet as our guide. We plan our schedule a year in advance to ensure that our academic advisor knows which courses will be available and how.

We continue to be challenged to offer 2 types of courses to outreach students: field experience courses and curriculum courses.

Field experience courses require observations of students working with young children in their field experience setting. In the past, we have either flown the instructor to the island or hired a lecturer to offer the course. Budget restrictions make both of these strategies challenging. We do not have any students prepared to take field experience courses during the 2021-2022 school year and will work to find a solution to this challenge for the 2022-2023 school year when we anticipate several Molokai students will take these courses.

Curriculum courses offer a different challenge. Students must use hands-on materials including art materials, musical instruments, children's books, literacy games, gross and fine motor equipment, and science, math and social studies activities. During fall 2021 when we had to offer ECED 263 online we created a system for students to pick up and drop off materials each week. Only half of enrolled students completed the course and this may have been one of the reasons. In the past, we have tried strategies such as teaching the course in a hybrid manner (half of content online and hands-on experiences offered on 4 full-day Saturdays). To make this available to Molokai students we hired a lecturer to provide these Saturday classes but it has been too expensive of a strategy. We are contemplating offering the courses and zoom-to-zoom courses to Molokai. This would require mailing equipment to Molokai and having someone physically present to prepare equipment for students' use. We are in discussion with Manoa's ECE graduate program director to investigate the possibility of using Molokai students or

graduates to provide this service for college credit or in a student employment manner.

4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Comprehensive Review date. Be sure to focus on areas to improve identified in ARPD data, student learning or unit/service outcomes, results of survey data, and other data used to assess your program or unit. This plan should guide your program/unit through to the next program/unit review cycle and must detail measurable outcomes, benchmarks and timelines. Include an analysis of progress in achieving planned improvements.

* CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

Specify how the action plan aligns with the College's Mission and Strategic Plan.

Address opportunities for re-envisioning the program. How does the plan address emerging or future economic opportunities? What is the projected industry/community demand in 5-6 years? Discuss how these recommendations for improvement or actions will guide your program or unit until the next Comprehensive Review. Be sure to list resources that will be required, if any, in section 5 below.

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

Our program is constantly evolving and making changes in response to data on our successes and where we have fallen short of meeting the needs of our students and community. Our external accreditation system through the National Association for the Education of Young Children provides us with feedback on how we are meeting national standards. Our students provide feedback through both their evaluation of our classes and through measuring their progress. Our advisory committee provides feedback on the needs of our community and information on our graduates ability to meet the expectations for early education teachers.

Actions we are taking in response to data:

- 1. Envisioning our course outcomes, assignments, and content using the newly published Professional Standards for Early Educators**

NAEYC partnered with other national organizations to define what employment positions fit in the category of early childhood education professionals, what knowledge, skills, and attitudes are needed for high quality early educators, and what competencies are expected for higher education graduates with certificates (level 1), Associate degrees (level 2), and Bachelor's degrees (level 3). The report can be found in the attached PDF. These standards and competencies are also triggering changes to our NAEYC accreditation for higher education. We have begun the work to assign each competency to a specific course, change grading rubric to track success in meeting competencies by individual students, and ensure that these competencies are examined at both entry level and

advanced courses. One of the areas we discovered was somewhat neglected was preparing our students for their role as advocates for children, families, and our profession. We are intentionally building learning opportunities and assessments for this area.

2. Providing better communication with field experience sites regarding our expectations for students and mentor teachers

The process of completing our NAEYC accreditation self-study report pointed out to us that we do not have a comprehensive way to share expectations with field experience II sites. In the past, the same programs were used for field experience and they were largely populated with our graduates who had an intimate knowledge of our program. We have always met with individual mentor teachers and the students they will work with to have agreement on opportunities for our students, but the philosophy of our program was not addressed and sometimes students were caught between what they were being asked to do at programs and what is considered best practice in the field. We plan to create a handbook for our program partners including our Program Learning Outcomes, Conceptual Framework, assignments that students will complete during their field experience II, etc. We will engage our advisory committee members, many of whom have acted as mentor teachers in the past, to create this document.

3. Create a comprehensive learning environment for our ECED majors

We have recently been assigned a new, large classroom for our classes. We plan to take advantage of the expansive space to create a learning environment for our students. We plan to include:

- a. a standard classroom area (tables, ELMO, projector for videos and Powerpoints),
- b. a work area with access to supplies for creating work products (games, activities for young children),
- c. a seminar area where students can sit around a large table for more intimate conversations,
- d. our complete library of children's books as well as journals and books for early educators
- e. space for our newly hired Student Ambassador (funded through a Manoa grant)
- f. storage for our vast collection of teaching materials (gross motor, fine motor, science, social studies, health, safety, nutrition, creativity, and language/literacy).

We would like to add more learning opportunities if funds are available including:

- a. a model (scaled down) preschool environment for students to practice preparing learning experiences for young children including "Learning Centers" such as a pretend center, a discovery center, a book center, a math and manipulatives center, a creativity center, and sensory center. We already have most of the materials but need child-sized furniture. Many classes require students to create learning materials as well as set up learning centers and this demonstration area would assist in supporting students' understanding of these practices required for our field

5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial). *Note that CTE programs seeking future funding via UHCC System Perkins proposals must

reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

Resource requests:

1. Materials, equipment, and supplies to use on our new early childhood classroom

Some of what is needed we already have (teaching/learning materials for each course), laminator, microwave
Some of what we need has been ordered for the classroom we previously used (Hale 216) and would need to be allocated instead to this room

We would need:

- a. child-sized classroom furniture

Cost estimate: \$5000 + shipping

This cost could be saved by working with the Construction Academy students to build items to our specifications

Another option would be writing a Perkins grant for this

- b. Computer, color printer, and ink for student use

Cost estimate: \$2000

This cost could be saved by relocating this equipment from another program

Another option would be writing a Perkins grant for this

- c. mini refrigerator

ECED 115 (health, safety, nutrition) requires students to create and provide a healthy snack activity for the class. A refrigerator would ensure that we are protecting students from bacteria that may grow if students bring supplies earlier in the day. Typically they keep items in a freezer bag until the evening class but this doesn't always work well

Cost estimate: \$200

Another option would be writing a Perkins grant for this

- d. utility sink and plumbing

Students work with materials that cannot be washed in bathrooms without damaging plumbing (clay, cooking supplies, art materials). In the past they have stepped outside the hale classroom to wash items using a hose. Because this classroom is upstairs, this is not a viable option.

Cost estimate: ?

This cost could be saved with permission from O&M and a key to use their utility sink near the classroom

2. Student assistant to allow students to use the classroom space when faculty are not available.

Faculty plan to offer their office hours in this space (except for Zoom courses) to allow for use by students. Any additional hours would benefit students. Once ECED students begin to use this new space, we anticipate that use will increase over time.

Cost estimate: \$11 per hour for as many hours as allocated

This cost could be saved by working with TLC to assign ECED tutor to this room

Another option would be writing a Perkins grant for this

What is the cost? How can your program plan to reduce cost and streamline? Could elements of this program be combined with another program? Discuss any potential system partnerships and/or opportunities for collaboration.

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

6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

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