



Early Childhood Education (ECED)

1. Program or Unit Description

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. Students earn an Associate in Science (AS) degree in Early Childhood Education that articulates into the UH West Oahu's Bachelor's in Education degree, Early Childhood Education concentration. With careful planning and 2-3 additional courses, students also can apply to the UH Mānoa Bachelor's in Blended PreK-3rd grade/Special Education degree.

In Hawaii, the Department of Human Services licenses preschools and infant/toddler programs. Our program is designed with several pathways to qualify as "Lead Teacher qualified."

The ECED program offers several certificate programs. The ECED Initial Certificate includes three courses that provide for basic understanding of the field. This certificate provides the training required as part of the Child Development Certificate, a national certification that is recognized by the Department of Human Services as Lead Teacher qualified. The 16 credit Early Childhood Option certificate is designed for students who hold a Bachelor's degree in another field and earns them designation as Lead Teacher qualified. The 16 credit Early Childhood Essential Certificate (soon to be changed to Early Childhood Practitioner 1 to align with the articulated UHCC ECED programs) is designed to qualify students who hold an Associate's degree in another field to earn Lead Teacher qualified designation. Finally, our Associates of Sciences in Early Childhood Education provides the coursework and experience working directly with young children to earn Lead Teacher qualification.

The UHMC ECED faculty have been working with other UHCCs and Manoa College of Education to develop a 2+2 licensure program for birth through age eight. We anticipate that this program will begin its first cohort of students in 2025.

Check all that apply

- ☒ *Articulated Pathways for 4-year or graduate pathways: UHWO and UH-Manoa*
- ☐ *Articulated Pathways for High school*
- ☒ *Articulated Pathways for Other: Child Development Certificate (CDA)*

What effect has this program had on closing equity gaps?

UHMC ECED program has spent the past year working with UH System ECED programs to close equity gaps through work with the ECE3 grant awarded to UH-Manoa.

Some identified equity gaps addressed by this grant and corresponding work to close these gaps:

1. Compensation gap:

We have worked with the Rand corporation to identify gaps between the cost of living in Hawaii and the compensation for early childhood educators. Plans are being developed to find short term and long term solutions including both philanthropic and governmental funding.

2. Access to higher education: UHMC has taken advantage of funding through this grant to provide assistance to underserved students. We have hired a Student Ambassador to:

- a. assist faculty in promoting our program with high school students, community members, and staff in local preschools
- b. provide assistance to potential students in applying for admission
- c. provide assistance to students in applying for financial aid and targeted scholarships
- d. provide assistance to current students struggling with coursework
- e. assisting faculty in creating a sense of community with ECED majors through events

3. **Offering targeted coursework to meet needs of community leadership:** We have program directors aging out of the workforce. We have updated 18 credits of ECE leadership courses and offered 9 credits in asynchronous courses to attract both current students and members of the community workforce.

Other efforts to close equity gaps are programs outside of this grant assistance.

1. Scholarships:

1. Castle Scholarships: The Al Castle Foundation provides tuition scholarships to UH ECED programs AS-MEd. Priority is given to current members of the ECE workforce. Each college has control over awarding these scholarships with priorities designated by the foundation to include currently working in the field of ECE, GPA, and need as considerations and are not meant to completely cover the cost of tuition.
2. Arnie Sciullo Revolving Loan: PATCH provides reimbursement scholarships for students successfully completing coursework towards a degree in ECED on a first come/first served basis. Some students struggle to find funds to pay tuition even with the expectation of reimbursement. This fund is used to provide dollars for up-front cost of tuition, with students expected to repay the loan if they received the PATCH scholarship to keep the fund solvent.
3. Girlie Laureta Textbook Scholarship: this fund provides for students who struggle to pay for textbooks with a \$150 limit per semester.

2. Creating personalized education plans. Our program coordinator works with each individual student to create and update course plans for throughout their degree attainment. These individual meetings allow our program to provide courses each semester in the modality and time needed by specific students. This also provides the program coordinator with opportunities to develop and maintain relationships with individual students and earn the trust needed for students to share needs.
3. Partnership with Academic Counselor: Our program's current academic counselor works closely with our program coordinator to provide individual assistance to struggling students. We keep several spreadsheets with joint access to track information on individual students including current standing, specific needs for courses, modalities, and times for each semester. We also work closely together to advise students planning to articulate to a Bachelor's program to ensure that they take needed courses.

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).

Our ARPD data continues to earn the designation of Overall Program Health: Healthy.

Demand indicators are high.

More than half of our majors are Native Hawaiian, which reminds us to ensure that our courses are culturally responsive. Neither of our full time faculty are Native Hawaiian and neither are originally from Hawaii. We have a practice of inviting guest speakers with stronger background in these areas and continue to take part in professional development to improve our understanding and skills.

The percentage of our students who are full time continue to be about a third, but the numbers have risen slightly. This data is useful in analyzing reasons for higher numbers of students who do not earn a C or better in their first semester. The majority of our full time students have entered straight from high school. These are students who experienced the disruption in their education due to Covid. We continue to find ways to support students who enter our program with poor preparation for college. We have experienced some success using the tools provided by First Year Experience. We provide extensive tools to assist students in learning with multiple intelligences including relationship building, collaborative work, visual cues, reading and writing for understanding, and self-reflection. Students are trained and expected to self-assess their work with opportunities to resubmit work as they “learn to learn.” Faculty are responsive to students through liberal use of office hours, writing feedback on all of their assignments, and reaching out to struggling students.

While Efficiency numbers are Healthy, it should be noted that ECED faculty are providing leadership for UHMC including department chair, program coordinator, and Head Start Coordinator so our “Cost to SSH” is that much more impressive. Our percentage of low-enrolled courses are declining, assisted by an increase in synchronous courses. Low enrolled courses are mostly limited to second year courses. This is expected as students who learn that our coursework is more demanding than they may have anticipated are needed to become a highly effective early childhood teacher rather than the myth of “just a babysitter.” However, our average class sizes have reduced. This seems to be due to our difficulty balancing the needs of students to complete their field experience courses which already have low class sizes. During Covid, we did not provide our first field experience course one semester. This has complicated our ability to allow students to graduate on time as they must finish their first field experience course before enrolling in the second.

Our Effectiveness score is “Progressing.” We had fewer students completing our degree than anticipated for 2022 because 2 students earned their degrees after 2022 summer school. We anticipate higher numbers of graduates for spring 2023. Some successes of note include an increase in transfers to four-year programs and increase in persistence.

Distance indicators provided useful data for program planning. The success rates in distance courses are slightly lower than in-person courses. The main reason for this is that in the 2020-2021 year we offered all fall courses in distance mode. This ensured that distance indicators captured the 200 level courses which historically have had better success rates as students with high motivation and whose skill sets are best matched with ECED remain. Our anecdotal data suggests that this is

due to students choosing to stay in a course they are failing rather than withdrawing when feedback tells them that they are unlikely to pass the course. We will continue to work with our counseling department to find solutions to this problem.

Perkins indicators were met, with higher success rates than anticipated.

Performance indicators dropped. This was due to the reduced number of graduates explained in the section on Effectiveness. The percentage of our students transferring to UH 4yr programs continues to climb and is expected to continue climbing rapidly with the onset of the new birth-age eight licensure 2+2 degree in 2025.

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.

The names of our certificates changed to align with both the other community colleges in the system and the new language used in the ECE field in the document Power to the Profession. Last year, we changed the name of our 9 credit certificate of competence to Initial Early Childhood Ed (the previous title of CDA was confusing as some thought the 3 courses would provide the national certificate rather than just the training needed as a part of the certificate). The other CCs are now in the process of making the change. Last year we had changed the name of the 16 credit certificate from Early Childhood Certificate of Competence to Essential Early Childhood. As we worked with the PCC to agree on a name for the certificate we would all use, we decided that since this was the group of courses that met the new Power to the Profession level 1 (appropriate for teaching assistants) we would change to Early Practitioner 1. This will be helpful to our ECE system moving forward to demonstrate our alignment with these new standards as well as for UHMC's NAEYC accreditation.

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.

Overall Program Health: Healthy



Workforce Alignment

Students that successfully complete this program of study will obtain the entry level skillsets for the occupations listed on the right.

The CIP Code and occupations are clickable. Click on any of the occupations to view its profile. Click on the CIP Code to view the cluster profile.


Workforce Alignment: Classification of Instructional Programs (CIP) -to- Standard Occupational Classification (SOC)

Early Childhood Education

CIP Code = [13.1210](#)

[25-2012 - Kindergarten Teachers, Except Special Education](#)[25-2011 - Preschool Teachers, Except Special Education](#)

#	Demand Indicators	2019 - 20	2020 - 21	2021 - 22
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1.	New & Replacement Positions (State)	147	147	147
2.*	New & Replacement Positions (County Prorated)	10	11	10
3.	Number of Majors  <u>Number of Majors</u>	47	47	46
This is an annual number. Programs receive a count of .5 for each term within the academic year that the student is a major. This can be considered the average annual count of majors.				
3a.	Number of Majors Native Hawaiian	21	25	26
3b.	Fall Full-Time	33%	24%	36%
3c.	Fall Part-Time	67%	76%	64%
3d.	Fall Part-Time who are Full-Time in System	4%	8%	2%
3e.	Spring Full-Time	30%	21%	22%
3f.	Spring Part-Time	70%	79%	78%
3g.	Spring Part-Time who are Full-Time in System	7%	2%	4%
4.	SSH Program Majors in Program Classes	378	442	418
5.	SSH Non-Majors in Program Classes	601	117	87
6.	SSH in All Program Classes	979	559	505
7.	FTE Enrollment in Program Classes	33	19	17
8.	Total Number of Classes Taught	19	14	14

Demand Health

Healthy

Average for
3 years

2016 Historical
2017 Current
2018 Projected

Average for
3 years

2017 Historical
2018 Current
2019 Projected

Average for
3 years

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	2019 - 20	2020 - 21	2021 - 22
9.	Average Class Size	17	13	14
10.*	Fill Rate	66.7%	68.7%	67.7%
11.	FTE BOR Appointed Faculty	1	2	2
12.*	Majors to FTE BOR Appointed Faculty	47	24	23
13.	Majors to Analytic FTE Faculty	24	47	46
13a.	Analytic FTE Faculty	2	1	1
14.	Overall Program Expenditures	\$145,985	\$153,630	\$155,307
14a.	General Funded Budget Allocation	\$145,960	\$153,630	\$155,307
14b.	Special/Federal Budget Allocation	0	0	0
14c.	Tuition and Fees	\$25	0	0

15.	Cost per SSH	\$149	\$275	\$308
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16.	Number of Low-Enrolled (<10) Classes	8	7	5
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Efficiency Health	Healthy
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#	Effectiveness Indicators	2019 - 20	2020 - 21	2021 - 22
17.	Successful Completion (Equivalent C or Higher)	79%	81%	80%
18.	Withdrawals (Grade = W)	22	8	13
19.*	Persistence Fall to Spring	70%	71%	80%
19a.	Persistence Fall to Fall	39%	40%	42%
20.*	Unduplicated Degrees/Certificates Awarded  <u>Unduplicated Degrees/Certificates Awarded</u> Counts are based on Fiscal Year frozen data (IRO ODS). Fiscal year starts with Summer, followed by Fall and ends with Spring.	12	23	11
20a.	Degrees Awarded	9	5	3
20b.	Certificates of Achievement Awarded	7	4	2
20c.	Advanced Professional Certificates Awarded	0	0	0
20d.	Other Certificates Awarded	11	27	9
21.	External Licensing Exams Passed ¹			
22.	Transfers to UH 4-yr	7	8	9
22a.	Transfers with credential from program	4	6	7

22b.

Transfers without credential from program

3

2

2

Effectiveness Health

Progressing

¹ Campus to include in program analysis if applicable.

#	Distance Indicators	2019 - 20	2020 - 21	2021 - 22
23.	Number of Distance Education Classes Taught	0	12	7
24.	Enrollments Distance Education Classes	0	170	119
25.	Fill Rate	0%	76%	70%
26.	Successful Completion (Equivalent C or Higher)	0%	82%	77%
27.	Withdrawals (Grade = W)	0	7	10
28.	Persistence (Fall to Spring Not Limited to Distance Education)	0%	80%	86%

#	Perkins Indicators	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

#	Performance Indicators	2019 - 20	2020 - 21	2021 - 22
35.	Number of Degrees and Certificates	16	9	5
36.	Number of Degrees and Certificates Native Hawaiian	4	4	2
37.	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38.	Number of Pell Recipients ¹	3	8	2
39.	Number of Transfers to UH 4-yr	7	8	9

3. Program Student Learning Outcomes or Unit/Service Outcomes

- a. *List of the Program Student Learning Outcomes or Unit/Service Outcomes*
- b. *Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.*
- c. *Assessment Results*
 - a. *PLO: Provide a summary of the method used for assessment i.e. exit project or capstone results, proficiency standards, stakeholders participating in the assessment process, how the data was collected/analyzed, and the results. For brevity, include a link to complete assessment reports from the Academic Affairs website or include your write-up in the appendix.*
 - b. *OPTIONAL 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.*

Program Learning Outcomes:

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.

Outcome assessed

In past Program Reviews we have measured PLO #5 at the exit level in ECED 264: Physical and Inquiry Curriculum. This year we examined PLO 5 in the course this PLO is first assessed, ECED 110: Developmentally Appropriate Practice. We wanted to better understand how students progress in the three assignments assessed in ECED 110 that relate to this PLO. Each is a developmentally appropriate activity for a different age group: toddlers, preschoolers, and kindergarteners.

Our questions:

1. **Do students perform better in these related assignments with experience over the course of the semester?** If not, should we provide better feedback to assist students in making improvements in future assignments.
2. **Does the data show that students demonstrate understanding of appropriate practice for one age group over the others?** If so, can we extrapolate that we are concentrating our teaching more on this age group? This is more critical than it has been in the past. As we work with Manoa to develop the new 2+2 birth-age 8 Bachelor's degree, we as CCs have agreed that we will ensure that our graduates meet industry standards for ages birth through pre-kindergarten at a Bachelor's level to allow Manoa to concentrate their coursework on kindergarten through third grade.
3. **What does the data tell us about what students need to meet exit level proficiency in this PLO in 200 level courses?** Is our 200 level coursework concentrating on the right aspects of this PLO?
4. **Is there a difference in success rates due to the modality it is taught in?** In 2021 this course was taught synchronously and in 2022 it was taught in person.

Assessment Results

We compared grades for these three assignments in ECED 110 for both 2021 and 2022 courses. We looked at raw data and then again removing grades from students who neglected to turn the assignments in.

	2021		2022	
Toddler activity	41/60	C average	33/60	F average
Removing students who earned zero	55/60	A average	48/60	B average
Preschool activity	44/60	C average	40/60	D average
Removing students who earned zero	54/60	low A average	54/60	A average
kindergarten activity	41/60	D average	37/60	low D average
Removing students who earned zero	50/60	B average	50/60	B average

2021

This course was taught synchronously and had 23 students between 4 and 6 (depending on each assignment) did not submit the assignment and so earned zero out of 60 points. When those scores were excluded, we see “A” average for the toddler activity and preschool activity and a “B” average for the kindergarten activity. This tells us that improvement can be made in teaching the section on kindergarten activities.

2022

This course was offered face-to-face and had 16 students. Between 10 and 11 (depending on the assignment) students did not submit the assignment and so earned zero points out of 60 for each assignment. When those scores were excluded, we see “B” average for the toddler activity and kindergarten activity and an “A” average for the preschool activity. The numbers are also skewed by one student who consistently earned about 33 out of 60 points. If their scores is removed as well as the students who did not turn in the assignments, then the average grade is “A. “

Answers to our questions:

1. **Do students perform better in these related assignments with experience over the course of the semester?** There is not a significant difference over the course of the semester. Students who did not turn in assignments continued to not turn in assignments. Those who did turn in assignments continued to do very well with the exception of one student in 2022.
2. **Does the data show that students demonstrate understanding of appropriate practice for one age group?** In 2021, students did not demonstrate as high a level of proficiency at developing an appropriate activity for kindergarten-aged children. This improved in 2022.
3. **What does the data tell us about what students need to meet exit level proficiency in this PLO in 200 level courses?** We need to find solutions to students neglecting to turn in assignments. It might be beneficial to examine the specific students’ records to see if a) the students who did not turn in this work were able to pass the course with the strength of other assignments, b) see if they stayed in the program or withdrew from the ECED program, and c) if they demonstrated they demonstrated they mastered this PLO in exit level courses. This information will not be available until next year when the course that assesses this PLO at exit level is offered.
4. **Is there a difference in success rates due to the modality it is taught in?** This is not evident. Further analysis of the specific students told us that a) the 2021 students were older and more experienced in college level work and b) that students were less likely to withdraw from a course they were failing in the in-person course. Limited discipline based research tells us that students in Hawaii are likely to stay in in-person courses for the social experience and this may be especially true for students who have been so isolated due to Covid.

CASLO assessment: Standard 2: Quantitative Reasoning

The ECED program relies on our college exit level Math requirement to meet this standard. Since we have no control over how the courses are taught or assessed, we analyzed success rates for the purposes of student advising.

Our question: Do ECED majors have better success rates in Math courses in different modalities?

Background: Math has historically been the biggest stumbling block to graduation. When asked, the majority of ECED majors report either not enjoying math or not “being good” at math. In general, ECED majors do not have as high success rates in online courses as in-person courses. Is this also true for math courses?

Data: We examined pass/fail rates from Fall 2020-Summer 2022 for the following exit-level math courses taken by ECED students: MATH 100, 103, 112(which has a prerequisite of 111 which we did not count) and 115. Results:

In person		Online	
Pass	Fail	Pass	Fail
9	4	12	6

While the data is so limited it is not possible to provide statistically relevant information, it does appear that pass/fail rates are highly similar for both modalities.

Conclusion: When advising, it will be important to discuss students’ individual successes in coursework in different modalities rather than steering in a general direction

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.*

Action plan:

1. Increase the number of completers

Why: ARPD data reflects a healthy program with the exception of Effectiveness which is marked as “Progressing.” This is due to a reduced number of graduates including certificates and degrees. This is in part due to students who did not complete their degrees until the end of summer school. Had those students completed before summer school, our results would have been the same as 2021 when it was marked as “Healthy.” We would still like to see a larger number of graduates.

Steps we have already taken towards this goal: The program coordinator has met each semester in each course to explain the availability of individualized education plans and why it is important to do so. She has moved these meetings onto Zoom which has increased participation greatly. We have introduced our Student Ambassador to each class and she has created an “office hour” for students who are more comfortable interacting with another student than with an instructor. We

hosted a welcoming party for majors to connect them with each other and with faculty in an informal setting. We have developed a shared drive with our academic counselor to track individual needs of students, who has created a plan with the PC, and number of students needing specific courses each semester and in what modality.

Strategies:

A. Focus marketing by sharing college enrollment and course registration throughout the workforce with the assistance of our Student Ambassador visiting preschools/childcare centers to meet with directors. Our advisory committee members have been excited about this action plan.

Target: Our student ambassador will visit at least 10 programs by May 2023

B. Increase the number of majors who create an Individualized Education plan with our program coordinator and revisit the plan yearly. At this point in the semester, about 50% of Majors have completed Individualized Education Plans.

Target: 90% of majors will meet with the Program Coordinator at least once and 50% will revisit their plans with the Program Coordinator after the first year.

C. Provide “intime support” for struggling students as defined by “Early Alert” through meeting with an academic counselor, personal counselor, Program Coordinator, Instructor, Student Ambassador ad/or using tools provided by the TLC.

Target: 80% of struggling students will either successfully complete the course or withdraw from the course.

2. Increase the connection between the Maui early childhood community and our students

Why: Before Covid, we involved ECED students with the ECED workforce in many ways. We offered Service Learning as an alternative to major assignments in several courses. We required observations of children in early childhood programs in most classes. We encouraged students to take advantage of completing their advanced field experience course in a new type of setting. We encouraged students who were about to graduate to apply for positions in community programs. Covid had a detrimental affect on these connecting activities. Programs were no longer willing to allow our students to visit their programs due to fear of spreading the disease. Also, as more classes move online which had the effect of discouraging students from learning experiences outside of the virtual world. This goal is supported by our advisory committee.

Steps we have already taken towards this goal: We have reinstated Service Learning and have reached out to programs to explain the program and created a list of participating programs. We have reinstated required observations and updated program contact information for our students. We provide assignments to build skills in professionalism including creating a targeted resume, taking part in community workshops, volunteering at local events focused on early childhood, and creating a professional portfolio. We have also provided opportunities for community programs to get to know and feel comfortable with early childhood instructors. Our new instructor, Gemma Medina, volunteers with a children’s music band that goes to programs to play for children. She has also started a facilitated professional development series for local preschool teachers called “Teachers teaching Teachers.” (It was originally called Teachers in the trenches but participants thought it was too negative of a name.) Members of our Advisory Committee who are program directors have encouraged their staff members to take part in this group. The group meets once a week in our ECED classroom. The impact of these two programs has been 1) teachers who meet Gemma as a musician at their program site make up the group of Teachers teaching Teachers due to their comfort

with her. 2) holding this program in our classroom has made participants familiar with UHMC and several have expressed a desire to return to college “if this is what it looks like.”

Strategies:

- A. Bring guest speakers into in-person courses to allow students to meet them and to encourage them to feel a part of UHMC. We have consistently used ECE community members as guest speakers in synchronous courses, but face-to-face contact has a greater impact on our relationship-focused students.
- B. Complete a handbook for community teachers who act as mentors for our students. This was a goal for last year but was derailed with the time commitment to the task force for creating a 2+2 program with Manoa.

3. Design and offer an early childhood education course on the topic of place-based education in conjunction with the Hawaiian Studies program.

Why: It is a goal of the UH System, UHMC and of the field of early childhood to provide indigenous-responsive education. We believe our students need support to build an understanding of providing place-appropriate education for young children and we have found that even though we embed these topics throughout our courses, a more targeted course would be highly beneficial. It would not become a degree requirement, but we do have a requirement for an ECED elective and since we only offer the same one for a few years until the community is saturated, it effectively becomes a requirement. (Past electives to meet community needs have been special education, infant/toddler education, and preparation for program administration.) The ECED faculty have the expertise in nature education for young children (we have both created and directed nature-based programs and one has a published book on the topic) but we do not have expertise on Hawaiian history, culture, or language. This requires us to partner with a faculty member from Hawaiian Studies if they are interested. We would like this to be a cross-listed course which would also provide an opportunity for Hawaiian Studies majors to learn more about early childhood education, as this is a common pathway for teachers in Hawaiian Immersion schools.

Steps we have taken so far: We have both developed coursework for UHMC and understand the process.

Strategies:

- A. Approach the Program Coordinator for Hawaiian Studies to gauge interest. If interested, find a willing instructor to partner to develop and offer this course.
- B. Increase the knowledge based of the ECED instructor planning to design and offer this course of Hawaiian Studies and Language through professional development and formal coursework
- C. Develop the course in partnership with Hawaiian Studies and take it through the curriculum process.
- D. Approach significant places for guest speaking and field trips.
- E. Place course on the schedule.

4. Respond to NAEYC Accreditation findings and make needed changes.

Why: NAEYC’s response to our re-accreditation self-study was delayed due to issues out of our control. We now anticipate a finding at the end of the calendar year. We have been told “off the record” that most programs will be accredited with conditions to meet the new 2021 standards.

Two applications of data is required for each Key Assessment and because most of our courses are offer one time per year, it was not possible to provide assessment data using the new standards. Because our data was gathered before this change, it requires us (as well as programs applying for reaccreditation) to adjust our Key Assessments to assess 6 specific assignments linked to all the standards.

Steps we have taken so far: We worked last summer to change our Key Assessments to begin to gather data using assignments linked to the new standards. We have shared the new standards with both our students and with mentor teachers at field experience sites. We expect to need to make additional changes once we receive the accreditation report.

Strategies:

1. The junior faculty member will attend the Annual NAEYC conference in Washington DC in November, including a preconference day on accreditation. She will learn more about the process to take a more collaborative role in meeting NAEYC accreditation requirements. When she returns, the team will analyze current practices and make needed changes.
2. Work over the summer to make any additional changes to Key Assessments
3. Examine learning opportunities for each standard to ensure we are providing a graduated pathway to understanding and being able to perform these standards.
4. Begin new cycles of assessment
5. Respond to report required of programs receiving Accredited with conditions

5. Select modalities for each course in response to success rates for each modality

Why: We now have access to data for success rates in each course comparing modalities. While this data cannot be extrapolated too far because we only offer the course in one modality per year, we can begin to look for trends. Up until now, we have taught as many courses synchronously as possible, depending on the content. The goal was to make courses available to as many students as possible. While our data, both quantitative and anecdotal (conversations with students, CES reports) tells us that our students are more likely to be successful in face-to-face courses, we have not made as intentional choices with success rates in mind as we can.

Steps we have taken so far: In an attempt to offer at least a few courses on line, we selected a course that would lend itself to online teaching with fewer missed learning opportunities (hands-on experiences required).

Strategies:

1. Provide a specific questionnaire to our majors asking for information that includes both their preferences and their history of successful course completion. Because we have limited access to information regarding our students' experiences taking online courses from other colleges in the system, especially if they withdraw within the first 5 weeks, this may be the best way to get data.
2. Make a clear plan for intentional selection of modalities, taking advantage of UH system online courses if needed

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

Provide an update of last year's action plans, program advisory committee recommendations, and/or dean recommendations.

As you prepare to submit the 2021-2022 report, please share an update on the following action plan items you identified last year and recommendations from your dean:

Updates on last year's action plan

- 1. Describe changes from recent UHCC system alignment or working groups.** We have now completed system alignment. We have the same course numbers, titles, descriptions, and SLOs, with the exception of field experiences (practicums) which meet the specific needs of students on each island. We have taken alignment further than we first planned in response to the requirements to create a 2+2 birth-age 8 teacher licensure plan. We have aligned the specific standards (described elsewhere in this document) to ensure that the CC courses will provide competency for teaching children birth through age five at the Bachelor's level to allow Manoa to eliminate some currently required courses and focus on K-3rd grade.

Update on the the following action plans you identified for this past year:

- 1. Envisioning our course outcomes, assignments, and content using the newly published Professional Standards for Early Educators NAEYC, especially preparing students for their role as advocates for children, families, and the profession by intentionally building learning opportunities and assessments for this area**

This has been met. All of the new NAEYC professional standards are now taught and assessed for each student before completion of degree. Course activities and assignments preparing students for the role of advocacy in built into the courses: ECED 105 (activity); ECED 245 (assignment); ECED 295 (assignment).

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

This has been partially met. The MOU signed by the mentor teacher, student, and instructor has been revised. The meeting with the program, student, and instructor now requires the attendance of the mentor teacher. In the past, program directors sometimes "stood in" for the mentor teachers which caused confusion in regards to expectations. The field experience instructors have provided professional development opportunities for several programs who mentor our students to ensure understanding of the UHMC program's philosophy for teaching and learning as well as to workshops for potential future field experience sites. What was not completed was the Mentor Teacher handbook. This was scheduled to be developed over the summer with the assistance of members of our advisory committee. The unexpected opportunity to collaborate with System CCs and Manoa to create the new 2+2 degree, as well as a second task force to eliminate some prerequisites for the Blended ECED/ SPED teacher licensure program to move it closer to a 2+2, was very time consuming and took precedence. A discussion with advisory committee members resulted in agreement to save this work until next year.

- 2. Create a comprehensive learning environment for our ECED majors.** This was completed and met our wildest dreams! We designed the classroom/lab space with the recommendations and

requests of students. Many items were purchased for the environment by the instructors (furniture, supplies for students to create work products, snacks, etc.), new work tables and chairs were provided by UHMC, and expensive items used for our model preschool environment were purchased with support from Perkins. Students have made good use of the environment, we have used it for ECED community meetings, and visits from former students have resulted in envy.

As program coordinator, please consider the following as goals for this year. You do not need to report on these in this year's submission unless you choose to include them in your action plan:

- *Identify program enrollment targets, as well as identify and implement recruitment and retention strategies to meet these targets.*

Recruitment and retention strategies have been included in our action plan. Targets for program enrollment is either 1) and increase from 46 majors to 50 or 2) an increase in the FTE considering the majority of our students are part time. Our greater concern is retention and completion.

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?

The greatest opportunity for our program in the next few years is the new 2+2 programs providing opportunities for teacher licensure without leaving the island. The target date for the first cohort is 2025. We are also excited about the changes to the Blended ECE/SPED program which will allow students with our degree to complete their Bachelor's in closer to 2 years than is now the case.

We know that private preschool programs have had to close programs due to a lack of qualified staff. This is a concern and advisory committee members have shared their concern with our graduates choosing to continue their education full time rather than accepting positions in the workforce.

The unknowns are: will the economic future allow private programs to raise compensation or will our graduates who complete Bachelor's degrees only accept positions in DOE programs? Will educational requirements for preschools rise from Associates degrees to Bachelors degrees? Much of this depends on the next few election cycles both locally and nationally to see if financing of programs for children under kindergarten age increases. At the current time, fewer than 50% of children in low income families are receiving early education. A population who is especially hard hit is the group of earners who do not qualify for Head Start or other state subsidy programs and who cannot afford the cost of high quality early childhood education.

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.*

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.*

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.

To meet the anticipated increase in enrollment for Manoa-bound students, we will require more staffing of instructors and specific student advising.

An increase in assigned time for ECED instructors is requested. The level of needed support we offer our students is important to ensure their preparation for the varied pathways. Because each Bachelor's pathway has separate requirements, meeting individually with students is needed. It is also important to review these plans annually as students' needs change, requirements change for these fluid programs, and to ensure that we are offering the needed courses in the timeframes and modalities needed by students in a manner that reduces low enrolled courses. Time required for our current 46 majors is 46 hours of direct meetings as well as adjustments based on data in Star for Advisors each semester. As we anticipate the number of majors to rise, even more time will be needed. Relationships with Advisory Committee Members and the workforce requires time. Involvement with public policy entities has a great impact on our program and requires time. We request an additional 1.5 TEs bringing the total TEs for Program Coordinator duties to 4.5. These TEs would be used to allow the 2 ECED faculty members to be co-PCs, with the senior faculty member taking most of the responsibility. This will also allow the newer faculty member to begin to learn more about performing the duties of PC in preparation for the other's retirement in the future.

We also request assigned time to allow for the development of the new Placed-Based Early Education course. 1.5 for each faculty (ECED and HWST) would provide for high quality and innovative curriculum. It is possible that a Perkins grant could be used for this.

☐ 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.