Honolulu Community College  
2005 Annual Assessment  
Applied Associate Degree in Human Service  
Early Childhood Education Major  

The Mission of Honolulu Community College is to:  

Serve the community as an affordable, flexible, learning-centered, open door, comprehensive community college that meets the post-secondary educational needs of individuals, businesses and the community.  

Serve the Pacific Rim as the primary technical training center in areas such as transportation, information technology, education, communications, construction, and public and personal service.  

The Mission of the Early Childhood Education major is to:  

To provide training and education programs for the development of competent and nurturing caregivers and teachers for all Hawai`i’s young children and their families.  

To provide quality education and care services for the children of students, faculty and staff in the Community Colleges. These services will represent the best of current practices and will serve as a practicum for programs related to early childhood education as well as providing demonstration of quality education and care for the larger community.  

Part I. Quantitative Indicators  

Demand/Efficiency  

1. Labor Market  

Available data show that the current annual jobs and projected 2005-2012 job outlook for the general occupational cluster miscellaneous community & social service specialists are 1351 current jobs and 55 annual new jobs or 10% growth in Honolulu County and 1867 current jobs and 77 annual new jobs or 10% growth within the State of Hawai`i.  

Occupations related to the field of Early Childhood Education include childcare workers, teacher assistants and preschool teachers. Nationally, preschool teachers are listed among the fastest growing occupations (Bureau of Labor Statistics, US Department of Labor, February 27, 2004). In Hawaii, childcare workers are among the top 20 jobs in Hawai`i in a combined ranking of growth and openings (Hawai`i Workforce Informer, Department of Labor and Industrial Relations, August 26, 2005). In addition, the Federal No Child Left Behind Act requires paraprofessionals (Education Assistants) in the State Department of Education to have a minimum of 48
credits at the 100 level or above by Fall 2006. The Early Childhood Education major exceeds this requirement.

**AVERAGE ANNUAL AND TOTAL JOB OPENINGS**
**2002 AND 2012**
**STATE OF HAWAII**

<table>
<thead>
<tr>
<th>Occupation Title</th>
<th>Employment 2002</th>
<th>Employment 2012</th>
<th>Change Number</th>
<th>Percent Growth</th>
<th>Due to Separations</th>
<th>Due to Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool Teachers, Except Special Education</td>
<td>1,660</td>
<td>2,120</td>
<td>460</td>
<td>27.7</td>
<td>50</td>
<td>20</td>
</tr>
<tr>
<td>Teacher Assistants</td>
<td>4,660</td>
<td>5,660</td>
<td>1,000</td>
<td>21.5</td>
<td>100</td>
<td>90</td>
</tr>
<tr>
<td>Child Care Workers</td>
<td>1,670</td>
<td>2,050</td>
<td>380</td>
<td>22.8</td>
<td>40</td>
<td>50</td>
</tr>
</tbody>
</table>

**20 TOP JOBS IN HAWAII**
(Combined Ranking of Growth and Openings)
2004 3rd Qtr. – 2006 2nd Qtr.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>2004 Emp</th>
<th>2006 Emp</th>
<th>Annual Growth</th>
<th>Annual Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Assistants</td>
<td>3,760</td>
<td>4,240</td>
<td>6.2%</td>
<td>300</td>
</tr>
<tr>
<td>Child Care Workers</td>
<td>1,690</td>
<td>1,900</td>
<td>6.0%</td>
<td>150</td>
</tr>
</tbody>
</table>

(Source: Hawaii Workforce Informer, August 2005)

2. Number of applicants
There were 204 applicants to the Human Services/Early Childhood Education program in Fall 2004, and 116 applicants to the program for the Spring 2005 Semester. Overall, among those Fall and Spring applicants, 98% appear to have been accepted by the college and admitted to the program, while 2% appear to have cancelled applications, or been redirected. Among those accepted and admitted, available data show that 191 actually enrolled in the semester initially applied for.

3. Number of majors
Registration headcount of actively enrolled students in Fall 2004 and Spring 2005 show that the Human Services/Early Childhood Education Program carried 204 majors in the Fall and 206 majors in Spring respectively in the AAS Degree program.

Available data show that of 410 students in the major for Fall 2004 and Spring 2005, 177 were enrolled in Department classes in Fall and 177 in Department classes in Spring.

4. Student Semester Hours and FTE Program Enrollment
Program majors’ enrollment in department classes generated 1043 student semester hours in Fall 2004 for an average of 6 semester hours, 973 student semester hours in Spring 2005 for an average of 5.5 semester hours. The resulting credit hours generated equate with 69.5 and 65 respective Fall 2004 and Spring 2005 Full Time Equivalent (FTE) enrollments.

*Early Childhood Education 2004-2005 Annual Assessment*
There were also program non-majors enrolled in Department classes, 211 and 208 respectively in Fall 2004 and Spring 2005, generating 1154 and 1112 student semester hours overall respectively.

We see from available data these students are primarily from Liberal Arts or unclassified students or other UH institutions including Kapiolani and Leeward Community Colleges and UH-Manoa.

Enrollment by program majors and non-majors accounted for the 1216 and 1113 student semester hours generated by the department subject code ED in Fall 2004 and Spring 2005 respectively.

Overall, students under our program major enrolled for totals of 177 semester hours in Fall 2004, and 177 in Spring 2005. As mentioned above, they generated 1043 and 973 student semester hours in Fall 2004 and Spring 2005 respectively within the department.

Program majors' coursework outside the department was primarily in Liberal Arts with 17 of our program majors enrolling for 86 student semester hours respectively in Fall 2004. In Spring 2005, majors' coursework outside the department was again primarily in the Liberal Arts subject areas, with 13 students enrolled for 46 student semester hours respectively.

5. Scheduling and Instructional Faculty

With 5.73 Full Time Equivalent (FTE) faculty in Fall 2004, and 5.27 in Spring 2005 the department offered 35 active class sections in Fall and 33 in Spring. The active sections included 5 in Fall and 4 in Spring that were created for administrative purposes to accommodate noncredit to credit conversions for students completing PACE (Professional and Career Education for Early Childhood) courses. These sections had no instructor attached to them.

Average Class Size in Fall 2004 was 13.3 and the Class Fill Rate was 77.2%. For Spring 2005, Average Class Size was 13.6 with a Class Fill Rate of 75.1%.

The department utilized 4.3 and 3.9 Full Time Equivalent (FTE) BOR approved faculty in Fall 2004 and Spring 2005 respectively. There were .4 Full Time Equivalent (FTE) Part Time Lecturers teaching in Fall 2004, and .6 for Spring 2005.

Overall In Fall 2004, the data shows that Full Time BOR approved faculty delivered 28 sections (80%), taught 65 course credit hours (75.6%), and were associated with generating of 870 student credit hours (79.5%) within the department. In Fall 2004, Part Time Instructors delivered 2 sections, taught 6 course credit hours (7%), and were responsible for 150 generated student credit hours (12.3%) within the department.
In Spring 2005, Full Time BOR approved faculty delivered 26 sections (80%), taught 58 course credit hours (73.4%), and were associated with generating 870 student credit hours (78.2%) within the department. Part Time Instructors in Spring 2005 delivered 3 sections (9%) taught 9 course credit hours (11.4%), and were responsible for 156 generated student credit hours within the department.

Based respectively on student credit hours generated and course credit hours taught, the ratio of full time student equivalents (FTSE) to full time faculty equivalents (FTFE) was 14.4 in Fall 2004, and 14.09 in Spring 2005. The ratio of program majors to FTE faculty was 35.4 and 38.7 respectively in Fall 2004 and Spring 2005.

6. Cost of the Program/Major

7. Program Health based on demand/efficiency
Department demand for the 04/05 academic year was calculated 1.9, which translates to a greater than minimum/less than satisfactory demand status.

Department efficiency for the 04/05 academic year was calculated at 79.7, which translates to a satisfactory efficiency status.

The Program Health Indicator Report for Early Childhood Education for 2004-2005 indicates that ECE is “a moderately healthy program that is meeting the needs of early childhood educators through credit and noncredit training.”

Outcomes

1. Instructional Outcomes
As reflected in available data for the 04/05 academic year, the department awarded 18 certificates, and 20 degrees.

Available data on student grade distribution within the department subject code indicate that of all grades awarded in Fall 2004, 52.1% As, 19.6% Bs, 10.5% Cs, 3.7% Ds, 2.6% Fs, 6.4% Ns, and 7.3% CR. In Spring 2005, 52.4% As, 19.3% Bs, 9.6% Cs, 1.6% Ds, 2.6% Fs, 4% Ns, and 6.8% CR. The CR grades are equivalent to a grade of C. They reflect the conversion to credit of PACE Early Childhood Education noncredit courses. Department policy requires completion of PACE course assessments at 70% or better for conversion to credit.

Student Persistence within the subject code ED from Fall 2004 to Spring 2005 was 52.1%; persistence of majors in the same period (whether enrolled in department courses or not) was 64.4%

2. Perkins Core Indicators
The department major’s performance on the Perkins Core Indicators is summarized in the table below.
3. Program/Major Outcomes

The Program/Major Outcome for the 04/05 academic year was calculated at 26.2%, which translates to a greater than minimum but less than satisfactory outcome status.

**Part II. Assessment Results for Program Student Learning Outcomes**

Program Student Learning Outcomes (PSLOs) were developed in May 2005 in collaboration with the other Early Childhood Education Programs in the Community College System (Maui, Kauai and Hawaii CCs) to facilitate development of a common AS degree and articulation to a baccalaureate degree at UH-West Oahu.

Assessments for PSLOs are currently under development. A draft PSLO Assessment Plan includes the following steps:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timeframe</th>
<th>Who's Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of the assessment literature in Early Childhood Education professional preparation, including examples from other higher education institutions.</td>
<td>Spring/Fall 2006</td>
<td>ECE Assessment Task Force</td>
</tr>
<tr>
<td>On-going consultation with College Assessment Officer.</td>
<td>Ongoing</td>
<td>ECE Program Coordinator</td>
</tr>
<tr>
<td>Identification of performance indicators that will measure attainment of PSLOs and that are assessable at the course level.</td>
<td>Fall 2006</td>
<td>ECE faculty</td>
</tr>
<tr>
<td>Identification of performance indicators that will measure attainment of PSLOs and that may assessable in some other way, e.g. graduate and employer surveys.</td>
<td>Fall 2006</td>
<td>ECE faculty</td>
</tr>
<tr>
<td>Analysis of existing course level assessments for relationship to identified program level performance indicators.</td>
<td>Fall 2006</td>
<td>ECE faculty</td>
</tr>
</tbody>
</table>
### Part III. Curriculum Revision

A Program Modification for the Early Childhood Education major was approved in December 2005. The modification was the result of an agreement among all the Early Childhood Education Programs in the Community College System to have common ED courses to facilitate transfer. All ED courses were revised to include Program Student Learning Outcomes and course level student learning outcomes. Content was revised to insure currency, accuracy and integrity.

### Part IV. Analysis of data

#### Alignment with Mission
The Human Services Program/Early Childhood Education Major aligns with the Mission of Honolulu Community College as an affordable, flexible, learning-centered, open door, comprehensive community college that meets the post-secondary educational needs of individuals, businesses and the community through its Program/Major Mission to provide training and education programs for the development of competent and nurturing caregivers and teachers for all Hawai’i’s young children and their families.

#### Strengths and Weaknesses Based on Analysis of Data
A concern that emerged during analysis of the data was the difficulty in clearly identifying program majors, and student semester hours for majors. Early Childhood Education is a major within the Human Services Program. In some cases the only way to extract data about majors was to use the ED subject code. It is hoped that a proposal to establish Early Childhood Education as a separate program beginning Fall 2006 will result in more accurate program data.

One of the strengths of the Program/Major is the ability to serve a largely nontraditional population of students with multiple section offerings, including days, evenings, and PACE credit conversion sections. The correlating weakness is that this may lead to some lower enrolled sections.

A clear weakness is the completion rates of the Program/Major. The data suggests some student characteristics that could contribute to this. Our sense from comparing major’s average credit hours within department classes of 6 for Fall and 5.5. for Spring and outside the department of 5 for Fall and 3.5 for Spring is that most majors are completing coursework in the department generally on a part time basis. In addition, fewer majors are working to complete general education requirements for the degree. In some cases this may be students whose goals are to obtain workforce qualifications that do not
require the degree. In others, students heading toward the degree may be choosing to complete general education requirements more slowly than major courses.

Further consideration of the available data suggested areas in which data should be developed in order to accurately reflect the Program/Major’s performance, including:
- Systematic methods to include PACE participant data, especially for those students who convert PACE courses to credit;
- Systematic methods to capture data on students who may have met their educational goals without completing certificates or the degree, i.e.
  - Completion of the Certificate of Competence (9 credits) is not captured in system data, but the certificate allows students to meet educational qualifications for the Child Development Associate Credential (CDA) recognized by childcare licensing regulations as meeting teacher qualification standards;
  - Students who already have an associate or baccalaureate degree can meet workforce qualifications through the completion of 6, 12 or 16 credits, depending on their degrees and the positions they wish to obtain. (The proposed Certificate of Completion will allow capture of data on students who exit after meeting the 16 credit workforce requirement.)

Evidence of Quality
Evidence of program quality will be addressed in the Program Assessment Plan.

Evidence of Student Learning
Currently the only evidence of student learning is grade distribution. The majority of majors (71.7% for both Fall and Spring) completed courses at the A or B level. Additional methods of assessing student learning will be addressed in the Program Assessment Plan.

Resource Sufficiency
The Program/Major appears to have sufficient resources to support its current offerings.

Recommendations for Improving Outcomes
Early Childhood Education faculty members are actively exploring strategies to increase program completion rates including possible restructuring of certain courses and possible distance learning delivery options.

Part IV. Action Plan
1. Complete and implement Program Assessment Plan
2. Complete and implement alternative course delivery methods, including distance options
3. Seek additional resources, if needed, to support alternative course delivery methods

Part V. Budget Implications
Current delivery of the Program/Major will be supported through existing budget allocations. Future development for the Program/Major will be supported through seeking external funds (grants) or reallocation of College resources.