College Mission Statement
Honolulu Community College’s mission 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 services.

Program Mission Statement
The Early Childhood Education program’s mission is to:
- Provide training and education programs for the development of competent and nurturing caregivers and teachers for all Hawaii’s young children and their families.
- 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 for Program Review

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual New and Replacement Positions State</td>
<td>1867 / 543</td>
<td>608 / 248</td>
<td>84</td>
</tr>
<tr>
<td>Annual New and Replacement Positions County</td>
<td>1351 / 386</td>
<td>379 / 187</td>
<td>50</td>
</tr>
<tr>
<td>Number Majors</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSH for Program Majors all Program Classes</td>
<td>1168</td>
<td>1,078</td>
<td>1,123</td>
</tr>
<tr>
<td>SSH for all students all program classes</td>
<td>1,025</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSH for all students in all program classes</td>
<td>1,123</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE Program Enrollment</td>
<td>77.73</td>
<td>71.87</td>
<td>74.87</td>
</tr>
<tr>
<td>Number of Classes Taught</td>
<td>33</td>
<td>32</td>
<td>31</td>
</tr>
<tr>
<td>Average Class Size</td>
<td>13.24</td>
<td>12.78</td>
<td>13.13</td>
</tr>
<tr>
<td>Class Fill Rate</td>
<td>71.41</td>
<td>66.29</td>
<td>82.72</td>
</tr>
<tr>
<td>FTE (headcount) of BOR Appointed Program Faculty</td>
<td>8.0</td>
<td>8.0</td>
<td>8.0</td>
</tr>
<tr>
<td>Student/ Faculty Ratio (calculated field)</td>
<td>2.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Majors Per FTE (workload) Faculty</td>
<td>3.75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Budget Allocation</td>
<td>Not calculated</td>
<td>$1,229,132</td>
<td>$1,333,799</td>
</tr>
<tr>
<td>Cost Per SSH (Calculated field)</td>
<td>Not calculated</td>
<td>$1,140</td>
<td>$1,188</td>
</tr>
<tr>
<td>Number of classes that Enroll less than 10 students</td>
<td>15</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>Persistence Fall to Spring</td>
<td>67.90</td>
<td>62.70</td>
<td>42.11</td>
</tr>
<tr>
<td>Number of Degrees Earned</td>
<td>35</td>
<td>28</td>
<td>16</td>
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<tr>
<td>Number Certificates Earned</td>
<td>12 (includes HSER)</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>Number of Students Transferred</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Perkins Core Indicator - 1P1</td>
<td>80.72</td>
<td>86.42</td>
<td>87.01</td>
</tr>
<tr>
<td>Perkins Core Indicator - 1P2</td>
<td>90.18</td>
<td>96.23</td>
<td>98.06</td>
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<tr>
<td>Perkins Core Indicator - 2P1</td>
<td>30.36</td>
<td>33.96</td>
<td>35.92</td>
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</tbody>
</table>
### Part II: Analysis of the Program

#### Faculty and Staff
- **Instructional Faculty** – Fall 2008: Linda Buck, Gaynel Buxton, Eva Moravicik, Miles Nakanishi, Sherry Nolte, Iris Saito, Lisa Yogi. Spring 2009: Linda Buck, Gaynel Buxton, Pat Gooch, Eva Moravicik, Miles Nakanishi, Sherry Nolte, Iris Saito
- **Lecturers** – Fall 2008: Kathryn Murphy; Spring 2009: Ann Abeshima, Doris Christensen, Frances Dote, Rheta Kawahara
- **Non-instructional faculty:** Cynthia Uyehara, Dina Levy (special-funded temporary)
- **Teaching staff in the three Children’s Centers operated by the ECE Program are Early Childhood Specialists (APT) who teach the young children enrolled in the Centers and mentor the adult students who are enrolled in Field Practicum courses in the Centers:**
  - ECS 3 – Lead Teachers
    - Steven Bobilin
    - Suzanne Carvalho
    - Imelda Garma
    - Janine Konia
    - Linda Matsushita
    - Lisa Padaguan
    - Dayna Yee
  - ECS 2 – Teachers
    - LauraEllen Busch-Ong (.75 FTE)
    - Jaqueline Rabang (.5 FTE)
    - Enna Raelitz (1 FTE)

#### Program Strengths (Internal)
- **Serves diverse population of students**
  - Traditional and non-traditional (while lacking in gender diversity, many students are older than traditional students, changing careers or entering the workforce after a hiatus).
  - Multiple ethnicities, e.g. Hawai’ian, Pilipino, Micronesian, Southeast Asian
  - International
- **Meets multiple educational and career goals for students:** certificates, AS degree, transfer to 4 year program, continuing education
- **Provides multiple access points**
  - PACE: community-based noncredit-to-credit conversion program
  - Credit courses offered days and evenings
  - Distance options
- **Offers full AS degree articulation to UHWO baccalaureate concentration in Early Childhood Education**
- **Has sufficient highly qualified faculty and pool of lecturers**
• Provides campus childcare services at three colleges (Honolulu, Kapiolani and Leeward CCs) in nationally accredited Children’s Centers while meeting its educational mission to prepare early childhood educators.
• Demonstrates capacity to implement externally-funded training and technical assistance projects that improve the quality of early education and care statewide, e.g. the Quality Care Program.
• Collaborates with sister ECE programs in the Community Colleges and UH-West Oahu Social Sciences Early Childhood Concentration to ensure students have continuous pathways to achieve their educational goals.

Weaknesses of the Program (Internal)

• Low number of graduates in relation to majors.
  o Although there is no empirical evidence, we estimate about half of our students are employed when they begin the program with more becoming employed as they progress in the program which limits the number of classes they can handle in a semester. Many also have families with young children and/or more than one job. Some working students delay taking the final field practicum because it takes time to arrange a work schedule that will accommodate the equivalent of one day a week required for the course. This is a tension point between best practice pedagogically and workforce demands.
• More non-majors than majors in program classes. (#4 & 5)
  o Many of those employed in the early education workforce do not require an AS degree in Early Childhood Education to meet workforce requirements. Those students who are non-majors in the program most likely fall into that category.
• Potential lack of compliance with labor laws and adult-child ratio requirements in campus children's centers due to lack of permanent assistant teachers (APT ECS 1).
• Lack of both physical facility resources as well as personnel resources in order to support/address the anticipated increase in demand for graduates in this area.
  o The lack of personnel is especially critical in the three Children’s Centers where the Lead Teachers (ECS 3) are often not able to serve as mentor teachers for the program’s adult students because there is not enough staff coverage to maintain adult/child ratios required by licensing and program accreditation.
  o Lack of reliable clerical support for the PACE Program limits the number of courses that can be offered each semester.
  o The PACE Program has also outgrown its physical space for staff and storage of PACE course materials.
• Lack of a comprehensive assessment system to capture the outcomes for a continuum of students, including those who enter the program through PACE, the noncredit-to-credit conversion component, those who exit after completing workforce requirements (see second bullet above), and those who transfer to a 4-year program.

Opportunities for the program (external)
Potential increased demand for preschool teachers with an AS degree (Act 14 establishing state Early Learning Council, Head Start re-authorization legislation, NAEYC Program Accreditation requirements)

Increased demand for PACE Program offerings (NAEYC Program Accreditation Requirements for assistants and aides)

Further expansion of distance learning options

Recognition as an accredited Associate Degree Program by the National Association for the Education of Young Children if the required resources are made available in order to meet the accreditation standards.

Projected expansion of the training and technical assistance program as the State Department of Human Services plans and implements a childcare quality improvement and rating system for Hawai`i

Challenges/threats to the program (external):

Access for students to high quality field placements in the community. The lack of such placements creates barriers for students to completing the final Field Experience courses (ED 296 B/C, ED 296 I/P) and possibly has an impact on the graduation timeline for some students.

Competition from proprietary and other IHE on-line early education training programs such as Teaching Strategies, Inc. eCDA Program (national) and Chaminade University (Hawai`i).

Continuing low wages for the early education workforce, exacerbated by the general economic downturn may lead to lower program enrollments as job opportunities decrease.

Program Assessment

Currently there is no systematic assessment of Program and Course SLOs. The only evidence of student learning is grade distribution. The majority of majors in AY 2009 completed courses at the A or B level. Informal discussions in faculty meetings and among instructors who teach the same courses have resulted in some collaboration on the design of assessments, but this is an area that needs work. The Self Study for the NAEYC Associate Degree Accreditation will require the program to develop and begin to implement a data-driven assessment plan, including key assessments linked to Program SLOs.

Assessments for Program SLOs occur throughout program courses and culminate in the final field experience courses (ED 296 B or C and ED 296 I or P). Examples of assessments in these courses include curriculum unit plans and implementation, child portfolios, and student professional portfolios.

Each student completing the degree also completes a Professional Portfolio and final Field Practicum experience in which they are observed during solo teaching with children in the age group for the option they have chosen (Preschool or Infant/Toddler).

Program Learning Outcomes were developed in consultation with the Advisory Board members and Community Partners.

Course SLOs have been mapped against both Program SLOs and General Education SLOs.
Program Resources

- The program requires funding to apply for and complete Early Childhood Associate Degree Accreditation to demonstrate that the program meets national standards of excellence.

- The program has sufficient faculty, but needs other resources such as computers in the Children’s Centers to demonstrate and train students in electronic child assessment tools, videos and dvds that reflect current evidence-based practice as well as Hawaii’s multi-cultural environment. The field of early childhood education and care is receiving significant attention and funding from national, state and private sources. With this has come increased demands for accountability that mirror the demands being placed on public elementary and secondary education and higher education. Graduates of our program must have exposure to the most current information, practices and technologies that they will be expected to know about and use in their employment situations.

- The program will need funding for stipends and other incentives for mentor teachers in community-based field placements for students as part of a plan to increase the capacity for and to reduce the barriers to completion of the final Field Practicum courses (ED 296P and ED 296I).

- The program faculty members also require continued training, software and technical support to successfully develop and maintain distance learning options.

- The PACE Program will need additional clerical assistance (paid for from program revenues) in order to increase capacity to deliver PACE courses.

- The PACE Program has also outgrown its physical space and will require additional facilities as demand increases.

- More specific information about resource requirements will emerge as the program undergoes self study for the accreditation process.

Student Learning Outcomes

- All regular faculty have all course outlines in electronic format (CD) and include the course SLOs in course syllabi. Lecturers are assigned a faculty liaison who provides them with the course SLOs and sample syllabi.

- SLOs are taken from official course outlines approved through the college curriculum process. The Program Coordinator ensures that faculty have the most current approved Program and Course SLOs.

Safety Issues

- Safety issues for the program are primarily related to the three Children’s Centers. Compliance with DHS Child Care Licensing Regulations and NAEYC Program Accreditation Standards provides the means for resolving any safety issues that arise. Safety concerns are addressed by the Children’s Centers Site Coordinator (faculty), staff, and the appropriate administrators or units of the campus where the Center is located in collaboration with the HCC Vice Chancellor for Administration.
## Part III: Action Plan

<table>
<thead>
<tr>
<th>Task</th>
<th>Who's Responsible</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undertake self study for NAEYC Associate Degree Program Accreditation</td>
<td>ECE Coordinator, ECE faculty</td>
<td>Sp 09 – F 10, Ongoing</td>
</tr>
<tr>
<td>Develop Program Assessment System as part of Early Childhood Associate Degree Accreditation self study.</td>
<td>ECE Coordinator, ECE faculty of HonCC, HawCC, KauCC and MauiCC ECE</td>
<td>Sp 09 – Sp10, Ongoing</td>
</tr>
<tr>
<td>Develop statewide schedule for distance options to increase access</td>
<td>HonCC, HawCC, KauCC and MauiCC ECE faculty</td>
<td>Spring 09 for Fall 10, Ongoing</td>
</tr>
<tr>
<td>Continue development of courses for distance delivery</td>
<td>ECE faculty</td>
<td>F 08 – F 09, Ongoing</td>
</tr>
<tr>
<td>Pilot test plan for community-based field placements for Field Practicum 2 (ED 296 P or ED 296 I). Request funding for mentor teacher incentives as outlined in plan.</td>
<td>Field Practicum Task Force</td>
<td>F 09, No funding secured, F 10</td>
</tr>
<tr>
<td>Monitor budget requests for additional staff for Children's Centers. Develop alternative scenarios to acquire staff or reduce services in order to ensure that centers remain in compliance with regulations and accreditation standards.</td>
<td>ECE Coordinator, Children's Centers Site Coordinators and Staff</td>
<td>Sp 09 and ongoing, PCR assigned to Tier 3 in Stock-taking, Ongoing</td>
</tr>
<tr>
<td>Refine business plan to increase PACE capacity supported by program revenues. Investigate use of special funds to support Office Assistant position.</td>
<td>Division 2 Dean, ECE Program Coordinator, PACE Program Coordinators</td>
<td>Sp 09, On hold due to budget issues</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Task</th>
<th>Who's Responsible</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2008-2009</td>
</tr>
<tr>
<td>Upgrade teaching resources to include computers in Children’s Centers to use with electronic child assessment system, and electronic media for course content support.</td>
<td>ECE Faculty</td>
<td>Sp 09, ongoing</td>
</tr>
<tr>
<td>Seek funds to develop electronic and other teaching materials that are culturally appropriate for Hawai’i.</td>
<td>ECE coordinator, faculty and staff of the Children’s Centers</td>
<td>Sp 09, ongoing</td>
</tr>
</tbody>
</table>

**Part IV: Resource Implications (physical, human, financial)**

Many of the budgetary impacts have been addressed in the Strategic Plan and are discussed in Part V.

The following items will be discussed with the Dean and Division Chair for inclusion in the next Strategic Plan Revision:

- The proposed pilot test for community-based field placements calls for stipends and other incentives for mentor teachers to mentor students in the community settings. The Field Practicum Task Force will investigate possible sources of funding for this item.
- Purchase of computers for the Children’s Centers for electronic child assessments will require funding, perhaps from end of the year funds.
- Development of culturally appropriate teaching materials will require external funding.

**Part V: Strategic Planning Items**

- Fund 6 APT BBA Early Childhood Specialist 1 positions for the three Children’s Centers.
  - Relation to UHCC Goals: Goal 5 – Exercise exemplary stewardship
  - Justification: The requested positions must be funded in order to bring the HonCC Children’s Centers into compliance with labor laws and childcare licensing regulations as well as to allow the lead teachers in the Centers to carry out their responsibilities in relation to the students of the Early Childhood Education program. The use of general funds for these positions will also allow the childcare fees charged to families to remain within the market rates.

- Seek Associate Degree Early Childhood Program Accreditation from the National Association for the Education of Young Children.
• Relation to UHCC Goals: Goal 2 – Increase Educational Capital of the State

• Justification: Program Accreditation is identified as an objective in the Early Childhood Education Program Annual Assessment for 2007 narrative and Action Plan. Achieving accreditation will demonstrate that the ECE program meets nationally recognized standards of excellence. Undertaking the accreditation self study will support the development of a systematic, data-driven assessment system for the program. Accreditation expenses for a site visit may be shared with other CC Early Childhood Programs (Hawai‘i, Kauai, and Maui CC).

• Fund clerical position for PACE program – Office Assistant 2

• Relation to UHCC Goals: Goal 2 – Increase Educational Capital of the State; Goal 4 – Address critical workforce shortages.

• Justification: PACE provides access to students in underserved regions of Oahu by offering courses in community-based settings throughout the island. The program has more requests for course offerings than current administrative capacity can support. It is currently developing a business plan that will identify potential demand and specific resource needs. The clerical support position has already been identified as necessary to maintain current operations as well as essential if the program is to grow.

Three PACE courses meet formal training requirements for the minimum qualifications to teach in private sector early childhood programs in the state and for assistant teachers in nationally accredited early childhood programs.

Note: The three items above were submitted for UH System Biennium Budget Stock-Taking in April 2008.

• Purchase software and other licenses needed for Early Childhood Education distance education option, i.e. web design, web conferencing, streaming video media licenses.

• Relation to UHCC Goals: Goal 2 – Increase Educational Capital of the State; Goal 4 – Address critical workforce shortages

• Justification: Increases the capacity of the Early Childhood Program to deliver distance education. Distance education options may allow students to complete the Early Childhood Program in less time and may provide a wider market for ED courses for continuing education. The needs are emerging as faculty learn about and develop courses in distance formats.