

**Program Outcomes Assessment Follow-Up
2022-2023 Program Outcome (PO) Year End Reporting Form**

In response to SACSCOC 8.2, *“The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results ...”*

Name of Program: Early Childhood Education License Transfer Track

Outcome #1: Enrollment (*unduplicated*)

Action Items from Program Review:

Item #	Action Items: <i>(Action item identified in the 2021-22 program review.)</i>	Results / Use of Results: <i>(Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2023-2025 action items table below.)</i>
1	Recruiting in high schools, childcare centers, and local childcare conferences. (Assessed by: Having potential students complete an interest card while recruiting to monitor the result of recruitment.)	Recruiting has occurred in child care centers and other related events, but not in high schools. We have modified our recruiting plan to include collaboration with the Partnership for Children, Chamber of Commerce and the Rotary Club to recruit.
2	Coordinating meetings with Anita Martin, the beginning teacher & field placement and clinical intern coordinator. (Assessed by: Tracking continued placement of Practicum students in Wayne County Public Schools.)	A system has been set in place with Anita Martin, beginning teacher and field placement/clinical intern coordinator. This has streamlined student placement in the public schools so students can start practicum work right away.

Baseline: 24 # *(Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21)*

Standard: 30 #

Target: 37 #

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2019-2020	29
2020-2021	35
2021-2022	25

All Levels

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	13	44.8%	15	42.9%	11	44.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	14	48.3%	16	45.7%	10	40.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	2	6.9%	2	5.7%	1	4.0%
Two or More Races, Female	0	0.0%	1	2.9%	2	8.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	29	100.0%	34	97.1%	24	96.0%
African American, Male	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	1	2.9%	0	0.0%
Caucasian, Male	0	0.0%	0	0.0%	1	4.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	0	0.0%	1	2.9%	1	4.0%
Total	29	100.0%	35	100.0%	25	100.0%

Ethnicity & Age Range	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	5	17.2%	5	14.3%	3	12.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	6	20.7%	10	28.6%	4	16.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	3.4%	2	5.7%	0	0.0%
Two or More Races, 18-24	0	0.0%	0	0.0%	2	8.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	12	41.4%	17	48.6%	9	36.0%
African American, 25-44	6	20.7%	7	20.0%	5	20.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	6	20.7%	7	20.0%	6	24.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	3.4%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	1	2.9%	1	4.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	13	44.8%	15	42.9%	12	48.0%
African American, 45-64	2	6.9%	3	8.6%	3	12.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	1	4.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	2	6.9%	3	8.6%	4	16.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	27	93.1%	35	100.0%	25	100.0%

Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any action plans to improve or increase program enrollment.)*

The target has not been met at this time, but that may be due to other factors, such as the negative media attention on the teaching profession. The program will continue to attend recruiting events, collaborate with other agencies such as the Chamber of Commerce, Partnership for Children and the Rotary Club to engage with potential students.

2023-2025 Action Items:

Item	Action Items <i>(What actions can be taken to increase enrollment in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Participating in agency meetings with the Chamber of Commerce, Partnership for Children, Goldsboro Rotary Club and participate in College recruiting events to recruit students to the program.	Departmentally track the number and types of recruitment activities participated in and the number of contacts made with potential students.

Outcome #2: Retention**Action Items from Program Review:**

Item #	Action Items: <i>(Action item identified in the 2021-22 program review.)</i>	Results / Use of Results: <i>(Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2023-2025 action items table below.)</i>
1	Reach out to students one-on-one regarding coursework and advise that they are in the correct classes. (Assessed by: This item will be assessed by comparing enrollment in individual classes from semester to semester.)	Advising and individualizing student plans has been successful, and students feel that this is helpful (based on feedback from students). We will be documenting these sessions in Self-Service.
2	All Early Childhood Faculty will individually reach out to students who are struggling with course work. (Assessed by: This item will be tracked by monitoring students that earn a grade of 70 or less during the semester and conducting bimonthly meetings with ECE faculty to discuss strategies for helping students.)	Faculty have been informally meeting with student who are struggling and collaborate on ways to help them. Meetings with students have increased; some meetings are held using phone calls or before/after classes.

Baseline: 26.2 % *(Average of last three years – 2018-19; 2019-20; 2020-21; program retention)*

Standard: 50 %

Target: 52 %

Fall to Fall	Retention Rate
Fall 2019 to Fall 2020	50.0%
Fall 2020 to Fall 2021	28.6%
Fall 2021 to Fall 2022	75.0%

All Levels

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender	Fall 2019 to Fall 2020		Fall 2020 to Fall 2021		Fall 2021 to Fall 2022	
	N	%	N	%	N	%
African American, Female	2	25.0%	3	50.0%	5	41.7%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	6	75.0%	3	50.0%	5	41.7%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Female	0	0.0%	0	0.0%	1	8.3%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	8	100.0%	6	100.0%	11	91.7%
African American, Male	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	0	0.0%	0	0.0%	1	8.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	0	0.0%	0	0.0%	1	8.3%
Total	8	100.0%	6	100.0%	12	100.0%

Ethnicity & Age Range	Fall 2019 to Fall 2020		Fall 2020 to Fall 2021		Fall 2021 to Fall 2022	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	1	8.3%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	1	8.3%
African American, 18-24	1	12.5%	2	33.3%	1	8.3%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	5	62.5%	1	16.7%	3	25.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	6	75.0%	3	50.0%	4	33.3%
African American, 25-44	1	12.5%	1	16.7%	2	16.7%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	1	12.5%	2	33.3%	3	25.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	2	25.0%	3	50.0%	5	41.7%
African American, 45-64	0	0.0%	0	0.0%	2	16.7%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	0	0.0%	0	0.0%	2	16.7%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	8	100.0%	6	100.0%	12	100.0%

Provide narrative for analysis of program retention data. *(Based on the data, provide a narrative of your analysis of retention. Indicate factors that may have affected your retention. State any changes you plan to make to improve retention.)*

The strategies used are beneficial to students and their retention, as shown in the increase in retention during the past year. The relationships with students and faculty have been positive and understanding of material and concepts has increased.

2023-2025 Action Items:

Item	Action Items <i>(What actions can be taken to increase program retention?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Implement in the courses time management skills and add assignment deadlines with grade deductions.	Increase in assignments completed by deadlines stated in the course syllabi, track completion with grade sheets.
2	Faculty will meet on a regular basis to discuss strategies to assist students who are struggling.	Schedule twice a month meetings with program faculty to review overall student grades to determine if strategies are working well.

Outcome #3: Completers (unduplicated by highest level of attainment)**Action Items from Program Review:**

Item #	Action Items: (Action item identified in the 2021-22 program review.)	Results / Use of Results: (Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2023-2025 action items table below.)
1	Reach out to students one-on-one regarding coursework and advise that they are in the correct classes. (Assessed by: This item will be assessed by comparing enrollment in individual classes from semester to semester.)	Advising and individualizing student plans has been successful, and students feel that this is helpful (based on feedback from students).
2	Reach out to students during registration to ensure they are registered and enrolled in the right course of study. (Assessed by: Using stop out lists to reach out to students for registration.)	The use of stop out lists and internal reports have been successful in engaging students to register.

Baseline: 2 # (Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)

Standard: 5 #

Target: 8 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2020-2021	0
2021-2022	4
2022-2023	4

All Levels

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender	2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%
African American, Female	0	-	3	75.0%	0	0.0%
American Indian/Alaskan Native, Female	0	-	0	0.0%	0	0.0%
Asian, Female	0	-	0	0.0%	0	0.0%
Caucasian, Female	0	-	1	25.0%	4	100.0%
Hawaiian/Other Pacific Islander, Female	0	-	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	-	0	0.0%	0	0.0%
Two or More Races, Female	0	-	0	0.0%	0	0.0%
Unknown, Female	0	-	0	0.0%	0	0.0%
Female Total	0	-	4	100.0%	4	100.0%
African American, Male	0	-	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	-	0	0.0%	0	0.0%
Asian, Male	0	-	0	0.0%	0	0.0%
Caucasian, Male	0	-	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	-	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	-	0	0.0%	0	0.0%
Two or More Races, Male	0	-	0	0.0%	0	0.0%
Unknown, Male	0	-	0	0.0%	0	0.0%
Male Total	0	-	0	0.0%	0	0.0%
Total	0	-	4	100.0%	4	100.0%

Ethnicity & Age Range Table	2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%
African American, Under the age of 18	0	-	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	-	0	0.0%	0	0.0%
Asian, Under the age of 18	0	-	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	-	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	-	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	-	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	-	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	-	0	0.0%	0	0.0%
Under the age of 18 Total	0	-	0	0.0%	0	0.0%
African American, 18-24	0	-	1	25.0%	0	0.0%
American Indian/Alaskan Native, 18-24	0	-	0	0.0%	0	0.0%
Asian, 18-24	0	-	0	0.0%	0	0.0%
Caucasian, 18-24	0	-	1	25.0%	2	50.0%
Hawaiian/Other Pacific Islander, 18-24	0	-	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	-	0	0.0%	0	0.0%
Two or More Races, 18-24	0	-	0	0.0%	0	0.0%
Unknown, 18-24	0	-	0	0.0%	0	0.0%
18-24 Total	0	-	2	50.0%	2	50.0%
African American, 25-44	0	-	2	50.0%	0	0.0%
American Indian/Alaskan Native, 25-44	0	-	0	0.0%	0	0.0%
Asian, 25-44	0	-	0	0.0%	0	0.0%
Caucasian, 25-44	0	-	0	0.0%	2	50.0%
Hawaiian/Other Pacific Islander, 25-44	0	-	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	-	0	0.0%	0	0.0%
Two or More Races, 25-44	0	-	0	0.0%	0	0.0%
Unknown, 25-44	0	-	0	0.0%	0	0.0%
25-44 Total	0	-	2	50.0%	2	50.0%
African American, 45-64	0	-	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	-	0	0.0%	0	0.0%
Asian, 45-64	0	-	0	0.0%	0	0.0%
Caucasian, 45-64	0	-	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	-	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	-	0	0.0%	0	0.0%
Two or More Races, 45-64	0	-	0	0.0%	0	0.0%
Unknown, 45-64	0	-	0	0.0%	0	0.0%
45-64 Total	0	-	0	0.0%	0	0.0%
African American, 65+	0	-	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	-	0	0.0%	0	0.0%
Asian, 65+	0	-	0	0.0%	0	0.0%
Caucasian, 65+	0	-	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	-	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	-	0	0.0%	0	0.0%
Two or More Races, 65+	0	-	0	0.0%	0	0.0%
Unknown, 65+	0	-	0	0.0%	0	0.0%
65+ Total	0	-	0	0.0%	0	0.0%
Total	0	-	4	100.0%	4	100.0%

Provide narrative for analysis of completers. *(Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?)*

The program began in 2018, and there were not very many enrolled students with none of them completing in 2020. There has been a slight increase, so we will continue to recruit students who want to work in NC Pre-K and Kindergarten; these programs are beginning to become more popular among early childhood educators because of the salary and benefits offered, compared to childcare centers.

2023-2025 Action Items:

Item	Action Items <i>(What actions can be taken to increase student completion in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Use student data to plan courses that better meet the needs of student schedules so that they can attend classes for the entire semester or complete courses in condensed courses.	Use of Tableau and internal tracking of course success and retention sheets.
2	Utilize phone calls and emails to remind students to apply for graduation in a timely manner. Implement reminders in the Capstone Course as well.	Document contacts with students in a spreadsheet.

Approvals

1. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Outcome Assessment when completed by the responsible program/service personnel.
2. Using DocuSign (electronic signature), appropriate Department Chair, Division Dean, Director, and/or AVP is asked to read and approve the Program/Service Outcome Assessment.

IE Acceptance / Date: Dorothy Moore 11/28/2023

Department Chair, Dean, Director, and/or AVP / Date: Janeil Marak 11/28/2023