

**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 Non-License 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	Sharing our social media page to recruit more students and posting more class activities on the page to show what is happening during class times. (Assessed by: Tracking the number of people who are viewing posts and engagement with the posts shared.)	Social media posts have increased, and information provided to students about education. This will continue to be monitored and there will be a continued increase in posts. The program will continue to work with the Marketing area to build Instagram and possibly Pinterest accounts.

Baseline: 6 # *(Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21)*

Standard: 8 #

Target: 10 #

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2019-2020	6
2020-2021	8
2021-2022	8

All Levels

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	0	0.0%	4	50.0%	3	37.5%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	1	12.5%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	4	66.7%	3	37.5%	2	25.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	2	33.3%	1	12.5%	2	25.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	6	100.0%	8	100.0%	8	100.0%
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%	0	0.0%	0	0.0%
Caucasian, Male	0	0.0%	0	0.0%	0	0.0%
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%	0	0.0%	0	0.0%
Total	6	100.0%	8	100.0%	8	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	0	0.0%	2	25.0%	1	12.5%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	1	12.5%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	3	50.0%	3	37.5%	1	12.5%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	16.7%	0	0.0%	1	12.5%
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	4	66.7%	5	62.5%	4	50.0%
African American, 25-44	0	0.0%	1	12.5%	2	25.0%
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	1	16.7%	0	0.0%	1	12.5%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	16.7%	1	12.5%	1	12.5%
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	33.3%	2	25.0%	4	50.0%
African American, 45-64	0	0.0%	1	12.5%	0	0.0%
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%	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%	1	12.5%	0	0.0%
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	6	100.0%	8	100.0%	8	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	Faculty will work with students one-on-one on coursework and advising that they are in the correct classes. (Assessed by: This item will be assessed by reviewing 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	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 meeting weekly to discuss struggling students and collaborate on ways to help them. Meetings with students have increased; some meetings are held using phone calls or before/after classes.

Baseline: 34.4 % *(Average of last three years – 2018-19; 2019-20; 2020-21; program retention)*

Standard: 40 %

Target: 45 %

Fall to Fall	Retention Rate
Fall 2019 to Fall 2020	33.3%
Fall 2020 to Fall 2021	20.0%
Fall 2021 to Fall 2022	67.0%

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	0	0.0%	0	0.0%	1	50.0%
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	1	100.0%	1	100.0%	0	0.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	1	50.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	1	100.0%	1	100.0%	2	100.0%
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%	0	0.0%	0	0.0%
Caucasian, Male	0	0.0%	0	0.0%	0	0.0%
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%	0	0.0%	0	0.0%
Total	1	100.0%	1	100.0%	2	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%	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	0	0.0%	0	0.0%	1	50.0%
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	0	0.0%	0	0.0%	0	0.0%
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	0	0.0%	0	0.0%	1	50.0%
African American, 25-44	0	0.0%	0	0.0%	0	0.0%
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	1	100.0%	1	100.0%	0	0.0%
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%	1	50.0%
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	1	100.0%	1	100.0%	1	50.0%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
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%	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%	0	0.0%
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	1	100.0%	1	100.0%	2	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.)*

Retention has significantly increased over the past 3 years. 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	Advising to ensure students remain on target to complete courses successfully. (Assessed by: Reviewing and assessing the number of completers with discussions among ECE faculty.)	Advising and individualizing student plans has been successful, and students feel that this is helpful (based on feedback from students).
2	Reaching out to students during registration to ensure they are registered and enrolled in the correct course of study. (Assessed by: By using stop out lists to follow up with students on registration completion.)	The use of stop out lists and internal reports have been successful in engaging students to register.

Baseline: 1 # (Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)

Standard: 2 #

Target: 3 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2020-2021	0
2021-2022	1
2022-2023	0

All Levels

Completers by Ethnicity, Gender, and Age

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

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	-
American Indian/Alaskan Native, Under the age of 18	0	-	0	0.0%	0	-
Asian, Under the age of 18	0	-	0	0.0%	0	-
Caucasian, Under the age of 18	0	-	0	0.0%	0	-
Hawaiian/Other Pacific Islander, Under the age of 18	0	-	0	0.0%	0	-
Hispanic/Latino, Under the age of 18	0	-	0	0.0%	0	-
Two or More Races, Under the age of 18	0	-	0	0.0%	0	-
Unknown, Under the age of 18	0	-	0	0.0%	0	-
Under the age of 18 Total	0	-	0	0.0%	0	-
African American, 18-24	0	-	1	100.0%	0	-
American Indian/Alaskan Native, 18-24	0	-	0	0.0%	0	-
Asian, 18-24	0	-	0	0.0%	0	-
Caucasian, 18-24	0	-	0	0.0%	0	-
Hawaiian/Other Pacific Islander, 18-24	0	-	0	0.0%	0	-
Hispanic/Latino, 18-24	0	-	0	0.0%	0	-
Two or More Races, 18-24	0	-	0	0.0%	0	-
Unknown, 18-24	0	-	0	0.0%	0	-
18-24 Total	0	-	1	100.0%	0	-
African American, 25-44	0	-	0	0.0%	0	-
American Indian/Alaskan Native, 25-44	0	-	0	0.0%	0	-
Asian, 25-44	0	-	0	0.0%	0	-
Caucasian, 25-44	0	-	0	0.0%	0	-
Hawaiian/Other Pacific Islander, 25-44	0	-	0	0.0%	0	-
Hispanic/Latino, 25-44	0	-	0	0.0%	0	-
Two or More Races, 25-44	0	-	0	0.0%	0	-
Unknown, 25-44	0	-	0	0.0%	0	-
25-44 Total	0	-	0	0.0%	0	-
African American, 45-64	0	-	0	0.0%	0	-
American Indian/Alaskan Native, 45-64	0	-	0	0.0%	0	-
Asian, 45-64	0	-	0	0.0%	0	-
Caucasian, 45-64	0	-	0	0.0%	0	-
Hawaiian/Other Pacific Islander, 45-64	0	-	0	0.0%	0	-
Hispanic/Latino, 45-64	0	-	0	0.0%	0	-
Two or More Races, 45-64	0	-	0	0.0%	0	-
Unknown, 45-64	0	-	0	0.0%	0	-
45-64 Total	0	-	0	0.0%	0	-
African American, 65+	0	-	0	0.0%	0	-
American Indian/Alaskan Native, 65+	0	-	0	0.0%	0	-
Asian, 65+	0	-	0	0.0%	0	-
Caucasian, 65+	0	-	0	0.0%	0	-
Hawaiian/Other Pacific Islander, 65+	0	-	0	0.0%	0	-
Hispanic/Latino, 65+	0	-	0	0.0%	0	-
Two or More Races, 65+	0	-	0	0.0%	0	-
Unknown, 65+	0	-	0	0.0%	0	-
65+ Total	0	-	0	0.0%	0	-
Total	0	-	1	100.0%	0	-

