Wayne Community College
Program Review – 2021-2022

Name of Program: Early Childhood Career Track

Section 1: Program Overview

Mission/Purpose: *As part of the review cycle, programs are asked to formally evaluate their mission/purpose statement.*

Please provide your current mission/purpose statement.

The Early Childhood Education Program of Wayne Community College aligns with the mission of the College by participating in the development of an early childhood workforce that is highly skilled and professional. As part of this process, the program seeks to:
- Assist students in developing both personal and marketable skills through lifelong learning
- Increase the global and cultural awareness of our students
- Develop partnerships with the local child care community, schools and related agencies
- Enhance the quality of life for children in Wayne County and other areas in which our graduates find employment.

Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.

We are not planning to revise the mission or purpose statement.

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best align with your program and explain why.
        Goal 1: Increase Student Access
        Goal 2: Ensure Program Excellence
        Goal 3: Improve Student Success
        Goal 4: Ensure Institutional Quality

This program aligns with goals 1-3. Students are given access through online components and course offerings that are suited to a variety of schedules and types of learners. Class offerings are rotated between online, seated and hybrid offerings, as well as daytime and evening offerings, allowing students to schedule courses that fit their needs. Employed students are eligible for scholarships through the division of Child Development and Early Education. The ECE program is nationally accredited, and the faculty are continually searching for ways to improve rigor and ensure content taught remains relevant to the field. There are four certificates that can be earned, as well as three different degree paths that students can choose from, and one course provided the NC ECE Credential with successful completion.

Associates, Diplomas, Certificates, and Pathways Offered: Please list all associates, diplomas, certificates, and pathways offered in the table below.

Program Type (Associate, Diploma, Certificate, or Pathway)	Program Title
Associate Degree	Early Childhood Education Career Track A55220CT
Associate Degree	Early Childhood Education Licensure Transfer Track A55220L
Associate Degree	Early Childhood Education Non-Licensure Transfer Track A55220 NL
Certificate	Early Childhood Administrator's Certificate C55220A
Certificate	Early Childhood Certificate C55220B
Certificate	Early Childhood Special Needs Certificate C55220C
Certificate	Infant/Toddler Care Certificate C55290

Activities to ensure program is current (2019-20; 2020-21; 2021-22 – Academic Year, Fall, Spring, Summer)
List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
None	

Provide an overview of the significance of the program changes and improvements that occurred over the past three years. *(What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, program degrees, certificates, diplomas, and/or delivery methods?)*

During Covid, many courses were offered online. Since we've returned to campus, several courses have remained as an online offering, but the program is now offering many hybrid courses that are offered during the daytime, evening and lunchtimes to accommodate the needs of our growing population of part-time working students.

Advisory Committee: dates, summary of minutes, activities (2019-20; 2020-21; 2021-22 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2019-2020	12/22/19; 7/6/20	English Pre-requisites going away for ECE courses; Self-Study completed; Accreditation visit postponed
2020-2021	9/28/20;3/10/21	AATP and ASTP Teacher Tracks being added to College Transfer; Accreditation Visit was Virtual; Child Care Center received funds for Bonus' for Staff
2021-2022	10/20/21; 3/23/22	Introduction of new faculty, Accreditation with Conditions

(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)

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Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance. *(Based on advisory committee suggestions, environmental scans, industry demands, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the industry and/or community? What resources might your program need?*

Currently, there is a need for more bachelor's degrees because of the teacher shortage current in childcare and in elementary schools. Our program is responding by providing classes that are convenient to students in their work schedule.

Section 2: Program Outcomes

Outcome #1: Enrollment *(unduplicated)*

Baseline: **97** # (*Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21*)
Standard: _98___ #
Target: _100___ #

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2018-2019	112
2019-2020	91
2020-2021	88

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Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Female	49	43.8%	42	46.2%	45	51.1%
American Indian/Alaskan Native, Female	1	0.9%	1	1.1%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	48	42.9%	32	35.2%	25	28.4%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	8	7.1%	10	11.0%	16	18.2%
Two or More Races, Female	1	0.9%	3	3.3%	1	1.1%
Unknown, Female	1	0.9%	0	0.0%	1	1.1%
Female Total	108	96.4%	88	96.7%	88	100.0%
African American, Male	1	0.9%	1	1.1%	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	3	2.7%	2	2.2%	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	4	3.6%	3	3.3%	0	0.0%
Total	112	100.0%	91	100.0%	88	100.0%

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Ethnicity & Age Range	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Under the age of 18	1	0.9%	2	2.2%	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	2	1.8%	1	1.1%	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	3	2.7%	3	3.3%	0	0.0%
African American, 18-24	19	17.0%	7	7.7%	11	12.5%
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	23	20.5%	12	13.2%	11	12.5%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	4	3.6%	4	4.4%	8	9.1%
Two or More Races, 18-24	1	0.9%	3	3.3%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	1	1.1%
18-24 Total	47	42.0%	26	28.6%	31	35.2%
African American, 25-44	21	18.8%	20	22.0%	22	25.0%
American Indian/Alaskan Native, 25-44	1	0.9%	1	1.1%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	20	17.9%	16	17.6%	10	11.4%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	2	1.8%	3	3.3%	5	5.7%
Two or More Races, 25-44	0	0.0%	0	0.0%	1	1.1%
Unknown, 25-44	1	0.9%	0	0.0%	0	0.0%
25-44 Total	45	40.2%	40	44.0%	38	43.2%
African American, 45-64	9	8.0%	13	14.3%	10	11.4%
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	6	5.4%	5	5.5%	4	4.5%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	1	0.9%	2	2.2%	1	1.1%
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	16	14.3%	20	22.0%	15	17.0%
African American, 65+	0	0.0%	1	1.1%	2	2.3%
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+	1	0.9%	1	1.1%	2	2.3%
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	1	0.9%	2	2.2%	4	4.5%
Total	112	100.0%	91	100.0%	88	100.0%

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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.)*

We have seen a decline in enrollment over the past two years due to Covid. We've also seen a trend in higher salaries for employees in fields other than early childhood due to incentives for an increase in the workforce in other service fields. As a department, we will continue to increase program enrollment by recruiting in high schools, childcare centers, and local childcare conferences such as the Partnership of Children Wayne County's annual early childhood conference. We will also inform our students of other jobs that they can hold with a child development degree other than teaching.

Identify Enrollment Action Items

Item	Action Items *(What actions can be taken to increase enrollment in your program?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Recruiting in high schools, child care centers and local childcare conferences when possible.	Completion of interest cards by potential students.
2	Increase contact on social media pages to engage potential students.	Track the number of people viewing posts and engagement with the social media pages.

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Outcome #2: Retention

Baseline: **53.7** % (*Average of last three years – 2018-19; 2019-20; 2020-21; program retention*)
Standard: _55__ %
Target: **57_** %

Year	Program Retention Rate
2018-2019	46.6%
2019-2020	55.2%
2020-2021	59.4%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender	Fall 2018 to Fall 2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	N	%	N	%	N	%
African American, Female	17	41.5%	18	48.6%	21	55.3%
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	18	43.9%	13	35.1%	13	34.2%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	3	7.3%	5	13.5%	4	10.5%
Two or More Races, Female	1	2.4%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	39	95.1%	36	97.3%	38	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	2	4.9%	1	2.7%	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	2	4.9%	1	2.7%	0	0.0%
Total	41	100.0%	37	100.0%	38	100.0%

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Ethnicity & Age Range	Fall 2018 to Fall 2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	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	1	2.4%	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	1	2.4%	0	0.0%	0	0.0%
African American, 18-24	6	14.6%	3	8.1%	4	10.5%
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	7	17.1%	4	10.8%	3	7.9%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	2.4%	3	8.1%	3	7.9%
Two or More Races, 18-24	1	2.4%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	15	36.6%	10	27.0%	10	26.3%
African American, 25-44	7	17.1%	9	24.3%	10	26.3%
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	10	24.4%	8	21.6%	8	21.1%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	2.4%	1	2.7%	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	18	43.9%	18	48.6%	18	47.4%
African American, 45-64	4	9.8%	6	16.2%	6	15.8%
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	2	4.9%	2	5.4%	2	5.3%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	1	2.4%	1	2.7%	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	7	17.1%	9	24.3%	8	21.1%
African American, 65+	0	0.0%	0	0.0%	1	2.6%
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%	1	2.6%
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%	2	5.3%
Total	41	100.0%	37	100.0%	38	100.0%

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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.)*

Despite covid, our retention in this program has risen. We believe it is due to the group of students in this cohort and their dedication to completion during trying times. For students who do not wish to transfer to a four-year college or university, the students in the track are interested in completing a degree quickly to get into the workforce as soon as possible.

Identify Retention Action Items

Item	Action Items *(What actions can be taken to increase program retention?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Advise students to ensure they follow up on registration.	Utilize retention reports and stop-out lists to monitor registration and completion rates.
2		

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Outcome #3: Completers *(unduplicated) (Degree level, highest level of attainment)*

Baseline: **46** # (*Average of total completers for the last three years – 2019-20; 2020-21; 2021-22*)
Standard: __50__ #
Target: _55___ #

Number of Completers (*unduplicated*) – Graduation Year – Summer, Fall, Spring	
Graduation Year	**Total Completers**
2019-2020	44
2020-2021	53
2021-2022	40

Completers by Ethnicity, Gender, and Age

	2019-2020		2020-2021		2021-2022	
Ethnicity & Gender	N	%	N	%	N	%
African American, Female	18	40.9%	26	49.1%	18	45.0%
American Indian/Alaskan Native, Female	1	2.3%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	17	38.6%	20	37.7%	15	37.5%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	5	11.4%	6	11.3%	4	10.0%
Two or More Races, Female	1	2.3%	0	0.0%	1	2.5%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	42	95.5%	52	98.1%	38	95.0%
African American, Male	0	0.0%	0	0.0%	1	2.5%
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	2	4.5%	1	1.9%	1	2.5%
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	2	4.5%	1	1.9%	2	5.0%
Total	44	100.0%	53	100.0%	40	100.0%

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Ethnicity & Age Range Table	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	3	6.8%	5	9.4%	5	12.5%
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	7	15.9%	8	15.1%	4	10.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	2	4.5%	4	7.5%	2	5.0%
Two or More Races, 18-24	1	2.3%	0	0.0%	1	2.5%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	13	29.5%	17	32.1%	12	30.0%
African American, 25-44	8	18.2%	14	26.4%	8	20.0%
American Indian/Alaskan Native, 25-44	1	2.3%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	11	25.0%	12	22.6%	10	25.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	2	4.5%	1	1.9%	2	5.0%
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	22	50.0%	27	50.9%	20	50.0%
African American, 45-64	6	13.6%	6	11.3%	4	10.0%
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	1	2.3%	1	1.9%	2	5.0%
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	7	15.9%	7	13.2%	6	15.0%
African American, 65+	1	2.3%	1	1.9%	2	5.0%
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+	1	2.3%	1	1.9%	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	2	4.5%	2	3.8%	2	5.0%
Total	44	100.0%	53	100.0%	40	100.0%

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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?)*

Over the past few years, faculty have encouraged students to register for courses that will complete the associate degree, and certificates, and apply for certificates as they complete the coursework. Students have paid heed to this and have followed through with completion and graduation. This can sometimes skew the numbers, but it does give them credit for completion.

Identify Completer Action Items

Item	Action Items *(What actions can be taken to increase student completion in your program?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Remind students via phone calls and emails to apply for graduation in a timely manner.	Compare eligibility for graduation with the application completion, using a spreadsheet.
2		

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Section 3: Other Assessments

Do you use other methods of assessment to evaluate the effectiveness of your program, *to include surveys, self-assessments, student licensure/certification, or third-party credentials? If so, please explain how information collected from the(se) assessments can be used to improve the program.)*

ECE is nationally accredited and conducts a 5-year self-study and annual reports to the National Association for the Education of Young Children (NAEYC). The NAEYC Accreditation process requires us to evaluate the data we collect on Key Assessments along with Program Learning Outcomes for the identified courses and assignments.

Planning Objectives (2019-20; 2020-21; 2021-22 – Fiscal Year, July 1-June 30)
Provide a summary of planning objectives submitted for the last three years, including the use of results of the planning objectives in the table provided.

Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2019-20	New Furniture for classrooms (Child Care Center)	Awaiting receipt. Unable to assess objective due to COVID campus shut-down, stay-at-home orders. Carry forward to the 2020-21 Plan to report assessment. 2020-21 Status Report: All items were purchased and placed in classrooms. There were a couple of shelving units that were not purchased because they were out of stock, but not purchased elsewhere. Once the other furniture was placed in the classrooms and other furniture moved around, it was found that the rearrangement was sufficient to meet our needs. 2020-21 Use of Results / Assessment: The children now have equipment that meets the safety requirements of the Division of Child Development and Early Education.
2020-21	No planning objectives submitted.	Not applicable.
2021-22	No planning objectives submitted.	Not applicable.

What planning objectives (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Justify the need.

None

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What positions (faculty and/or staff) do you anticipate needing over the next three years? Justify the need.

We need more part-time staff for the childcare center to allow our lead teachers to mentor student teachers and students that are observing. More part-time staff will allow our lead teachers more planning time and more time to collaborate with early childhood faculty. The collaboration between the lead childcare center teachers, assistant teachers and director with early childhood faculty allows students to see practical application of what they have been learning.

Provide narrative for your program facility needs over the next three years. If facilities are adequate, please confirm.

We need to add at least one more classroom in our Childcare center to apply for NC Pre-K. Having an NC Pre-K classroom in our childcare center would provide students with the opportunity to work with children from different socioeconomic backgrounds and different abilities.

Provide narrative for academic / student support services needs over the next three years. *(Are services adequate for your program/service?)*

Services are adequate for our program.

Provide narrative for analysis of the program's / discipline's strengths, weaknesses, and opportunities.

The program's strengths are that faculty are fully invested in students and provide support to each other. The faculty communicate regularly with each other so that they can support all students; this is especially important for students   who are in multiple courses with different instructors. The Early Childhood Education program has an excellent rapport with childcare programs across the county and the Partnership for Children. In addition to local partnerships, the Early Childhood faculty collaborates with other ECE faculty from other community colleges. Over the past year, the early childhood education program has begun to collaborate with WAGES, with specific emphasis on Early Head Start and Head Start. This collaboration has brought more students to the Early Childhood Program.

The weaknesses of the program are data collection and consistency in using rubrics in all courses. Over the past year, we have updated our rubrics to be consistent with NAEYC standards, but we are still working to improve their consistency across courses.

Opportunities for the program are to strengthen collaboration with Wayne County Public Schools and Wages. Building these partnerships will help the whole community and increase enrollment and completion in the Early Childhood Education Program Licensure Transfer Track.

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Review prepared and submitted by: *(Please list name(s) and titles)*

Jodi Baker, Department Chair, Public Services
Amber Hogg, ECE Faculty

Approvals

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

IE Acceptance / Date: _____Dorothy Moore_____ 11/22/2022

Dean, Director, or AVP / Date: _____Janeil Marak_____ 11/28/2022

Administrator Approval / Date: _____Dr. Brandon M. Jenkins_____ 1/13/2023

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