

Wayne Community College Program Review – 2024-2025

Name of Program: Early Childhood Education-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.

Provide narrative for the analysis of the mission/purpose statement. *(Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.)*

The Program would like to maintain the current mission/purpose statement but make one slight adjustment to the third bullet listed. The minor change is listed below:

- Assist students in developing both personal and marketable skills through lifelong learning
- Increase the global and cultural awareness of our students
- Develop *and maintain* 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.

The purpose of this change is to maintain our partnerships in the community as we continue to develop new partnerships. The program is well connected to the local community and has added the Wayne County Public Library and the Wayne Pregnancy Center as new partners in the past two years. We strive to maintain all our positive relationships with the local community.

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.

- 1) **Increase Student Access:** Develop policies and practices that provide increased opportunities and remove barriers for all students to enter into and successfully proceed through training programs or post-secondary education.
- 2) **Ensure Program Excellence:** Develop and implement effective training and academic opportunities responsive to the needs of our community and industry partners.
- 3) **Improve Student Success:** Prepare students to thrive in today's global economy by increasing the number of students leaving with workforce ready credentials, skills, and/or university transfer pathways.

- 4) **Ensure Institutional Quality:** Engage in organized, strategic, and data-informed planning to continually improve relevance and quality in all college administrative, students, and support services to ensure that the college's vision, mission and goals will be achieved.

The Early Childhood Program's mission is strongly aligned with Wayne Community College's institutional goals. By emphasizing lifelong learning, marketable skills, and cultural awareness, the program directly supports **Goal 3: Improve Student Success**, ensuring that graduates are workforce-ready and prepared for transfer opportunities. The program's commitment to building partnerships with local schools, child care centers, and agencies fulfills

Goal 2: Ensure Program Excellence by keeping training responsive to community and industry needs. Additionally, these partnerships help expand educational opportunities, which advances

Goal 1: Increase Student Access. Finally, by focusing on improving the quality of life for children and families, the program supports

Goal 4: Ensure Institutional Quality, contributing to the college's broader mission of serving the community with relevance and impact.

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
C55220A	Early Childhood Administrator Certificate
C55220B	Early Childhood Certificate
C55220C	Early Childhood Special Needs Certificate
C55290	Infant Toddler Certificate
C55860	Preschool Certificate
A55220	Early Childhood Education Career Track

Activities to ensure program is current (2022-23; 2023-24; 2024-25 – Academic Year, Fall, Spring, Summer)

List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
Workforce Certificate Added	2022-2023 Added
Workforce Certificate Deleted	2023-2024 Deleted; not stackable with Degree
Preschool Certificate Added	2024-2025 Added new certificate

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?)

A Workforce Certificate was added to the ECE Program in 2023, but after exploring further options with the Systems Office, we discovered that the Certificate was not stackable with the Degree and would not truly meet the needs of the community. Therefore, the certificate was deleted from the program the following year. A Preschool Certificate was added in its place and several students have already graduated with the certificate and find that it is more beneficial in their work with children.

Advisory Committee: dates, summary of minutes, activities (2022-23; 2023-24; 2024-25 – Academic Year –

Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities	
2022-2023	2022-2023	10/13/2022; 3/15/2023	3/23 Recommendation to withdraw from National Accreditation
2023-2024	2023-2024	10/18/2023; 3/27/2024	EPP Program approved and implemented; LTRS Training upcoming
2024-2025	2024-2025	10/16/2024; 3/19/2025	Vote to continue two advisory meetings per year; continue with current course offering schedule

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

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?)*

Based on feedback from employers and the Advisory Committee, the program is addressing many of the emerging needs in the early childhood education field, though significant challenges remain. The greatest trend identified through environmental scans and industry input is the critical shortage of qualified early childhood teachers. Employers consistently note that demand for teachers far outweighs the supply, making recruitment and retention a pressing issue. While the program is producing skilled graduates, the larger workforce gap persists, primarily due to low compensation in childcare and early education settings. Many students choose to transition into K–12 school systems or other fields that offer comparable educational requirements but significantly higher salaries and benefits.

To respond, the program continues to recruit new students, strengthen community partnerships, and advocate for the importance of high-quality childcare. Advisory Committee members have also suggested increased emphasis on leadership development, trauma-informed care, and inclusive practices, reflecting evolving expectations in the field. The program has incorporated these recommendations through curriculum updates and professional development opportunities for both faculty and students.

To maintain program relevance and better meet community needs, additional resources are essential. These include enhanced funding for student scholarships to attract and retain candidates, support for faculty development in emerging practices, and expanded access to practicum sites that expose students to diverse program models. Increased collaboration with employers to explore apprenticeship pathways and tuition reimbursement opportunities would also strengthen the pipeline of early childhood educators.

Overall, while the program is actively responding to employer and community needs, continued investment in resources, partnerships, and advocacy is necessary to ensure that the program can keep pace with the growing demand for qualified early childhood professionals.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 94 # (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)

Standard: 95 #

Target: 96 #

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	90
2022-2023	101
2023-2024	90

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	40	44.4%	43	42.6%	40	44.4%
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	32	35.6%	40	39.6%	34	37.8%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	14	15.6%	15	14.9%	13	14.4%
Two or More Races, Female	2	2.2%	1	1.0%	1	1.1%
Unknown, Female	1	1.1%	0	0.0%	1	1.1%
Female Total	89	98.9%	99	98.0%	89	98.9%
African American, Male	1	1.1%	1	1.0%	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%	1	1.0%	1	1.1%
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	1	1.1%	2	2.0%	1	1.1%
Total	90	100.0%	101	100.0%	90	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Under the age of 18	1	1.1%	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	1	1.1%	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	2	2.2%	0	0.0%	0	0.0%
African American, 18-24	13	14.4%	17	16.8%	12	13.3%
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	12	13.3%	15	14.9%	14	15.6%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	7	7.8%	6	5.9%	6	6.7%
Two or More Races, 18-24	2	2.2%	1	1.0%	0	0.0%
Unknown, 18-24	1	1.1%	0	0.0%	0	0.0%
18-24 Total	35	38.9%	39	38.6%	32	35.6%
African American, 25-44	13	14.4%	15	14.9%	17	18.9%
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	15	16.7%	21	20.8%	15	16.7%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	5	5.6%	7	6.9%	5	5.6%
Two or More Races, 25-44	0	0.0%	0	0.0%	1	1.1%
Unknown, 25-44	0	0.0%	0	0.0%	1	1.1%
25-44 Total	33	36.7%	43	42.6%	39	43.3%
African American, 45-64	13	14.4%	9	8.9%	10	11.1%
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	5	5.6%	5	5.0%	5	5.6%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	1	1.1%	1	1.0%	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	19	21.1%	15	14.9%	16	17.8%
African American, 65+	1	1.1%	3	3.0%	1	1.1%
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%	1	1.1%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	1	1.0%	1	1.1%
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	1.1%	4	4.0%	3	3.3%
Total	90	100.0%	101	100.0%	90	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.)*

Program enrollment has remained steady over the past three years, with a temporary increase of 11 students in 2022–2023 due to returning students completing their degrees. Overall, enrollment is challenged by low wages in the early childhood field, which can discourage new students despite high workforce demand. To address this, the program is strengthening recruitment through community and school partnerships, expanding flexible course options, and collaborating with employers on potential supports such as scholarships and tuition assistance. These actions are designed to stabilize and grow enrollment in alignment with industry needs.

2025-2026 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	Expand flexible course options for students to accommodate the schedules of all potential students.	Measure course completion rates and review enrollment trends of course offering formats using a spreadsheet.
2	Engage with centers and schools to possibly implement apprenticeships to assist with tuition assistance and employment.	Add at least one apprenticeship program to Wayne County for students to participate in.

Outcome #2: Retention

Baseline: 55 % (Average of last three years – 2021-22; 2022-23; 2023-24; program retention)

Standard: 57 %

Target: 62 %

Year	Program Retention Rate
Fall 2021 to Fall 2022	61.0%
Fall 2022 to Fall 2023	45.1%
Fall 2023 to Fall 2024	59.3%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Female	17	47.2%	9	28.1%	7	21.9%
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	15	41.7%	15	46.9%	15	46.9%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	3	8.3%	8	25.0%	9	28.1%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	1	3.1%
Female Total	35	97.2%	32	100.0%	32	100.0%
African American, Male	1	2.8%	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	1	2.8%	0	0.0%	0	0.0%
Total	36	100.0%	32	100.0%	32	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	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	13.9%	3	9.4%	2	6.3%
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	6	16.7%	5	15.6%	6	18.8%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	2	5.6%	3	9.4%	4	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	13	36.1%	11	34.4%	12	37.5%
African American, 25-44	5	13.9%	3	9.4%	4	12.5%
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	7	19.4%	8	25.0%	5	15.6%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	3	9.4%	3	9.4%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	1	3.1%
25-44 Total	12	33.3%	14	43.8%	13	40.6%
African American, 45-64	7	19.4%	2	6.3%	1	3.1%
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	5.6%	2	6.3%	4	12.5%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	1	2.8%	1	3.1%	1	3.1%
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	10	27.8%	5	15.6%	6	18.8%
African American, 65+	1	2.8%	1	3.1%	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%	1	3.1%	1	3.1%
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	2.8%	2	6.3%	1	3.1%
Total	36	100.0%	32	100.0%	32	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.)*

Over the past three years, program retention in the Early Childhood Education program has fluctuated moderately. Retention declined between Fall 2021 and Fall 2022 but rebounded the following year, suggesting that the decrease may have been influenced by temporary factors rather than long-term trends.

Several factors may have contributed to these variations. Many students in the program are part-time and balance coursework with employment, family responsibilities, and, in some cases, multiple part-time jobs. Additionally, a number of students are employed in childcare settings that experience high staff turnover and scheduling challenges, which can affect their ability to persist from semester to semester. The transition to more in-person course offerings following the pandemic may also have impacted students who had become accustomed to the flexibility of online learning.

To improve retention, the program will continue implementing and strengthening several strategies:

- **Increased advising and communication:** Faculty will maintain regular contact with students throughout the semester and during registration periods to encourage early planning and course enrollment.
- **Flexible course options:** Continued use of hybrid and online formats will help meet the needs of working students.
- **Career connections and relevance:** Incorporating more career-readiness and practicum-based experiences will help students see the direct link between coursework and professional advancement.
- **Community partnerships:** Collaboration with local childcare centers and agencies will provide students with consistent field experiences and support systems that promote program completion.

The overall upward trend is encouraging and indicates that these strategies are beginning to have a positive effect. Continued attention to student support, scheduling flexibility, and advising will remain key priorities for improving long-term retention.

2025-2026 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	Provide targeted help for challenging courses utilizing the Academic Skills Center, advising from Achievement Coaches, faculty tutoring and possibly peer tutoring.	Monitor retention rates from year to year and course success rates using spreadsheets.
2		

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

Baseline: 34 # (*Average of total completers for the last three years – 2022-23; 2023-24; 2024-25*)

Standard: 38 #

Target: 42 #

Number of Completers (<i>unduplicated</i>) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2022-2023	38
2023-2024	24
2024-2025	40

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Female	11	28.9%	6	25.0%	13	32.5%
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	47.4%	12	50.0%	17	42.5%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	7	18.4%	5	20.8%	9	22.5%
Two or More Races, Female	1	2.6%	0	0.0%	1	2.5%
Unknown, Female	0	0.0%	1	4.2%	0	0.0%
Female Total	37	97.4%	24	100.0%	40	100.0%
African American, Male	1	2.6%	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	1	2.6%	0	0.0%	0	0.0%
Total	38	100.0%	24	100.0%	40	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range Table	2022-2023		2023-2024		2024-2025	
	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	7.9%	1	4.2%	4	10.0%
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	15.8%	4	16.7%	4	10.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	2	5.3%	3	12.5%	5	12.5%
Two or More Races, 18-24	1	2.6%	0	0.0%	1	2.5%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	12	31.6%	8	33.3%	14	35.0%
African American, 25-44	5	13.2%	3	12.5%	4	10.0%
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	10	26.3%	7	29.2%	10	25.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	5	13.2%	1	4.2%	3	7.5%
Two or More Races, 25-44	0	0.0%	1	4.2%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	20	52.6%	12	50.0%	17	42.5%
African American, 45-64	3	7.9%	2	8.3%	5	12.5%
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	5.3%	1	4.2%	3	7.5%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	1	4.2%	1	2.5%
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	5	13.2%	4	16.7%	9	22.5%
African American, 65+	1	2.6%	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	1	2.6%	0	0.0%	0	0.0%
Total	38	100.0%	24	100.0%	40	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?)*

Over the past three academic years, the number of program completers in the Early Childhood Education program has fluctuated, ranging from **24 to 40 graduates per year**. The decrease in completers during 2023–2024 may reflect several influencing factors, including scheduling challenges for students who work full time in child care settings, increased turnover in the early education workforce, and the lingering effects of post-pandemic adjustments. Many students in the program enroll part-time, which can extend their time to completion and impact annual graduation numbers.

The **increase in 2024–2025 to 40 completers** is an encouraging sign that recent retention and advising strategies are beginning to have a positive impact. Efforts such as consistent faculty advising, clearer course sequencing, expanded online and hybrid course options, and strengthened partnerships with local child care centers have contributed to improved student persistence and program completion.

To continue building on this progress, the program will:

- Maintain proactive communication and advising to help students stay on track for graduation.
- Continue offering flexible course schedules that accommodate working students.
- Expand outreach and professional development connections to highlight career advancement opportunities in early childhood education.
- When advising students, planning several semesters ahead will help them track what's ahead to keep them focused on a plan for graduation.

Overall, the data show positive movement toward program goals and indicate that ongoing student support and course delivery flexibility are key to sustaining growth in completion rates.

2025-2026 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	Highlight connections between coursework and career advancement (e.g., wage increases for higher credentials) and partner with local child care centers and agencies to help students see the value of completing their degree for job opportunities or promotions.	Monitor the completers of the program and those that return after stopping out. Use surveys and reflection questions in practicum courses.
2	Investigate Apprenticeships for students in the ECE Field so that they can work, study and earn money while learning.	Monitor the addition of the apprenticeship program and its benefits to students.

Outcome #4: Budget FTE (Official Budget FTE by Academic Program – Across Budget FTE Semesters Dashboard; all levels)

Baseline: 39 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)

Standard: 42 #

Target: 45 #

Budget FTE Year	Budget FTE
2022-2023	43.359
2023-2024	31.872
2024-2025	44.320

All Levels

Provide narrative for analysis of program budget full-time equivalent (BFTF) *(The number of full-time equivalent (FTE) student for which colleges are funded through State funding formulas. An amount of instruction that equates to an annual FTE student; one curriculum FTE equals 512 student hours.) (Based on the data, provide a narrative of your analysis of program budget FTE. Indicate factors that may have affected your budget FTE. How might you increase FTE in your program?)*

Over the past three academic years, the Early Childhood Education program’s FTE has fluctuated. This variation reflects typical enrollment patterns influenced by student demographics, workforce demands, and external factors affecting the early childhood education field.

The decline in 2023–2024 likely stemmed from several factors, including high turnover and staffing shortages in local childcare centers, which limited the ability of working students to maintain full course loads. Additionally, increased financial pressures and competing responsibilities may have caused some students to temporarily reduce their enrollment.

The strong rebound in 2024–2025 suggests that program outreach, advising, and flexible course delivery options are helping re-engage students. Continued partnerships with community agencies and child care providers, along with the addition of hybrid and online course formats, have made it easier for students to balance work and academic commitments.

To sustain and increase FTE moving forward, the program will focus on:

- Continuing outreach to high school CTE programs, community partners, childcare centers and military-affiliated families.
- Continue retention-focused strategies, such as regular student advising, clear course sequencing, and early intervention for at-risk students.
- Increase career awareness activities, highlighting the growing demand for qualified early educators and the pathways available through WCC’s ECE program.

These combined efforts aim to stabilize and gradually grow FTE, supporting both program vitality and the local workforce demand for skilled early childhood professionals.

2025-2026 Action Items:

Item	Action Items (<i>What actions can be taken to increase budget FTE in your program?</i>)	Assessment of Action Items (<i>How will you assess the results of action items?</i>)
1	Continue outreach efforts with CTE Programs and local child care agencies.	Monitor the number of CTE students who enroll in the program or enrolled after working in child care centers.
2	Continue retention focused strategies, such as regular advising, clear timelines for planned courses and early intervention for struggling students.	Monitor the number of students advised, build timelines with students and monitor progress and how many students received early intervention.

Outcome #5: Career Development (COOP-Final WBL-110 Grade Rosters and WCC's Final Headcount Datasets)

According to the Office of Institutional Effectiveness, the program did not offer WBL-110 for academic years 2021-2024.

Academic Year	Enrolled	Completed
2021-2022	0	0
2022-2023	0	0
2023-2024	0	0

All Levels

WCC's Quality Enhancement Plan, addresses career development in Goal 3: "The college will implement integrated career development within their academic programs."; Action Item #3: "All CTE programs will implement a career development related Program Outcome."

Provide narrative for analysis of WBL-110 completers and report on how your program can increase or expand the focus on career development. (Based on the data, provide a narrative of your analysis of WBL completions. Indicate factors that may have affected your completions. If your program does not offer WBL-110, explain why not and how you can increase or expand the focus on career development.)

Although the Early Childhood Career Track does not offer WBL-110 (Work-Based Learning), it provides two comprehensive Practicum courses that place a strong emphasis on hands-on experience in the field. These Practicum courses require students to actively work in early childhood settings, giving them direct exposure to the day-to-day responsibilities of professionals in the field. This real-world experience is a key component of their preparation for entering the workforce.

In addition to fieldwork, the associated coursework is strategically designed to support career readiness. Students engage in activities that develop essential job skills, including workplace professionalism, effective communication, and ethical practices. The curriculum also includes modules on resume writing, interviewing techniques, and the creation of a professional portfolio—an invaluable resource that students can use when applying for jobs or internships.

Faculty play an active role in career development by conducting site visits where they not only assess student performance but also connect with local professionals and potential students. These visits help promote the program, foster industry relationships, and encourage others to enhance their own workplace skills through education.

Beyond the Practicum, several other courses within the Early Childhood program incorporate career development objectives. Students are frequently assigned projects that require them to research current trends, best practices, and emerging issues in the field of early childhood education. Many assignments also involve interacting with professionals outside the classroom, providing opportunities for networking and deeper industry insight.

Overall, the Early Childhood Career Track integrates both academic learning and practical experience to ensure students are well-equipped with the knowledge, skills, and professional tools necessary to succeed in the workforce.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase or expand the focus on career development. i.e. presentations in classes; development of professional development modules; or other ways the program can implement the focus in their programs.)	Assessment of Action Items (How will you assess the results of action items?)
1	Incorporate career readiness assignments—such as résumé building, cover letter writing, and mock interviews—into required courses.	Collect and review résumés, cover letters, and mock interview rubrics as part of course assessments.
2		

Section 3: Other Assessments

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

The program uses self-assessments to evaluate the program, as well as employer surveys and interviews to determine the success of the program. We also utilize the Advisory Board to determine if there are areas, we need to improve in. With the feedback we receive and self-assessment, we meet as a department to incorporate the changes throughout various courses that are taught in the program.

Planning Objectives (2022-23; 2024-25 – Fiscal Year, July 1-June 30)

Provide a summary of planning objectives submitted for the last two planning cycles, 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
2022-23	No planning objectives submitted.	Not applicable.
2024-25	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

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

None

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

None

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

None

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

Strengths:

The Early Childhood Education program offers a clearly structured curriculum aligned with state competencies and industry expectations. Courses are offered in multiple formats (online, hybrid, and face-to-face) to support accessibility for a diverse student population. Strong partnerships with local child care centers, NC Pre-K sites, and community agencies provide valuable practicum placements and real-world learning experiences. Faculty maintain high levels of expertise and remain actively engaged in professional development, ensuring course content is current and relevant. The program consistently supports student success through individualized advising, established transfer pathways, and strong relationships with community partners.

Weaknesses:

Enrollment has fluctuated over the past several years due to external factors such as workforce shortages, low wages in the early childhood field, and competition for students among training initiatives outside the community college system. Some students struggle with academic preparedness and time management, especially those returning to school after long absences or balancing employment and family responsibilities. The program also faces challenges recruiting qualified adjunct instructors in a competitive labor market. Limited availability of quality lab school placements can constrain opportunities for timely practicum scheduling.

Opportunities:

There is growing statewide and national emphasis on early childhood workforce development, creating new opportunities for enrollment growth, employer partnerships, and program visibility. Continued outreach to high schools, CTE programs, and military-connected families can expand access and support stronger pipelines into the program. Strengthening collaboration with local agencies and early learning centers can increase practicum capacity and workforce alignment. Expanding career-readiness embedded in coursework—such as résumé development, mock interviews, and portfolio-building—can further prepare students for employment. Emerging grant opportunities and statewide initiatives may support student financial assistance, professional development, and program innovation.

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

Jodi Baker, Department Chair, Public Services

Approvals

1. The program/service faculty/staff conducting the Review must notify their appropriate Division Dean, Director, or AVP to let them know their Review is ready for review and feedback.
2. The appropriate Division Dean, Director, or AVP is asked to read the Review from the IE SharePoint directory and provide feedback and/or suggested improvements to the faculty/staff conducting the Review.
3. Once the Review has been reviewed by the Division Dean, Director, or AVP, it is their responsibility to contact IE to inform them that the Review is ready for IE’s review.
4. 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. IE will upload the Review and will send it to the appropriate Division Dean, Director, or AVP, and Vice President/Associate Vice President for their signatures.

IE Acceptance / Date: Dorothy Moore 11/20/2025

Dean, Director, or AVP / Date: Janeil Marak 11/24/2025

Administrator Approval / Date: Dr. Emie White 11/24/2025