

Wayne Community College Program Review – 2024-2025

Name of Program: Early Childhood Education-Licensure 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 for 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:** The Early Childhood Education program aligns with this goal by providing multiple pathways for students to enter the ECE workforce and pursue higher education. The program offers flexible online, hybrid, and in-person course options; multiple start points throughout the year; and stackable certificate, diploma, and degree pathways that reduce barriers to entry. The program also actively partners with local high schools, NC Pre-K sites, and community agencies to increase awareness of career opportunities and create smoother transitions into the program.
- 2) **Ensure Program Excellence:** The program supports this goal through continuous alignment with state standards, DCDEE licensing expectations, and workforce needs identified by local childcare partners. Faculty maintain professional credentials and stay current on best practices in child development, curriculum, observation/assessment, and program administration. Advisory committee feedback, employer input, and

state-level changes (such as early childhood workforce initiatives) shape program improvements.

- 3) **Improve Student Success:** The ECE program advances this goal by preparing students with the credentials, competencies, and professional behaviors needed to be workforce-ready upon graduation. Students master foundational content such as child development, health/safety, curriculum planning, and family engagement, while also completing supervised practicum experiences that build real-world skills. Career readiness is integrated throughout the program through portfolio development, reflective practice, résumé building, and exposure to community partners who may become future employers.
- 4) **Ensure Institutional Quality:** The program aligns with this goal through systematic evaluation and data-informed decision-making. Annual program review, licensure and accreditation updates, advisory committee input, student learning outcome assessments, and employer feedback all guide continuous improvement. Curriculum revisions reflect emerging needs in the field, labor-market data, and community partner requests.

Goal 1- Increase Student Access: These efforts directly support the College's commitment to expanding opportunities and ensuring all students—regardless of background or circumstance—have accessible routes to education and training.

Goal 2-Ensure Program Excellence: By offering rigorous, high-quality instruction and hands-on practicum experiences in licensed centers, the program ensures graduates meet industry expectations and uphold the College's commitment to academic and training excellence.

Goal 3-Improve Student Success: These intentional supports increase credential completion, employment outcomes, and successful transfer for those who pursue university pathways, directly contributing to improved student success.

Goal 4- Ensure Institutional Quality:

These processes ensure program relevance, maintain compliance with state and national standards, and support the College's broader commitment to quality in academic programs and student services.

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
Certificate	C55220A Early Childhood Administrator Certificate
Certificate	C55220B Early Childhood Certificate
Certificate	C55220C Early Childhood Special Needs Certificate
Certificate	C55290 Infant Toddler Certificate
Certificate	C55860 Preschool Certificate
Associate Degree	A55220 Early Childhood Education Licensure 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 found that it is more beneficial in their work with children.

Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2022-2023	10/13/2022; 3/15/2023	3/23 Recommendation to withdraw from National Accreditation
2023-2024	10/18/2023; 3/27/2024	EPP Program approved and implemented; LTRS Training upcoming
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 child care 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 child care. 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.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 25 # (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)

Standard: 27 #

Target: 29 #

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	25
2022-2023	28
2023-2024	22

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	11	44.0%	11	39.3%	9	40.9%
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	10	40.0%	13	46.4%	8	36.4%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	4.0%	1	3.6%	3	13.6%
Two or More Races, Female	2	8.0%	2	7.1%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	24	96.0%	27	96.4%	20	90.9%
African American, Male	0	0.0%	0	0.0%	1	4.5%
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	1	4.0%	1	3.6%	1	4.5%
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	1	4.0%	1	3.6%	2	9.1%
Total	25	100.0%	28	100.0%	22	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	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	12.0%	5	17.9%	5	22.7%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	3	13.6%
Caucasian, 18-24	4	16.0%	4	14.3%	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	2	8.0%	2	7.1%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	9	36.0%	11	39.3%	8	36.4%
African American, 25-44	5	20.0%	4	14.3%	2	9.1%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	5	22.7%
Caucasian, 25-44	6	24.0%	9	32.1%	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%	1	3.6%	3	13.6%
Two or More Races, 25-44	1	4.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	12	48.0%	14	50.0%	10	45.5%
African American, 45-64	3	12.0%	2	7.1%	3	13.6%
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	4.0%	1	3.6%	1	4.5%
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	4	16.0%	3	10.7%	4	18.2%
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	25	100.0%	28	100.0%	22	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.)*

Enrollment in the Early Childhood Education program has fluctuated slightly over the past three years due to a variety of influencing factors. The program will continue outreach efforts with high school students while focusing on building stronger partnerships with local Career and Technical Education (CTE) programs. Maintaining visibility through regular visits to area high schools and child care centers will remain a priority. Additionally, tuition, related fees, and the costs associated with entering the field—such as background checks, CPR/First Aid certification, and health requirements—can pose barriers for prospective students. The program will continue exploring ways to reduce these financial obstacles and support student access.

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	Research and partner with the Partnership for Children and/or the WCC Foundation to provide small grants to cover the cost of start-up costs for students to obtain background checks or required training.	Track the number of students who receive grants and begin working in the field.
2	Contact local high schools for presentations or open houses for CTE Students or other students who could be interested in working with young children.	Track the number of students that are reached through high school programs and other presentations in the community.

Outcome #2: Retention

Baseline: 64 % (Average of last three years – 2021-22; 2022-23; 2023-24; program retention)

Standard: 66 %

Target: 68 %

Year	Program Retention Rate
Fall 2021 to Fall 2022	75.0%
Fall 2022 to Fall 2023	58.3%
Fall 2023 to Fall 2024	61.1%

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	5	41.7%	4	28.6%	4	36.4%
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	5	41.7%	9	64.3%	5	45.5%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	1	9.1%
Two or More Races, Female	1	8.3%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	11	91.7%	13	92.9%	10	90.9%
African American, Male	0	0.0%	0	0.0%	1	9.1%
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	1	8.3%	1	7.1%	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	8.3%	1	7.1%	1	9.1%
Total	12	100.0%	14	100.0%	11	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	1	8.3%	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	8.3%	0	0.0%	0	0.0%
African American, 18-24	1	8.3%	2	14.3%	2	18.2%
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	3	25.0%	4	28.6%	1	9.1%
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	4	33.3%	6	42.9%	3	27.3%
African American, 25-44	2	16.7%	1	7.1%	1	9.1%
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	3	25.0%	5	35.7%	3	27.3%
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	9.1%
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	5	41.7%	6	42.9%	5	45.5%
African American, 45-64	2	16.7%	1	7.1%	2	18.2%
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%	1	7.1%	1	9.1%
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	16.7%	2	14.3%	3	27.3%
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	12	100.0%	14	100.0%	11	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.)*

While the program experienced a decline after the initial year, the recent improvement indicates progress toward stabilizing retention and moving toward the program’s standard of 66% and target of 68%.

Several factors may have contributed to fluctuations in retention. Many Early Childhood Education students balance coursework with full-time employment and family responsibilities, which can impact persistence. Additionally, changes in course delivery formats, tuition costs, and the fact that some students struggle with the rigor of college-level coursework or foundational skills, leading to withdrawal. Also, some students are juggling work; family, or other personal responsibilities have caused difficulty completing courses or staying enrolled.

To improve retention, the program plans to continue providing stronger academic advising, increase communication with students throughout each semester, and promote early intervention strategies for those struggling academically or personally. Increased collaboration with high school CTE programs, flexible scheduling options, and possibly expanding online course availability will also be explored to support student success and program completion.

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

Standard: 5 #

Target: 10 #

Number of Completers (<i>unduplicated</i>) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2022-2023	4
2023-2024	2
2024-2025	3

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Female	0	0.0%	1	50.0%	1	33.3%
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	4	100.0%	1	50.0%	2	66.7%
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%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	4	100.0%	2	100.0%	3	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	4	100.0%	2	100.0%	3	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	0	0.0%	0	0.0%	0	0.0%
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	2	50.0%	0	0.0%	1	33.3%
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	2	50.0%	0	0.0%	1	33.3%
African American, 25-44	0	0.0%	1	50.0%	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	2	50.0%	1	50.0%	1	33.3%
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	50.0%	2	100.0%	1	33.3%
African American, 45-64	0	0.0%	0	0.0%	1	33.3%
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%	1	33.3%
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	4	100.0%	2	100.0%	3	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 program has averaged **three completers per year**, establishing the baseline for comparison. During this period, the number of completers decreased from **four in 2022–2023** to **two in 2023–2024**, followed by a modest increase to **three in 2024–2025**. While completion numbers have remained relatively consistent, they fall below the program’s **standard of five** and **target of ten** completers. But, the number of completers is the same as the number of students who declared this track as their primary degree track.

To increase the number of completers, the program will continue to strengthen academic advising and proactive communication with students to ensure they understand degree requirements and timelines as well as market the program for higher enrollment. Collaboration with Achievement Coaches will help identify students who are close to completion and provide individualized support. The program also plans to continue to promote short-term certificate pathways that can encourage continued enrollment toward the associate degree. Expanding flexible scheduling, online course options, and career-focused guidance will further support students in reaching completion goals. Invite speakers to present job opportunities to students and offer job opportunities. Also, an Apprenticeship program could be implemented to assist and support students. Because apprenticeships provide structure, mentorship, and a clear career pathway, participants are more likely to **stay** engaged and persist to graduation. The mentorship and support system built into apprenticeships can help students overcome challenges that might otherwise cause them to stop out.

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: 13 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 15 #
Target: 20 #

Budget FTE Year	Budget FTE
2022-2023	15.578
2023-2024	12.313
2024-2025	13.617

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?)*

Because the number of enrolled students has fluctuated over the past three years, the FTE has reflected this fluctuation. Several factors may have contributed to the fluctuation in Budget FTE. Many students in the Early Childhood Education program attend part-time due to work and family obligations, which limits total student credit hours generated. Additional influences may include tuition and fee costs, competing employment demands, and declining interest among non-traditional students returning to college.

To increase FTE, the program will continue outreach efforts with high school Career and Technical Education (CTE) programs, strengthen relationships with local childcare agencies, and expand flexible course options, including hybrid and fully online classes, to accommodate working students and military families. Promoting short-term certificate options that lead directly into the associate degree pathway and exploring apprenticeship opportunities will also help attract and retain more students, thereby increasing total credit hour generation and overall Budget FTE.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase budget FTE in your program?)	Assessment of Action Items (How will you assess the results of action items?)
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		

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 Licensure Track does not offer WBL-110 (Work-Based Learning), it provides a comprehensive Practicum course that places 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 Licensure 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:	<u>Dorothy Moore</u>	11/20/2025
Dean, Director, or AVP / Date:	<u>Janeil Marak</u>	11/24/2025
Administrator Approval / Date:	<u>Dr. Ernie White</u>	11/24/2025