

Wayne Community College
Program Review and Outcome Assessments, 2019-20
(Previous Program Review Cycle, 2016-17)

Department Name:

Early Childhood Education Non-Licensure Track

Section 1: Program Overview

Mission/Purpose: 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.

Degrees, Diplomas, and Certificates Offered: Utilizing the table below, list all degrees, diplomas, and certificates offered, along with program codes.

| Program Type (Associate, Diploma, or Certificate) | Program Title | Program Code |
|--|---|---------------------|
| Associate in Applied Science | Early Childhood Education Non-Licensure Track | A55220NL |

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best aligns 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. Classes 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. The ECE program is also one of the "Top 14 Scholarships" offered by the Foundation. Employed students are also 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 provides a NC ECE Credential with successful completion.

Program Enrollment (Academic Year - Fall, Spring, Summer) – for each degree level (Associate, Diploma, Certificate)

| Program Enrollment (Specify Degree Level) (unduplicated) | | |
|---|-------------------|-----------------------|
| Academic Year (Fall, Spring, Summer) | Enrollment | 3-Year Average |
| 2016-2017 | n/a | n/a |
| 2017-2018 | n/a | n/a |
| 2018-2019 | 7 | |

Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What possible reasons for increase/decrease? Describe how you plan to address program enrollment.)*

This degree program began in the Fall, 2018 semester, so there is no current data to compare. In personal advising experience, there does seem to be much interest in this particular track, as with successful completion of the AAS-ECE Non-Licensure Track, students can transfer to an NC University or College as a Junior (3rd year student).

Analysis of program budget full-time equivalent (BFTE) *(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.)*

For 2018-19, the program generated 1.66 BFTE.

Activities to ensure program changes (2016-17; 2017-18; 2018-19 – Academic Year, Fall, Spring, Summer)

List program curriculum changes, revisions, deletions in table.

| Course Title | Date – Updated / Revised / Deleted |
|---------------------|---|
| NA | |

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, programs, and delivery methods?)*

No changes have been made.

Advisory Committee: dates, summary of minutes, activities (2016-17; 2017-18; 2018-19 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

| Year | Meeting Dates | Recommendations / Activities |
|-------------|---------------------------------------|---|
| 2016-2017 | | |
| 2017-2018 | | |
| 2018-2019 | 9/11/18; 2/20/19; 10/22/19; 7/6/20 | Retirement of faculty and addition of new faculty; review of upcoming NAEYC Accreditation and COVID updates |

Describe program's participation with Advisory Committee or external organizations that contribute to maintaining program relevance. *(File Advisory Committee Meeting Minutes for past three years in Program Review Attachment folder.)*

The Early Childhood Education Program collaborates with WAGES, SJAFB Youth Programs, and the Partnership for Children, the Wayne County School System, as well as some private and public Child Care Centers. Outside of the Advisory Committee, all these entities work closely together to provide a community of caring partners to serve children and caregivers/teachers.

Provide narrative for analysis of trends in the field or industry (emerging needs). *(Based on environmental scans, advisory committees, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the community? Is there new technology/equipment that needs to be added to your program?)*

In the feedback the program has received, it seems the Program is meeting the needs of the community. However, with the onset of COVID-19, there may be adjustments to the Program may. For example, virtual learning and technology may have to be improved upon, new ways to engage students may have to be explored, as well as other techniques. Conversations have already begun outside of the ECE Program Advisory Committee's meetings to discuss the possible changes needed or development of resources to be utilized in the future.

Section 2: Faculty Profile

Have all the faculty credentials been verified? *(Verify required documents are in personnel files.)*

Yes No

List of Faculty and Status (2016-17; 2017-18; 2018-19 – Academic Year – Fall, Spring, Summer)

| Faculty / Name | Full-Time / Part-Time | Total Years within Department/Program | Total Years at WCC |
|----------------------|-----------------------|---------------------------------------|--------------------|
| Jodi B. Baker | Full Time | 12 | 12 |
| Nora J. Lee | Full Time | 2 | 2 |
| Jessica McLawhon | Part-Time | 8 | 8 |
| Andrietta Liaudaitis | Part-Time | 7 | 7 |
| Dawn Wilson | Part-Time | 3 | 3 |
| Carla Stafford | Part-Time | 2 | 2 |

Provide narrative for adequacy of faculty numbers. *(Do you have enough faculty to support your program?)*

Currently, the number of Faculty is sufficient.

Faculty Contact and Credit Hours

| Faculty / Name | Full-Time Part-Time | Fall 2016 | | Spring 2017 | | Summer 2017 | |
|----------------|------------------------|-----------|--------|-------------|--------|-------------|--------|
| | | Contact | Credit | Contact | Credit | Contact | Credit |
| NA | | | | | | | |

| Faculty / Name | Full-Time Part-Time | Fall 2017 | | Spring 2018 | | Summer 2018 | |
|----------------------|------------------------|-----------|--------|-------------|--------|-------------|--------|
| | | Contact | Credit | Contact | Credit | Contact | Credit |
| Jodi Baker | Full-Time | 12 | 12 | 15 | 15 | 10 | 10 |
| Sherry Granberry | Full-Time | 20 | 18 | 19 | 20 | 0 | 0 |
| Jessica McLawhon | Part-Time | 3 | 3 | 7 | 7 | 0 | 0 |
| Dawn Wilson | Part-Time | 3 | 3 | 7 | 7 | 0 | 0 |
| Andrietta Laiudaitis | Part-Time | 4 | 4 | 0 | 0 | 0 | 0 |

| Faculty / Name | Full-Time Part-Time | Fall 2018 | | Spring 2019 | | Summer 2019 | |
|----------------------|------------------------|-----------|--------|-------------|--------|-------------|--------|
| | | Contact | Credit | Contact | Credit | Contact | Credit |
| Jodi Baker | Full-Time | 13 | 13 | 16 | 15 | 7 | 7 |
| Nora Lee | Full-Time | 13 | 13 | 19 | 18 | 0 | 0 |
| Andrietta Liaudaitis | Part-Time | 7 | 7 | 7 | 7 | 0 | 0 |
| Jessica McLawhon | Part-Time | 6 | 6 | 6 | 6 | 0 | 0 |
| Dawn Wilson | Part-Time | 6 | 6 | 3 | 3 | 0 | 0 |

Professional development activities of faculty (2016-17; 2017-18; 2018-19 – Fiscal Year – July 1-June 30)

Verify departmental professional development (PD) tracking logs are completed and filed in Program Review Professional Development folder.

Yes No

Section 3: Student Demographics - Parent program (highest level only) data is provided.

| Gender (Specify highest level - unduplicated) Academic Year – Fall, Spring, Summer | | | | | | |
|---|--------|------|------|-----|-------|------|
| Academic Year | Female | | Male | | Total | |
| | N | % | N | % | N | % |
| 2016-2017 | n/a | n/a | n/a | n/a | n/a | n/a |
| 2017-2018 | n/a | n/a | n/a | n/a | n/a | n/a |
| 2018-2019 | 7 | 100% | 0 | 0% | 7 | 100% |

| Ethnicity (Specify highest level – unduplicated) Academic Year – Fall, Spring, Summer | | | | | | |
|--|---------|-----|---------|-----|---------|------|
| Ethnicity | 2016-17 | | 2017-18 | | 2018-19 | |
| | N | % | N | % | N | % |
| American Indian | n/a | n/a | n/a | n/a | 0 | 0% |
| Asian or Pacific Islander | n/a | n/a | n/a | n/a | 0 | 0% |
| African American | n/a | n/a | n/a | n/a | 0 | 0% |
| Hispanic | n/a | n/a | n/a | n/a | 2 | 29% |
| Caucasian | n/a | n/a | n/a | n/a | 5 | 71% |
| Other/Unknown/Multiple | n/a | n/a | n/a | n/a | 0 | 0% |
| Total | n/a | n/a | n/a | n/a | 7 | 100% |

| Age (Specify highest level – unduplicated) Academic Year – Fall, Spring, Summer | | | | | | |
|--|---------|-----|---------|-----|---------|------|
| Age | 2016-17 | | 2017-18 | | 2018-19 | |
| | N | % | N | % | N | % |
| Under 18 | n/a | n/a | n/a | n/a | 0 | 0% |
| 18-24 years | n/a | n/a | n/a | n/a | 5 | 71% |
| 25-34 years | n/a | n/a | n/a | n/a | 1 | 14% |
| 35-44 years | n/a | n/a | n/a | n/a | 1 | 14% |
| 45 and older | n/a | n/a | n/a | n/a | 0 | 0% |
| Total | n/a | n/a | n/a | n/a | 7 | 100% |

Provide narrative for analysis of student demographics. *(What are you doing to recruit / retain a diverse student population? Do you have a diverse population of students?)*

The Program is closely working with WAGES and the Public Schools to recruit students from a more diverse population. The Program is emphasizing the benefits of starting their education at the Community College before transferring to a 4-Year Institution (smaller class sizes and less expensive) while talking with prospective students.

Section 4: Program Outcomes

Outcome #1: Completers (*unduplicated*) (*Degree level, highest level of attainment*)

Baseline: _____ # *(Average of total completers for the last three years – 2016-17; 2017-18; 2018-19)*

Standard: _____ #

Target: _____ #

Unable to set baseline at this time; baseline will be determined 2021-22 graduation year.

| Number of Completers (<i>unduplicated</i>) – Graduation Year – Summer, Fall, Spring | | | | |
|--|---------------|----------------|--------------------|--------------|
| Graduation Year | Degree | Diploma | Certificate | Total |
| 2016-2017 | | | | n/a |
| 2017-2018 | | | | n/a |
| 2018-2019 | | | | n/a |

Provide narrative for analysis of completers. *How might you increase the number of completers in your program?*

No program completers recorded to date, new program.

Provide narrative for analysis of completer standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)*

Unable to set baseline at this time; baseline will be determined 2021-22 graduation year.

Identify Completer Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

| Item | Action Items <i>(Identify action items as a result of your program outcome assessment.)</i> | Target Date <i>(Identify your projected target date for completion of action items.)</i> | Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i> |
|-------------|--|---|---|
| 1 | N/A | | |

Outcome #2: Retention

Baseline: _____ % (Average of last three years – 2016-17; 2017-18; 2018-19; fall-to-fall program retention)
Standard: _____ %
Target: _____ %

Unable to set baseline at this time; baseline will be determined 2021-22.

| Year (Fall to Fall) | Program Fall Enrollment Cohort | Program Completers | Program Returners | Program Non-Completers | Program Transfers | Program Retention |
|---------------------|--------------------------------|--------------------|-------------------|------------------------|-------------------|-------------------|
| Fall 2016-Fall2017 | | | | | | n/a |
| Fall 2017-Fall 2018 | | | | | | n/a |
| Fall 2018-Fall 2019 | 2 | 0 | 1 | 1 | 0 | 50.0% |

Provide narrative for analysis of program retention. (Based on the data, provide a narrative of your analysis of fall to fall retention. Indicate factors that may have affected your retention. State any changes you plan to address for next year that may affect retention.)

No retention recorded to date, new program.

Provide narrative for analysis of program retention standard/target. (As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)

Unable to set baseline at this time; baseline will be determined 2021-22.

Identify Retention Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

| Item | Action Items (Identify action items as a result of your program outcome assessment.) | Target Date (Identify your projected target date for completion of action items.) | Assessment of Action Items (State the method of assessment; how you plan to evaluate/assess the results of the action items.) |
|------|--|---|---|
| 1 | N/A | | |

Outcome #3: Job Placement / Employment (to be provided by program)

Baseline: _____ # (Average number employed for the last three years – 2016-17; 2017-18; 2018-19)
Standard: _____ #
Target: _____ #

Unable to set baseline, standard, and targets at this time.

| Graduation Year – Summer, Fall, Spring | Completers (unduplicated) | # Employed (within 1 Yr) | Unknown |
|---|------------------------------|--------------------------|---------|
| 2016-2017 | n/a | | |
| 2017-2018 | n/a | | |
| 2018-2019 | n/a | | |

Provide narrative for analysis of student job placement. *(Are students finding jobs within the program of study?)
(How can your program promote higher employment of students in the field?)*

No information to report at this time.

Provide narrative for analysis of standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target)*

Unable to set baselines, standards, and targets at this time.

Identify Job Placement / Employment Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

| Item | Action Items <i>(Identify action items as a result of your program outcome assessment.)</i> | Target Date <i>(Identify your projected target date for completion of action items.)</i> | Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i> |
|------|---|--|--|
| 1 | NA | | |
| 2 | | | |

Outcome #4: Labor Market Data

Provide narrative for analysis of Labor Market Data. *(Review Labor Market Data provided in the audit data reports and provide an assessment of the data.)*

In reviewing the Labor Market Data for the Program, it appears that there has been an increase in the number of students continuing to obtain a Bachelor's Degree. The requirements for NC Pre-K and Kindergarten teaching have increased; teachers are now required to have a minimum of an Associate Degree to be an Assistant Teacher and a Bachelor's Degree to work as a Lead Teacher or Teacher in Pre-K or Kindergarten. These jobs typically pay much more than those working childcare, so many students are seeking a higher education to obtain higher paying jobs in the field. The data also seems to indicate that more teachers are being hired than jobs being advertised. This is due to teachers that are currently working in the field are continuing their education, so no job openings would be advertised for those positions that are currently filled.

Outcome #5: Licensure and Certification Passing Rates (if applicable) Not applicable.

Baseline: N/A % *(Average of last three years NCCCS Reports; 2017, 2018, and 2019)*

Standard: N/A %

Target: N/A %

Licensure / Certification Exam – Title

| NCCCS Report | Exam Year | # Tested | # Passed | % Passing |
|--------------|-----------|----------|----------|-----------|
| 2016 | 2014-15 | | | |
| 2017 | 2015-16 | | | |
| 2018 | 2016-17 | | | |
| 2019 | 2017-18 | | | |

Provide narrative for analysis of licensure / certification passing rates. *(Are you satisfied with your program licensure rates?)*

Licensure and certification passing rates do not apply to this program. However, an NC Early Childhood Credential is awarded by the State of NC once a student passes EDU 119-Intro to ECE- with a C or better. There is no testing required for this credential; an application to the Division of Child Development and Early Education (DCDEE) is submitted with official transcripts.

Provide narrative for analysis of licensure and certification passing rates standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)*

Licensure and certification passing rates do not apply to this program.

Identify Licensure and Certification Passing Rates Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

| Item | Action Items <i>(Identify action items as a result of your program outcome assessment.)</i> | Target Date <i>(Identify your projected target date for completion of action items.)</i> | Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i> |
|------|---|--|--|
| 1 | N/A | | |

Outcome #6: Third-Party Credentials (if applicable)

Baseline: 11 # *(Average number credentials earned for the last three years – 2016-17; 2017-18; 2018-19)*
Standard: 15 #
Target: 20 #

Third-Party Credentials

| Academic Year Fall, Spring, Summer | Credentials for Program of Study | # Tested <i>(duplicated)</i> | # Passed |
|---------------------------------------|----------------------------------|---------------------------------|----------|
| 2016-2017 | NC Early Childhood Credential | 9 | 9 |
| | | | |
| 2017-2018 | NC Early Childhood Credential | 14 | 14 |
| | | | |
| 2018-2019 | NC Early Childhood Credential | 11 | 11 |
| | | | |

Provide narrative for analysis of third-party credentials. *(Are there other industry-recognized credentials that need to be addressed for the program of study?) (What are other means to promote program third-party credentials?)*

There are no tests for the NC Early Childhood Credential, and an application for the Credential is voluntary. However, an employee cannot become a Lead Teacher in a classroom without the NC EC Credential. Many childcare centers will not hire anyone without the successful completion of the Credential Course (EDU 119).

It is unknown as to why students do not immediately apply for the NC Credential. There is no cost and there is no test to receive the credential. Instructors have speculated that students underestimate the need for the Credential and the length of the process to receive it.

Provide narrative for analysis of third-party credentials standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)*

Unable to set baselines, standards, and targets at this time.

Identify Third-Party Credentials Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

| Item | Action Items <i>(Identify action items as a result of your program outcome assessment.)</i> | Target Date <i>(Identify your projected target date for completion of action items.)</i> | Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i> |
|------|--|--|--|
| 1 | Continue to provide information to successful students regarding applying for the Credential, placing emphasis on why they need to apply for the credential as soon as they finish the course. | Target dates are set for the end of each semester that the Credential Course is offered. | Count the number of students who successfully complete the course with the number of students who receive the Credential. |
| 2 | | | |

Outcome #7: Program Success Rate (all delivery methods) *(Program Success Rate tab)*

Baseline: _____ % *(Average program success students for the last three years – 2016-17; 2017-18; 2018-19)*

Standard: _____ %

Target: _____ %

Unable to set baseline at this time; baseline will be determined 2021-22.

| Academic Year Fall, Spring, Summer | Program Enrolled Students | Program Success Students | Program Success Rate |
|---------------------------------------|---------------------------|--------------------------|----------------------|
| 2016-2017 | n/a | n/a | n/a |
| 2017-2018 | n/a | n/a | n/a |
| 2018-2019 | 4 | 4 | 100% |

Provide narrative for analysis of student success in program courses. (*Ex – Are students more successful in program courses in face-to-face, online, hybrid, or blended methods of course delivery? In evaluating the methods of delivery, should certain methods of delivery be considered for deletion or modification?*)

The ECE Faculty are conscientious in working with students to ensure they understand the material being taught. Faculty work closely with students to encourage them when they are struggling, and make referrals to Achievement Coaches and Academic Skills for Tutoring if necessary. The success rate in online, hybrid and seated courses varies by students. The overall success rate seems to be increasing in all methods of course delivery with the addition of new full-time faculty.

Provide narrative for analysis of student success in program courses standard/target. (*As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?*)

Unable to set baseline at this time; baseline will be determined 2021-22.

Identify Student Success in Program Courses Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

| Item | Action Items (<i>Identify action items as a result of your program outcome assessment.</i>) | Target Date (<i>Identify your projected target date for completion of action items.</i>) | Assessment of Action Items (<i>State the method of assessment; how you plan to evaluate/assess the results of the action items.</i>) |
|-------------|---|---|---|
| 1 | Continue to work with students using the strategies mentioned above. | Spring 2021 | The program will track the success rates of students who are struggling and seek out assistance or take the guidance offered by instructors to determine if the assistance is helpful in retention. |
| 2 | Offer a variety of delivery options for courses to meet the needs of traditional and nontraditional students. | Spring 2022 | Compare success rates of the different delivery options of traditional and nontraditional students. |

Section 5: Other Assessments

In addition to SACSCOC, is there an accrediting body specifically related to the program? If so, please name the professional organization, describe the program's current status, and most recent date of accreditation.

The National Association for the Education of Young Children is the accrediting body for our program. The program has just completed its Self-Study for reaccreditation; the site visit has been postponed due to COVID-19, but should occur in the Spring 2021 Semester. The last renewal Accreditation was Fall 2019.

Analysis of other assessments. *(Have you performed other assessments to evaluate the effectiveness of your program, to include surveys, self-assessments, or other assessment used to evaluate the program. If so, please explain how information collected from the(se) assessments will be used to improve the program.)*

The program has recently completed a thorough Self-Study for renewal of the NAEYC Accreditation. New key assessments have been chosen and some key assessments have been tweaked to ensure learning is up-to-date to standards. Other assignments have been added or deleted to ensure student learning is relevant to the field. New Program Learning Outcomes have been developed to coincide with the key assessments.

Informal assessments have been completed, but have not been recorded. Revisions to Program Learning Outcomes have just occurred and PLOs will be recorded within the next 3 months.

Identify Other Assessment(s) Action Items (if applicable)

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

| Item | Action Items (Identify action items as a result of your program outcome assessment.) | Target Date (Identify your projected target date for completion of action items.) | Assessment of Action Items (State the method of assessment; how you plan to evaluate/assess the results of the action items.) |
|-------------|---|--|--|
| 1 | The Program will use updated Program Reviews to assess coursework and success rates. | Spring 2021 | The program will use the Program Learning Outcomes to assess coursework and success rates. |
| 2 | | | |

Provide narrative for your program facility needs. If facilities are adequate, please confirm.

Facilities are adequate for now, but the program does see the need for more classrooms in the Child Care facility on campus. Also, to align program assignments and the increased demand for online learning, a camera system in the Oak Child Care Center that would allow instructors to record and use “live” footage for observations in classrooms would greatly benefit the students.

Provide narrative for academic / student support services. (Are services adequate for your program?)

Any student support services related to an upgraded camera system in the Oak Child Care Center would greatly benefit students.

Planning Objectives (2016-17; 2017-18; 2018-19 – 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 |
|---|------------------------------------|-----------------------|
| 2016-17 | No planning objective(s) submitted | N/A |

| | | |
|---------|------------------------------------|-----|
| 2017-18 | No planning objective(s) submitted | N/A |
| 2018-19 | No planning objective(s) submitted | N/A |

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

The program's strengths are that faculty have strong relationships with their students. Faculty communicate with each other several times per month and discuss how to support students in their learning. Faculty that teach identical (duplicate) sections of a course during a particular semester communicate frequently on assignments to ensure consistency in expectations. There are multiple opportunities for collaboration within the county in multidisciplinary groups, which is beneficial to students.

The program has excellent rapport with childcare programs across the county as well as with the Partnership for Children of Wayne County.

The weaknesses of the program are data collection and consistency in using rubrics across all courses.

Opportunities for collaboration within the county are upcoming with WAGES, with specific emphasis on Head Start, but also with serving families with small children. The program is looking at collaboration with the Wayne County Public Library and their "Readers Ready to Read" program, with the Division of Child Development and Early Education regarding licensing and approved training for childcare providers; with Literacy Connections to help tutor adults who cannot read as well as collaborating with the Wayne County School System in elementary schools and other programs that serve children.

Section 6: Outcomes Follow-Up and Approvals

Outcomes follow-up to be addressed spring semester following review year (2020-21 and 2021-22).

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

Jodi B. Baker, Department Chair

Approvals

- Using DocuSign (electronic signature), appropriate Division Dean is asked to review and approve the Review and Outcome Assessment.
- Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review the Program/Service Review and Outcome Assessments when completed by the responsible program/service personnel. The Office of Institutional Effectiveness will forward the review documents to the appropriate administrator (VP/AVP) upon completion.
- Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to review and approve the Review and Outcome Assessments.

Dean Acceptance / Date: Janeil Marak 9/18/2020

IE Acceptance / Date: Dorothy Moore 9/18/2020

Administrator Approval / Date: Patty Pfeiffer 9/18/2020