

Wayne Community College Program Review – 2024-2025

Name of Program: Early Childhood Education-Non-Licensure Transfer 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 childcare 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 childcare 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:** 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 Non-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	2023-24 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.

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	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 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.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 10# (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)

Standard: 15#

Target: 20#

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	8
2022-2023	13
2023-2024	10

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	3	37.5%	2	15.4%	1	10.0%
American Indian/Alaskan Native, Female	1	12.5%	1	7.7%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	2	25.0%	6	46.2%	7	70.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	2	25.0%	4	30.8%	2	20.0%
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	8	100.0%	13	100.0%	10	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	8	100.0%	13	100.0%	10	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	1	12.5%	0	0.0%	1	10.0%
American Indian/Alaskan Native, 18-24	1	12.5%	1	7.7%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	1	12.5%	5	38.5%	6	60.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	12.5%	1	7.7%	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	50.0%	7	53.8%	7	70.0%
African American, 25-44	2	25.0%	2	15.4%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	1	12.5%	1	7.7%	1	10.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	12.5%	3	23.1%	2	20.0%
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	4	50.0%	6	46.2%	3	30.0%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	0	0.0%	0	0.0%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	8	100.0%	13	100.0%	10	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 declined from 2022–2023 to 2023–2024 but showed an overall increase compared to 2021–2022. One possible explanation is that some students may have transitioned to other pathways, such as the career track or the license transfer track. Outreach efforts, including visits to childcare centers and community organizations that serve children, have been conducted to explain the non-licensure track and highlight the career opportunities it offers.

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	Attend Senior Nights and conduct high school visits to promote the program.	Track the number of visits and collect completed interest forms from prospective students.
2	Instructors visit local childcare centers to share program information.	Conduct follow-up communications with visited childcare centers to gauge interest and impact.

Outcome #2: Retention

Baseline: 57 % (Average of last three years – 2021-22; 2022-23; 2023-24; program retention)

Standard: 62 %

Target: 72%

Year	Program Retention Rate
Fall 2021 to Fall 2022	67.0%
Fall 2022 to Fall 2023	33.3%
Fall 2023 to Fall 2024	71.4%

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	1	50.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	0	0.0%	3	75.0%	4	80.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	50.0%	1	25.0%	1	20.0%
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	2	100.0%	4	100.0%	5	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	2	100.0%	4	100.0%	5	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.)*

Program retention in Early Childhood Education has fluctuated over the past three academic years with a significant increase in retention between 2022–2023 to 2023–2024. Several factors may have contributed to these variations. The lower retention rate in 2022–2023 likely reflected ongoing post-pandemic challenges, including students balancing work, family, and academic responsibilities, as well as staffing shortages within child care settings that increased demands on working students. Additionally, many students in this program are nontraditional learners and part-time enrollees who may take breaks in coursework due to personal or professional obligations rather than completely withdrawing from the program.

The improvement in 2023–2024 may be attributed to increased advising and communication between faculty and students, stronger partnerships with local childcare centers, and a growing interest in the field as workforce needs continue to rise. The program has also emphasized student engagement through practicum support, portfolio development, and clearer pathways for completing credentials and degrees.

To continue improving retention, the program plans to:

Strengthen academic advising and early alerts for struggling students, continue to offer flexible course delivery options (e.g., online and hybrid), increase outreach to current and returning students to support course planning and completion, continue collaboration with community partners to provide paid practicum and job placement opportunities and corporate more career readiness and reflective activities that help students identify long-term goals in the field.

Overall, the data reflect a positive trend toward recovery and stabilization of student retention, with continued attention to student support and connection expected to maintain and further improve these rates.

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	Maintain proactive communication with students through scheduled emails and phone calls to offer support and identify any challenges early.	Collect student feedback on the usefulness of follow-up communications.
2	Track student performance throughout the semester and intervene promptly when signs of academic difficulty arise.	Review grades to identify improvement or decline in academic performance. Conduct faculty meetings to share concerns concerning students.

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

Baseline: 1# (*Average of total completers for the last three years – 2022-23; 2023-24; 2024-25*)

Standard: 3#

Target: 5#

Number of Completers (<i>unduplicated</i>) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2022-2023	0
2023-2024	1
2024-2025	1

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%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	0	0.0%	1	100.0%	1	100.0%
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	0	0.0%	1	100.0%	1	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	0	0.0%	1	100.0%	1	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 neither increased nor decreased.

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 childcare 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: 5 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)

Standard: 6#

Target: 8#

Budget FTE Year	Budget FTE
2022-2023	6.242
2023-2024	2.820
2024-2025	5.961

All Levels

Provide narrative for analysis of program budget full-time equivalent (BTFE) *(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?)*

The FTE for the Early Childhood Education program has fluctuated over the past three academic years, with the three-year average baseline of 5.008 remaining below the program’s established standard of 6 and target of 8.

The significant decline in 2023–2024 likely reflects a temporary reduction in course enrollments following the post-pandemic period and continued challenges faced by students working in early education settings. Many students in the program are employed full-time in childcare or school environments and often enroll part-time, which can impact overall FTE even when headcount remains steady. Additionally, fluctuating enrollment in certain semesters due to course rotation and the timing of practicum placements can influence annual FTE totals.

The rebound in 2024–2025 suggests that recruitment and advising efforts are having a positive impact. Increased outreach to high school students through Career and College Promise (CCP) pathways, as well as the program’s continued visibility in the community and collaboration with local childcare centers, may be contributing to this improvement.

To continue increasing FTE, the program plans to:

- Strengthen partnerships with area high schools and expand CCP participation.
- Increase marketing and outreach to working adults and military-affiliated students seeking credentials in early childhood education.
- Continue offering flexible online and hybrid course options to support nontraditional learners.
- Explore additional short-term certificates and stackable credentials that attract new students and encourage continued enrollment.
- Enhance advising and scheduling strategies to ensure students can progress through courses in a timely manner.

With these ongoing efforts, the program anticipates continued growth toward meeting and surpassing the target of 8 FTE in the coming years.

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	Increase marketing and outreach to working adults and military-affiliated students seeking credentials in early childhood education.	Monitor the number of students enrolling in the program and obtaining credentials in the ECE field.
2	Enhance advising and scheduling strategies to ensure students can progress through courses in a timely manner.	Monitor the number of students responding to advising and following through with planning out courses.

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 Non-Licensure Track does not offer WBL-110 (Work-Based Learning), it provides one 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 Non 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 <i>(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.)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
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.

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. Ernie White 11/24/2025