

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

Department Name:

Early Childhood Education Career 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 Career Track	A55220CT
Certificate	Early Childhood Administrator's Certificate	C55220A
Certificate	Early Childhood Certificate	C55220B
Certificate	Special Needs Certificate	C55220C
Certificate	Infant/Toddler Certificate	C55290

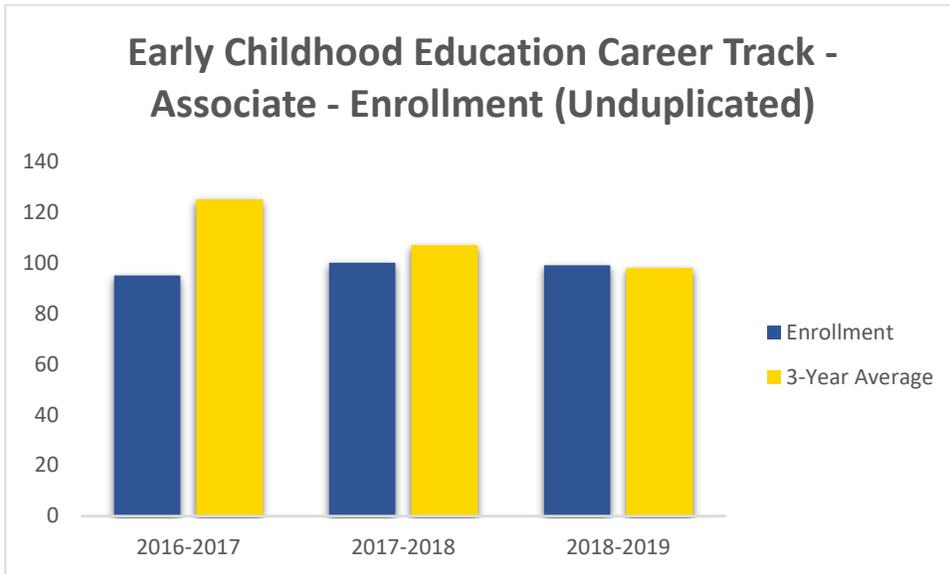
Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best aligns with your program and explain why.

Goal 1: Increase Student Access**Goal 2: Ensure Program Excellence****Goal 3: Improve Student Success****Goal 4: Ensure Institutional Quality**

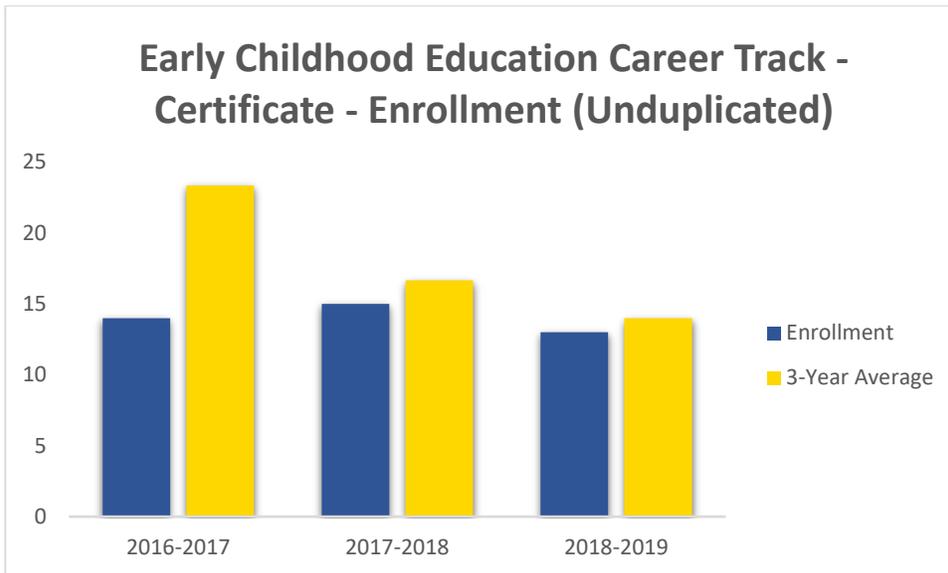
This program aligns with goals 1-4. Students are given access through online components and course offerings that are suited to a variety of schedules and types of learners. Class offerings are rotated between online, seated and hybrid offerings, as well as daytime and evening offerings, allowing students to schedule courses that fit their needs. 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. Many of our students contribute to the WCC Child Care Center located on campus, both as students and employees. Their education in the field allows us to maintain a 5-Star Rated License.

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

Program Enrollment (Associate) (unduplicated)		
Academic Year (Fall, Spring, Summer)	Enrollment	3-Year Average
2016-2017	95	125
2017-2018	100	107
2018-2019	99	98



Program Enrollment (Certificate) (unduplicated)		
Academic Year (Fall, Spring, Summer)	Enrollment	3-Year Average
2016-2017	14	23
2017-2018	15	17
2018-2019	13	14



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.)*

There has been both an increase and a decrease in the ECE Career Track over the past three years. In 2018, the program split into three different tracks, and several students chose to move into one of the other licensure transfer tracks that were added. These tracks were designed for students who wished to transfer to a four-year college or university and many students are choosing that direction.

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.)*

The FTE for the ECE Career Track increased by almost 14% between 2016-17 academic year and 2017-18 academic year. Between 2017-18 and 2018-19, there was a decrease of almost 10%. The FTE for Certificates decreased slightly between the 2016-17 and 2017-18 academic years, but increased in the 2018-2019 academic year. Faculty have been highly encouraging students to enroll and graduate with eligible certificates as they complete degree plans. This is more beneficial for students who are working on the Career Track. We believe the decrease in FTE for this track is due to the addition of two other pathways in the program; more students are choosing the transfer pathways as opposed to the Career Track.

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
One track became three tracks (One AAS Career track and two transfer tracks)	2018

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?)*

In 2018, there was a change in all ECE programs within the NCCCS. Instead of one track, three tracks were developed for students based on an articulation agreement with the NC University System. Students can now choose the Career Track if they do not plan to further their education with a Bachelor's Degree. The Licensure track is designed for students who want to obtain a Bachelor's Degree in Education with a Birth to Kindergarten License (needed to teach Pre-K or Kindergarten) and a Non-Licensure Track for students who want to obtain a Bachelor's Degree in Education. Any student that follows one of the two transfer tracks can transfer to an NC college or university and start as a junior (3rd year student) without having to repeat any courses. This is beneficial to students, as it allows them to complete a bachelor's degree in less time and with less cost.

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	11/30/16; 4/26/17	Accreditation Updates
2017-2018	10/11/17; 2/20/18	Introduction of new faculty; overview of program
2018-2019	9/11/18, 2/20/19	New pathways/tracks in the ECE program statewide

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 Advisory Committee members are very active with the Program and meet formally and informally with the faculty. The program has added new members this past year to include graduates of the program that are administrators of the program and are committed to inputting advice and feedback to the program. There is representation from the county public school system, the Partnership for Children, public and private childcare centers, as well as representation from the military youth programs.

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?)*

The field of Early Childhood is slowly expanding and has begun seeing the need for more educational requirements to maintain jobs or to engage in promotions. NC Pre-K and Head Start are specifically requiring at least an Associate Degree or higher to become hired as an Assistant Teacher in a classroom. A Bachelor's Degree is required for Lead Teachers. This is also the reason the program is seeing more students choosing the transfer tracks (licensure and non-licensure). The program has begun adding more online and virtual learning to the schedule, allowing working students and students living in other areas to participate in learning. Since the beginning of Covid-19, even more learning has been added online, and there has been a significant increase in the number of students registering for courses.

There is no additional technology or equipment that needs to be added at this time. There needs to be increased information being shared with employers regarding the tracks being offered by the community college.

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?)

There is an adequate number of faculty to support the program.

Faculty Contact and Credit Hours

Faculty / Name	Full-Time Part-Time	Fall 2016		Spring 2017		Summer 2017	
		Contact	Credit	Contact	Credit	Contact	Credit
Jodi Baker	Full Time	11	9	18	16	10	10
Sherry Granberry	Full Time	19	17	21	21	0	0
Andrietta Liaudaitis	Part Time	4	4	3	3	0	0
Anita Rouse	Part Time	3	3	0	0	0	0
Jessica McLawhon	Part Time	6	6	6	6	0	0

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

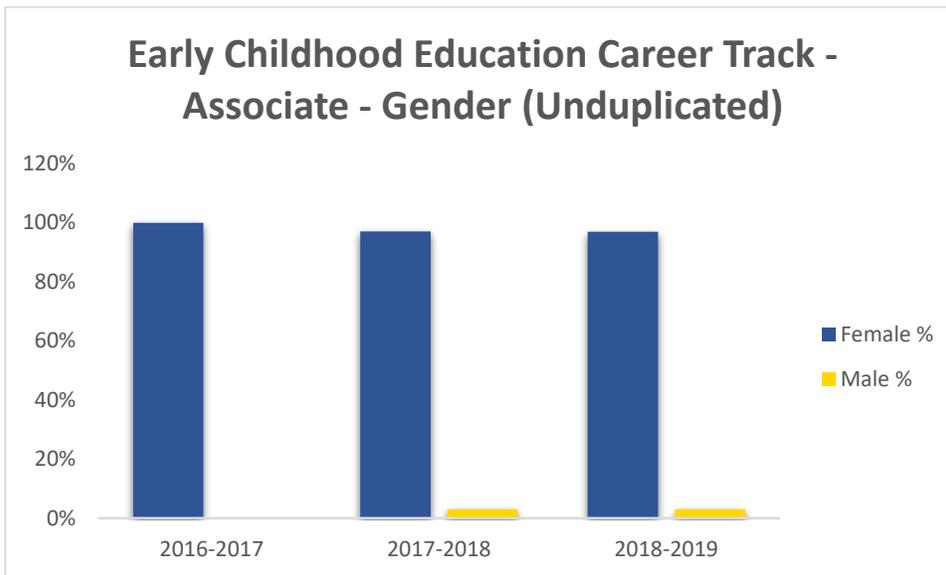
Professional development activities of faculty (2016-17; 2017-18; 2018-19 – Fiscal Year – July 1-June 30)

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

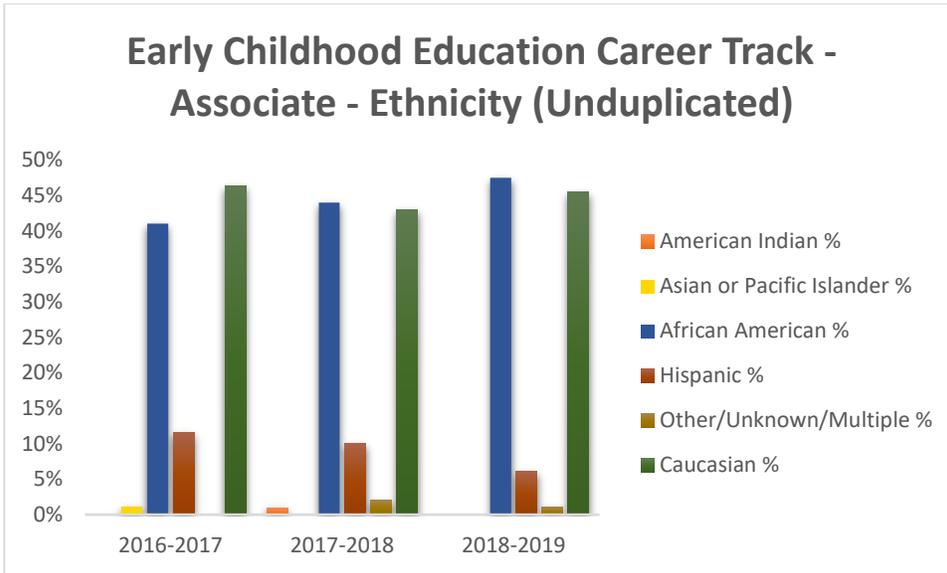
Yes No

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

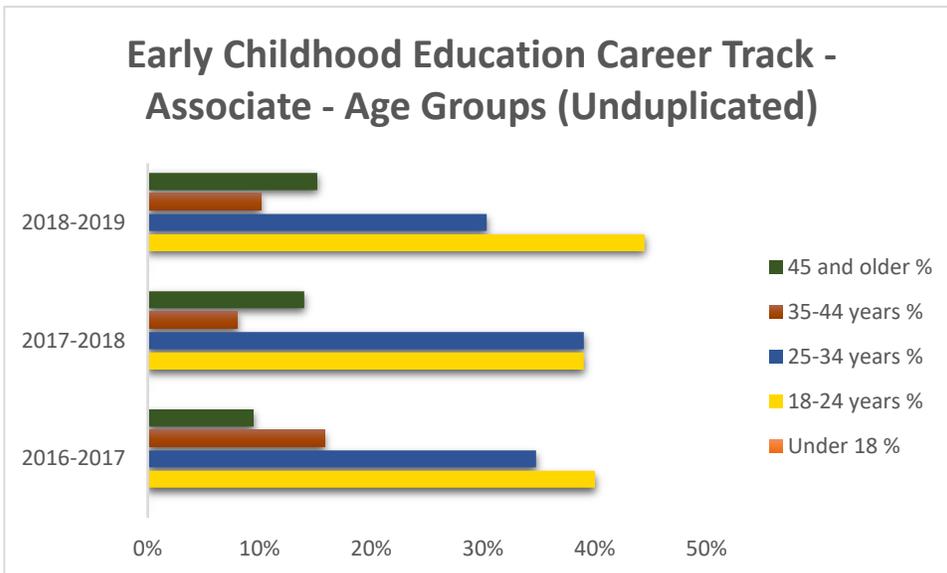
Gender (Associate - unduplicated) Academic Year – Fall, Spring, Summer						
Academic Year	Female		Male		Total	
	N	%	N	%	N	%
2016-2017	95	100%	0	0%	95	100%
2017-2018	97	97%	3	3%	100	100%
2018-2019	96	97%	3	3%	99	100%



Ethnicity (Associate – unduplicated) Academic Year – Fall, Spring, Summer						
Ethnicity	2016-17		2017-18		2018-19	
	N	%	N	%	N	%
American Indian	0	0%	1	1%	0	0%
Asian or Pacific Islander	1	1%	0	0%	0	0%
African American	39	41%	44	44%	47	47%
Hispanic	11	12%	10	10%	6	6%
Caucasian	44	46%	43	43%	45	45%
Other/Unknown/Multiple	0	0%	2	2%	1	1%
Total	95	100%	100	100%	99	100%



Age (Associate – unduplicated) Academic Year – Fall, Spring, Summer						
Age	2016-17		2017-18		2018-19	
	N	%	N	%	N	%
Under 18	0	0%	0	0%	0	0%
18-24 years	38	40%	39	39%	44	44%
25-34 years	33	35%	39	39%	30	30%
35-44 years	15	16%	8	8%	10	10%
45 and older	9	9%	14	14%	15	15%
Total	95	100%	100	100%	99	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 noticing that students are younger when joining the program for education. The field of education is becoming more enticing, and now that transfer tracks are being offered, more students of younger ages are expressing an interest because a 4-year degree is easier to obtain and cheaper.

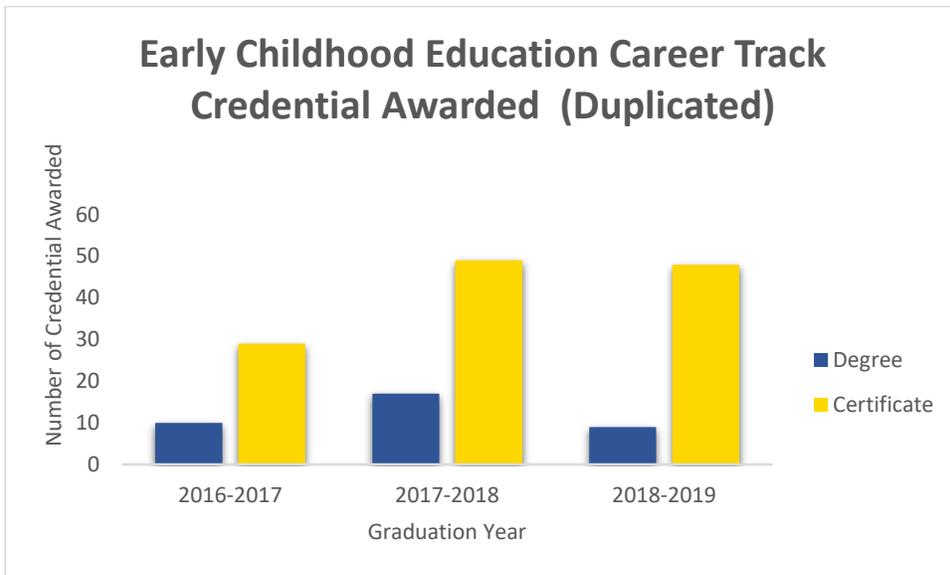
The decrease in the Hispanic student population cannot be described, but the Program is collaborating with agencies to provide dual language learning and other opportunities for learning among this population. The program is also considering ways to provide learning to remote areas where this population resides.

Section 4: Program Outcomes

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

Baseline: 54 # *(Average of total completers for the last three years – 2016-17; 2017-18; 2018-19)*
Standard: 58 #
Target: 60 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring				
Graduation Year	Degree	Diploma	Certificate	Total
2016-2017	10		29	39
2017-2018	17		49	66
2018-2019	9		48	57



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

The advisors for the program highly encourage students to apply for certificates as they earn them. Many of the courses in the Degree Plan and the Certificate overlap so that both can easily be obtained simultaneously. Students who initially apply for a certificate are highly encouraged to continue with the degree so they are more marketable in the field.

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?)*

New completer standard and target was set based on the three-year baseline data from 2016-17, 2017-18 and 2018-19.

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	The program will continue to advise students to work towards certificates and degrees and encourage them to complete graduation applications in a timely manner.	Spring 2021	The program will assess by reviewing the files of students who have completed coursework and determine who to assist in completing applications for graduation.
2			

Outcome #2: Retention

Baseline: 57.8 % *(Average of last three years – 2016-17; 2017-18; 2018-19; fall-to-fall program retention)*
Standard: 60 %
Target: 62 %

Year (Fall to Fall)	Program Fall Enrollment Cohort	Program Completers	Program Returners	Program Non-Completers	Program Transfers	Program Retention
Fall 2016-Fall2017	70	8	33	25	4	58.6%
Fall 2017-Fall 2018	81	17	32	27	5	60.5%
Fall 2018-Fall 2019	79	6	37	30	6	54.4%

Insert Chart

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.)*

Program faculty feel that there has been a decline in the Career Track since the Articulation Agreement went into effect in 2018 added transfer tracks/pathways. Students now seem to choose one of the transfer tracks instead of the Career Track. COVID-19 has also had an impact on enrollment this year, as students are somewhat worried about returning to coursework.

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?)*

New program retention standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19 fall to fall retention.

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 <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	The program will continue to recruit students.	Spring 2021	The program will evaluate the recruiting efforts and venues where recruiting is occurring.
2	The program will follow students who have not returned from a previous semester, calling with reminders and assisting with registration if needed.	Spring 2021	The program will evaluate the number of students who return to campus after a lapse in enrollment.

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

Baseline: 48.3 # *(Average number employed for the last three years – 2016-17; 2017-18; 2018-19)*

Standard: 50 #

Target: 55 #

Graduation Year – Summer, Fall, Spring	Completers (unduplicated)	# Employed (within 1 Yr)	Unknown
2016-2017	39	30	9
2017-2018	66	60	6
2018-2019	57	55	2

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?)*

Students are finding jobs within the field of study if they are not already employed in the field. Many students are finding that without degrees, their pay is significantly less, but may find jobs in other fields for higher pay. Faculty are tracking graduates' employment using social media and phone calls.

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)*

New job placement/employment standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19.

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	The Program will begin working with graduates at time of the application for graduation to assist any unemployed graduate find a job.	Spring 2021	The program will assess by looking at which students are obtaining jobs or seeking other jobs in the field.
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.)*

Median hourly wages for employees seem to be higher in this county for Kindergarten Teachers, and employees with Associate and Bachelor Degrees are the majority of employees finding jobs in the field. National and state standards for education in the field are increasing. More employees are being hired than there are job postings. There does not seem to be an explanation for this, but the Program does often see that employees are discouraged when they find jobs in the field due to lower pay in childcare settings and “red tape” in obtaining jobs. More employees being hired than posted jobs may be reflected in turnover rates.

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?)*

Not applicable

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?)*

Not applicable

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?)*

New third-party credential standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19.

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.	Spring 2021	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: 79.3 % (*Average program success students for the last three years – 2016-17; 2017-18; 2018-19*)
Standard: 85 %
Target: 90 %

Academic Year Fall, Spring, Summer	Program Enrolled Students	Program Success Students	Program Success Rate
2016-2017	380	309	81%
2017-2018	391	300	77%
2018-2019	105	84	80%

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 success of students in face-to-face courses seems to be higher for students who are not as “tech savvy” as others who are. As the program has added more online and hybrid courses, students are finding it easier to navigate and utilize the technology. The addition of technology has allowed the program to reach more students. The retirement of a faculty member and hiring of a new full-time faculty member seems to make a difference. Emphasis is being placed on utilizing free resources, such as the campus computer lab and e-learning center has helped students. Full-time and part-time faculty are being encouraged to reach out to struggling students to assist them in learning, no matter the delivery method.

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?*)

New program success rate standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19.

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	The program will continue to work and engage with students who seem to be struggling. Students will be referred to Academic Skills and to Achievement Coaches for assistance.	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.

National Association for the Education of Young Children (NAEYC) is the accrediting body of our program. We were last accredited in 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.

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 (<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	The Program will use updated Program Learning Outcomes 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 programs 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 child care 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 collaborating 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)*

