WAYNE
COMMUNITY COLLEGE

Compliance Certification Report

Submitted March 2015

WAYNE COMMUNITY COLLEGE

3000 Wayne Memorial Drive
Goldsboro, NC 27534
919-735-5151 | www.waynecc.edu

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2.1

Degree-granting Authority

The institution has degree-granting authority from the appropriate government agency or agencies.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Wayne Community College has degree-granting authority from the appropriate government agency

Wayne Community College (WCC) is one of 58 community colleges in the North Carolina Community College System (NCCCS). WCC was established by the authority of the North Carolina General Assembly as a public institution of higher education on **December 7, 1967**. Originally established as the Goldsboro Industrial Education Center (IEC) in 1957 and officially chartered as an IEC in 1958, Wayne Community College has served students and the community of Wayne County for over 50 years.

The North Carolina General Assembly, through **North Carolina General Statute (NCGS) 115D-1**, has empowered the State Board of Community Colleges

> to provide for the establishment, organization, and administration of a system of educational institutions throughout the state offering courses of instruction in one or more or the general areas of two year college parallel, technical, vocational, and adult education programs, to serve as the legislative charter for such institutions, and to authorized the levying of the local taxes and the issuing of local bonds for the support thereof.

As a member of the NCCCS, Wayne Community College has the right to award degrees, diplomas, and certificates in accordance with the rules and standards of the State Board of Community Colleges Code (SBCCC). "Community colleges shall issue degrees, diplomas, and certificates to individuals who satisfactorily complete course and program requirements." (**1D SBCCC 400.95**)

More specifically stated in **NCGS 115D-20 (4)**, local Boards of Trustees of the 58 community colleges are empowered "to apply the standards and requirements for admission and graduation of students and other standards established by the State Board of Colleges." The Board of Trustees of Wayne Community College recognizes its degree granting authority in the **Bylaws of the Board of Trustees of Wayne Community College, Article III 5**.

Wayne Community College has degree granting authority through the North Carolina State Board of Community Colleges as authorized by the North Carolina General Assembly and is in compliance with Core Requirement 2.1.

Sources

- Board of Trustees Bylaws Article III, 5
- NC General Statute 115D-1 (Statement of Purpose)
- NC General Statute 115D-20 (4) - Powers and duties of trustees
- State Board of CC Code (1D 400.95) Curriculum Program Approvals and Terminations
- Wayne Community College Charter - December 7, 1967

2.2

Governing Board

The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution has a governing board of at least five members that is the legal body with specific authority over the institution

Wayne Community College's (WCC) Board of Trustees (Board) is the legal body with governing authority over the College as stated in **North Carolina General Statute (NCGS) Chapter 115D-14**, the State Board of Community Colleges Code **1B SBCCC 300.1 - Authority**, and in the Bylaws of the Board of Trustees of Wayne Community College, **Article I Section 1 (a) and (b)**.

> (a) The Board of Trustees is a body corporate established under the provisions of Chapter 115D of the general Statutes of North Carolina, and it possesses all of the powers of a body corporate for the purposes created by or that may exist under provisions of the law.
>
> (b) The Board of Trustees has the responsibility for the development and operation of the College in accordance with the provisions of the law and the standards of the State Board of Community Colleges.

The College is governed by a 13 member **Board of Trustees**. **North Carolina General Statute 115D-12 - Selection of Trustees** provides the mechanism for the appointment of Trustees as follows:

- Four trustees appointed by the Wayne County Board of Education
- Four trustees appointed by the Board of Commissioners of Wayne County
- Four trustees appointed by the Governor of North Carolina
- One trustee who is the current president of the Student Government Association who serves as an ex-officio, non- voting member

The responsibilities, powers and duties of the Board are specified in the Bylaws of the Board of Trustees of Wayne Community College (Bylaws), **Articles I and III**, and in the **NCGS 115D-20 - Powers and Duties of Trustees**. The duties of the officers of the WCC Board are outlined in the Bylaws, **Article II Sections 2, 3, 4, and 5**.

Regular meetings of the Board are held in the WCC Boardroom on the fourth Tuesday of alternate months beginning with January unless another time or location is authorized by the Chair (**Bylaws Article V Section 1**). Minutes are recorded for each Board meeting and are appropriately stored at the College. In addition, **minutes** are sent electronically to all College personnel once approved by the Board.

The Board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program.

According to the **Bylaws Article III (13)**, the Board of Trustees shall "Adopt policies for inclusion in the Policies Manual of the Board of Trustees of Wayne Community College." As such, the Board acts on policy recommendations from the President and/or Board committees which guide the general operation of the College. The WCC Board has established five committees - the Executive, Finance, Curriculum, Building, and the Personnel, Student Services and Policy Committees. The specific responsibility of each of the committees is described in **Article IV Section 3** of the Bylaws.

The Board's responsibility in ensuring that financial resources are adequate is clearly outlined in the Board Bylaws which state that the Board approves all budgets. Specifically, **Article III (10)** states that the Board shall "Approve and submit current expenses and capital outlay budgets."

To ensure a sound educational program and to further the mission of the College, the Board adopts the College's budget resolution on an annual basis, typically in September. The Board approved the 2014-2015 Wayne Community College budget on September 23, 2014 as evidenced in **minutes** of that meeting.

The Finance Committee reviews an institutional financial report prior to every Board meeting (six times per year). It recommends to the Board for action such items as the approval of the annual budget, transfer of funds between line items, establishment and expenditures of

special funds, and approval of policies related to the budget. A financial package is provided to each Board member prior to the regularly scheduled board meeting. **Minutes** from the November 2014 Finance Committee meeting and subsequent November Board meeting, attest the involvement of the WCC Board in ensuring that financial resources are adequate to meet the mission of the College.

The Board is not controlled by a minority of board members or by organizations or interests separate from it.

The Bylaws of the Board eliminate the ability of a minority of its membership from exercising control over the Board. The Bylaws **Article V Section 4 (a)** states, "Seven (7) members of the Board of Trustees in actual attendance of meetings shall constitute a quorum for the transaction of business."; and **Section 4 (b)** states "A majority vote of all of the voting members of the Board shall be required for the determination of policy, and for the election of a President." In addition, **Article VI Section 1**, states, "by an affirmative vote of a majority of all the members of the Board, the Board may make or amend such policies, rules, and regulations as may be authorized by the law and as may be required in the judgment for the effective discharge of its responsibilities and the effective operation of the College."

To further indicate that the Board is not controlled by organizations or interests separate from it, **Article I Section 1(e)** of the Bylaws states "…the Board of Trustees must not be subject to undue pressure from political, religious or other external bodies. Furthermore, the Board should protect the administration from similar pressures."

An examination of the minutes of the regular Board meetings over the past year indicate a broad participation of Board members; attendance was, on average, ten of twelve members (not counting the SGA President) with average participation (defined as making or seconding motion or giving reports) of eight members (not counting the SGA President).

Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual employment or personal or familial financial interest in the institution

Neither the presiding officer of the Board nor the majority of other voting members of the Board have contractual, employment, personal, or familial financial interest in the institution and receive no compensation for service. Board members are subject to the conflict of interest provisions of the **North Carolina General Statute 115D-26** and **NCGS 14-234**. To ensure that the law is followed, the North Carolina State Ethics Commission requires board members (trustees) to submit an annual Statement of Economic Interest (SEI) by April 15 of each year. The Commission evaluates each SEI for actual and potential conflicts of interest between the individual's public duties and private interests. A sample of a Board member's **SEI evaluation** is provided as evidence of this process. In the event a conflict of interest is identified, the Commission will notify the individual and College's Ethics Liaison so the individual is excused from participation in such matters.

To date, no conflict of interest has been identified for any WCC board member, the president, or the chief financial officer (CFO). It should be noted that the president, the CFO, and the twelve board members are the only college related officials requested to complete a SEI. **Correspondence** from the State Ethics Commission stating that each Board member has completed the SEI form is provided as documentation.

The WCC Board has a **Conflict of Interest Policy 01-10** which states, "In compliance with GS 115D-26, all local trustees of Wayne Community College will adhere to the conflict of interest provisions as stated in NCGS 14-234 which prohibits public officials and firms in which they have a financial interest from conducting business with the College."

At the beginning of each Board meeting and Executive Committee meeting, the Chair (presiding officer) reads the following statement regarding **conflict of interest**.

> "In accordance with the State Government Ethics Act, it is the duty of every Board member to avoid both conflicts of interest and appearances of conflict. Does any Board member have any known conflict of interest or appearance of conflict with respect to any matters coming before the Board today? If so, please identify the conflict of appearance of conflict and refrain from any undue participation in the particular matter involved."

There has been no occasion since the last reaffirmation in 2006 that any member of the WCC Board had to resign from the Board to avoid a conflict of interest or potential conflict of interest or to recuse himself or herself from a vote because of a conflict of interest or a potential conflict of interest.

Wayne Community College is not a military institution.

Based on the documentation above, Wayne Community College is in compliance with Core Requirement 2.2 Governing Board.

Additional information on the governing board can be found in Comprehensive Standards 3.2.2 Governing Board Control; 3.2.3 Board Conflict of Interest; and 3.2.4 External Influence.

Sources

- Board of Trustees Bylaws Article I and III
- Board of Trustees Bylaws Article I Section 1 (a) (b)
- Board of Trustees Bylaws Article I Section I (e)
- Board of Trustees Bylaws Article II Section 2,3,4,5
- Board of Trustees Bylaws Article III (10)
- Board of Trustees Bylaws Article III (13)

- Board of Trustees Bylaws Article IV Section 3 (a-e)
- Board of Trustees Bylaws Article V Section 1
- Board of Trustees Bylaws Article V Section 4 (a) (b)
- Board of Trustees Bylaws Article VI Section 1
- Board of Trustees Finance Committee Meeting Minutes, November 18, 2014
- Board of Trustees Meeting Minutes, Regular and Executive, July Sept Nov 2014 Conflict Statement
- Board of Trustees Meeting Minutes, September 23, 2014 - Fiscal year budget approved
- Board of Trustees Policy (01-10) - Conflict of Interest
- Board of Trustees Roster 2014-2015
- Email to Personnel - Board of Trustee Minutes 2014 Nov 25
- NC General Statute (115D-12) Selection of Trustees
- NC General Statute (115D-14) Board of Trustees
- NC General Statute (115D-20) Powers and Duties of Trustees
- NC General Statute (115D-26) Conflict of Interest
- NC General Statute (14-234) Public Officers Benefiting from Public Contracts
- NC State Ethics Commission - Correspondence (SEI submitted)
- NC State Ethics Commission - Evaluation of SEI
- State Board of CC Code (1B SBCCC 300.1) - Authority

2.3

Chief Executive Officer

The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. (See Commission policy "Core Requirement 2.3: Documenting an Alternate Approach.") (Note: If an institution is part of a system and its chief executive officer is also the chief executive officer of the system, the institution must provide information requested in Commission policy "Core Requirement 2.3: Documenting an Alternate Approach." This information should be submitted as part of the Compliance Certification.)

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution has a chief executive officer whose primary responsibility is to the institution

Wayne Community College (WCC) has a chief executive officer whose primary responsibility is to the institution. As stated in the Board of Trustees of Wayne Community College **Bylaws, Article II Section 6 (a)**, "As chief executive officer of the College, the President shall have full authority and responsibility for all College operations within established Board, College and State Board of Community Colleges' policies, rules, and budgets. The President shall be elected by the Board of Trustees and shall hold office at the pleasure of the Board." In addition, **Article III of the Bylaws** states that the Board shall "establish the basic qualifications for and appoint a President for such term and under such conditions as it may fix, such election to be subject to the approval of the State Board of Community Colleges."

Dr. Kay H. Albertson is President of Wayne Community College and as such serves as the chief executive officer of the institution. The Wayne Community College Board of Trustees (Board) elected Dr. Albertson as President on **March 27, 2007** pending approval of the State Board of Community Colleges (SBCC). The SBCC approved Dr. Albertson's appointment on **April 20, 2007**. Dr. Albertson became the fifth president of the College on July 1, 2007.

Article II Section 6 of the Board's Bylaws and the President's **job description** outline the President's duties. Both documents clearly indicate that the President's primary responsibility is to the College. In addition, **Board Policy 02-22, Secondary Employment** mandates that all employees of WCC, including the President, report and receive approval for any secondary employment before engaging in such. Dr. Albertson does not have any outside employment responsibilities other than as CEO of WCC. Evidence is provided in the **2014 Secondary Employment Form** that was signed by the Board Chair.

The institution has a chief executive officer who is not the presiding officer of the board

The President is not the presiding officer of the Board but reports directly to the WCC Board of Trustees (**Organizational Chart**) which is the legal body exercising authority over the College as established by **North Carolina General Statute 115D-14**. The thirteen member Board of Trustees elects the presiding officer from its membership on an annual basis. **Article II Section 1(d)** of the Board Bylaws states, "The Chair and the Vice Chair shall be elected at the regular July meeting for a period of one (1) year. The Chair and the Vice Chair may be reelected to serve one (1) additional term, for a maximum of two (2) consecutive years in office." In addition, **Article II Section 2** of the Bylaws states, "The Chair shall… preside at all meetings of the Board…" Mrs. Chris Martin was elected as Chair of the WCC Board in **July 2014** and serves as the presiding officer of the Board as evidenced in minutes of that meeting.

The President of WCC is not a member of the Board and therefore cannot be the presiding officer of the Board. **Article II Section 6 (a)** of the Bylaws reads, "The President shall attend and participate, without vote, in all meetings of the Board of Trustees and all committee meetings except where the president's absence is expressly desired."

The Bylaws of the Board of Trustees of Wayne Community College clearly indicate that the President is the Chief Executive Officer of the College and is not a board member, therefore, she cannot be the presiding officer of the Board. The Board elects its presiding officer on an annual basis from the membership of the Board. These items are evidence that Wayne Community College is compliant with Core Requirement 2.3.

Sources

- Board of Trustees Bylaws - Article II Section 2
- Board of Trustees Bylaws - Article II, Section 1 (d)
- Board of Trustees Bylaws - Article II, Section 6
- Board of Trustees Bylaws - Article II, Section 6 (a)
- Board of Trustees Bylaws - Article III
- Board of Trustees Meeting Minutes, July 2014 (Page 4)
- Board of Trustees Meeting Minutes, March 27, 2007
- Board of Trustees Policy (02-22) - Secondary Employment
- Job Description - President
- NC General Statute (115D-14) - Board of Trustees

- Organizational Charts
- Secondary Employment Form (2014)
- State Board of Community Colleges Minutes, April 20, 2007

2.4

Institutional Mission

The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Wayne Community College's Mission Statement

Wayne Community College is a learning-centered, public, associate degree granting institution with an open door admissions policy. WCC is located in Goldsboro, North Carolina and is part of the North Carolina Community College System.

Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves.

Wayne Community College has a clearly defined, comprehensive mission statement specific to the institution

Wayne Community College's mission statement is clearly defined, comprehensive, and reflects the College's scope of services which include educational opportunities, workforce training, and cultural events in its service area.

The mission statement also reflects the distinctiveness of Wayne Community College (WCC) as an open-door, public institution that grants degrees on an associate level. The College is further defined by its geographical location in Goldsboro, North Carolina, and its inclusion in the North Carolina Community College System (NCCCS).

The Board of Trustees of Wayne Community College (Board) approved the current WCC mission statement in **February 2014** as part of a three year review process. (**College Procedures Manual 09-0201**; **Board of Trustee Bylaws - Article III (14)**) The revision included more information on the College's distinctiveness as an institution of higher education and added descriptors specific to Wayne Community College.

The Board had previously approved the mission statement, a vision statement, and college values at its **September 2012** regular Board meeting as reflected in those minutes. The vision statement and college values add to the comprehensiveness of the College's mission. The vision statement, mission statement, and core college values are most often published together. Some publications also include the institutional goals which are derived from the mission. (**WCC General Catalog and Student Handbook**; **College website**; and **WCC Strategic Plan for Institutional Effectiveness**)

The mission statement is appropriate for higher education and addresses teaching and learning

The mission statement is appropriate to the College's role as a comprehensive, public community college in the North Carolina Community College System (NCCCS), as defined by **North Carolina General Statute (NCGS) 115D-1 - Statement of Purpose** and **State Board of Community Colleges Code (1A SBCCC 200.1) - Mission of the Community College System**, both of which require that individual community colleges adopt mission statements specific to their institutions while maintaining consistency with **the mission of the NCCCS**.

As part of its planning and institutional effectiveness processes, the College has established four goals which relate to its mission and to the mission of the NCCCS. (**Planning Council minutes, July 2012**) Each goal statement focuses on a critical aspect of the College and is assessed by institutional performance indicators (measures) on an annual basis. (**Strategic Plan**)

The goals address the College's expectations that as a **"learning- centered"** institution the instructional programs and services offered to students will be appropriate for their success and that the teaching-learning environment is conducive to supporting the College's mission. The four goals follow.

GOALS

1. **Increase Student Access**: Develop policies and practices that provide increased opportunities for students to enter into,and successfully proceed through, post-secondary education and training programs.
2. **Ensure Program Excellence**: Examine and continually improve rigor, relevance and quality in all academic and training opportunities to ensure that successful completion equates to a competitive position in the workplace or in the attainment of higher education goals.
3. **Improve Student Success**: Increase the number of students leaving with a job-ready credential that can lead to successful employment in a global economy and provide for better skills, better jobs, better pay, and continued educational attainment.
4. **Ensure Institutional Quality**: Examine and continually improve relevance and quality in all college administrative, student and support services to ensure that the College's vision, mission, and goals will be achieved.

Several of the College's Core Values specifically address WCC's commitment to teaching and learning to include the values of Excellence and Learning. These core values state respectively, "Set and meet high standards" and "Improve quality of life by providing knowledge and developing skills".

The mission addresses where applicable research and public service

The element of research is not applicable to Wayne Community College.

The College addresses public service and community service as part of its mission by stating that the College meets the "training and *cultural needs*" of the communities it serves.

Community services and outreach are most frequently offered through the Continuing Education (non-credit) division of the College and includes basic skills development, occupational extension courses, and community service courses requested by the community to include various fitness activities and arts and crafts production. Outreach regarding workforce training, such as employability (soft skills) training and **customized training** for business and industry, is a major part of WCC's mission and most often is offered through short term, non-credit courses and the **Wayne Business and Industry Center**. An additional public service is the College's leadership in providing **Career Readiness Certification** (CRC) pre-training and testing to citizens in our community. The College has established a testing center for the assessments and awards the certifications to those earning the distinction of a bronze, silver or gold CRC.

The Foundation of Wayne Community College, Inc. supports the majority of cultural events and activities for the College's students, employees, and the community at large. Each year, the Foundation offers a variety of lectures and seminars, book readings/signings, plays, musicals, and historical /art field trips. Foundation **brochures** are offered as evidence of the variety of cultural events offered at Wayne Community College as part of its broader mission.

The institution publishes its mission statement

The mission statement is incorporated in a variety of college publications and disseminated to students, faculty, staff and the community through Wayne Community College's **website**, **General Catalog and Student Handbook**, **Curriculum Instructor Handbook**, **WCC Strategic Plan for Institutional Effectiveness**, the **WCC Technology Plan**, the **WCC Distance Education Plan**, and on individual **program brochures**.

Wayne Community College has a clearly defined, comprehensive, published mission statement. Supporting its mission, are a vision statement, core values, and goals specific to the College that are appropriate for higher education and that address teaching and learning. Therefore, the College is in compliance with Core Requirement 2.4.

Additional information on the College's mission can be found in Core Requirement 2.5 Institutional Effectiveness and Comprehensive Standard 3.1.1 Mission.

Sources

- Agriculture and Natural Resources Program Brochure
- Board of Trustees Bylaws Article III (14)
- Board of Trustees Meeting Minutes, February 7, 2014 (Page 3)
- Board of Trustees Meeting Minutes, September 25, 2012 (Page 5)
- Career Readiness Certification (CRC) Report
- College Procedures Manual (09-0201) - Institutional Effectiveness Process
- Customized Training Brochure
- Foundation Brochures
- General Catalog and Student Handbook - College Mission
- NC General Statute (115D-1) - Statement of Purpose
- NCCCS - Mission Statement
- Planning Council Minutes, July 2012
- State Board of CC Code (1A SBCCC 200.1) - Mission of the Community College System
- Wayne Business and Industry Center Factsheet
- WCC Curriculum Instructor Handbook - Mission
- WCC Distance Education Strategic Plan 2014-2017 (Page 3)
- WCC Strategic Plan for Institutional Effectiveness - Goal Assessment
- WCC Strategic Plan for Institutional Effectiveness - Mission (Page 4)
- WCC Strategic Plan for Technology 2014-2019 (Page 3)
- WCC Website - Mission Statement

2.5

Institutional Effectiveness

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Wayne Community College (WCC) engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (**CPM 09-0201 Institutional Effectiveness**)

Leadership for institutional effectiveness of WCC's **Office of Planning and Research**. The Director of Planning and Research reports directly to the President. Other members of the Office include a Planning and Research Specialist; a Research Coordinator; and the Grants Coordinator. The Office of Planning and Research coordinates and monitors the institutional effectiveness (strategic planning and evaluation) activities for the College.

Wayne Community College's Planning Council, as outlined in the **College Procedures Manual 01-0301 Purpose, Authority and Membership of Standing Committees**, is an integral support for the College's institutional effectiveness processes. The Planning Council has responsibility for developing, monitoring, and evaluating college planning and evaluation. The Council is comprised of permanent members and rotating three year term members. The President's Council (senior administrators) and Division Chairs (academic leaders) serve as permanent members, while the rotating membership is comprised of faculty and staff representatives of the College. Planning Council **members** represent and serve as liaisons for their respective college planning units.

Following its 2006 SACSCOC reaffirmation, WCC continued to engage in ongoing, integrated, and institution-wide research based planning, assessment, and evaluation processes as outlined in its **2011-2016 Strategic Plan**. The College, however, has revised a number of strategic planning and evaluation processes since the last decennial review is evidenced in the **2013–2016 Strategic Plan for Institutional Effectiveness**. Examples of these changes are discussed throughout this narrative.

Overview of WCC'S strategic planning and evaluation process (institutional effectiveness model)

The Wayne Community College Strategic Plan for Institutional Effectiveness has three essential components:

1. Strategic or Institutional Planning/Evaluation;
2 Academic Program and Service Unit Planning/Evaluation; and
3. Annual Operational Planning/Evaluation

The three components of Wayne Community College's Strategic Plan meet the following criteria:

Ongoing – The institutional effectiveness process at WCC is a continuous recursive loop of assessment, evaluation, planning and implementation which happens formally within planning units and on an institutional basis through the process of reporting outcomes assessment, completing program and service reviews, and monitoring the College's strategic institutional plan of operations. The College provides documentation of on-going outcomes assessment through its annual operational planning process (planning objectives tied to budget) in the Planning Objectives End of Year Reports for **2012-13** and **2013-14**.

Integrated – While the three institutional effectiveness processes are discussed separately in this narrative, the processes are integrated, occur simultaneously, and influence each other. For example, institutional data provide trend information on measures such as headcount and FTE, which is analyzed in program and service reviews. The College's mission statement is reflected in the mission/purpose statements of academic programs and service units and drives planning initiatives. Institutional performance indicators (measures) and college strategic priorities guide the academic and programs and service units' planning objectives and outcomes. Annual operational plans incorporate planning objectives, tie to the annual budget, and complete the overall institutional planning process. The **WCC Planning and Evaluation Process diagram** demonstrates how each part of the institutional effectiveness process is integrated.

Institution-wide – As demonstrated in the Planning Objectives End of Year Report referenced above, every unit on campus participates in planning, assessment, and evaluation processes. Faculty and staff from planning units across the campus serve on the College's Planning Council. In addition, the College's **Assessment Committee** is composed of academic and student service faculty and staff, and "provides direction, leadership, and oversight for the assessment process of student learning outcomes (SLO) at the institutional and program levels." (**College Procedures Manual 01-0301**). Both Planning Council and Assessment Committee members are instrumental in reviewing unmet institutional outcomes and focus on how the College can strategically work to continuously improve these outcomes.

Research-based – All outcomes measures are quantitatively- or qualitatively-based with data from many of the measures calculated by the Office of Planning and Research. Quantitative data sources are both internal and external and include demographic enrollment data, retention rates, transfer and graduation data, licensure and certification exam pass rates. The College's use of quantitative data to measure performance outcomes is demonstrated through the North Carolina Community College System's Performance Measures.

Qualitative data are generally provided in the form of surveys to include advisory committee/employer, current student, non-completers, and WCC employees. Focus groups also provide the College qualitative information. As an example, in 2011, staff in the Wayne Business

and Industry Center (WBIC) surveyed local industries to determine a list of prioritized employability skills (soft skills) that employers wanted workers to possess. WBIC's motivation was to ensure that Wayne Community College graduates possessed the desired employability skills upon leaving the College. Analysis of survey results led to identifying specific soft skills to be included in a 30-hour soft skills training course. Subsequently, an instructor was hired, the course was developed, and the training was offered. The 30-hour course was then integrated into a number of academic programs offered at the College. **Documentation** of this process is offered to show that WCC uses qualitative data to make informed decisions regarding educational content and instruction.

In addition, when outcome measures are reviewed in the three-year program and service unit review process, planning units are asked to consider measuring themselves against established industry standards, best practices, nationally normed instruments, and baseline data from previous years to document continuous improvement. Planning units are expected to raise performance standards as appropriate. As the planning units move through the assessment process to evaluate programs, research based evidence is used to document the need for program changes to include hiring additional faculty, purchasing equipment, adding technology, and so forth. Evidence that WCC measures outcomes through a program review process is provided in the **2011-2012** and **2013–2014** academic program reviews. It should be noted that the 2011-2012 program review documentation includes only a sampling of reviews since all academic programs participated in the review process during that time frame. The 2013-2014 review process shows the new program review cycle in which 15 academic programs participated.

Additional documentation that Wayne Community College engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes is found in Comprehensive Standards 3.3.1.1, 3.3.1.2, 3.3.1.3, and 3.3.1.5.

l. Strategic or Institutional Planning

Strategic or institutional planning guides the future course of the College. In 2012, under the leadership of a new Director of Planning and Research, the WCC five-year Strategic Plan model (2011–2016) moved to that of a three-year model (2013-2016). The College's current Strategic Plan for Institutional Effectiveness begins with its vision and mission statements, core values, institutional goals, performance indicators (measures), and strategic priorities.

The **institutional mission statement** is the focus of all planning and evaluation activities at the College. The mission statement defines the College's identity and purpose and is approved by the Planning Council and the Board of Trustees. More discussion regarding the College's mission follows in a later section of this narrative.

Institutional Goals serve as pathways to achieving the College's mission. The goals, like the mission, are reviewed every three years, or as needed, by the Planning Council. Institutional goals are shared with the Board of Trustees when changes are made. Each goal statement focuses on a critical aspect of the College and is assessed by institutional performance indicators (measures). More discussion on goals follows in a later section of this narrative.

Institutional Performance Indicators (measures) - Wayne Community College's progress toward achieving its goals is evaluated through a set of institutional **performance indicators**. The indicators reflect outcomes in enrollment, retention, graduation, and other aspects of student success and allow the College to document improvement. Each indicator (measure) also includes standards (acceptable performance) and targets (desired performance). Performance indicators are used to evaluate and improve the quality of all areas of the College, including academic programs and instruction, student services, support services, and use of resources. Among the methods employed to measure the institution's performance are student and employee surveys; enrollment, retention, and student success data (North Carolina Performance Measures); and student learning outcomes to include Institutional Learning Outcomes (ILO)and Program Learning Outcomes (PLO). Performance results that fall below the acceptable standard require further investigation or review, while the target provides a focus for improvement efforts. Institutional Learning Outcomes and Program Learning Outcomes are discussed in Comprehensive Standard 3.3.1.1, 3.5.1 and Federal Requirement 4.1.

In 2014, in order to evaluate progress in the achievement of WCC's four strategic goals, and thus the institutional mission, a system of fourteen institutional performance indicators (measures) were developed and approved by the Planning Council. (**Planning Council Minutes, 2014**) Each indicator has a stated expected outcome (acceptable performance standard) and a target or desired performance derived from the College's past performance on the institutional indicator and other data related to the measure.

Included in WCC's institutional performance indicators are the eight North Carolina Community College System (NCCCS) Performance Measures. Mandated by the North Carolina General Assembly beginning in 1999, these measures are reported for all 58 North Carolina community colleges on an annual basis. The measures are implemented as a vehicle for public accountability and to ensure that programs and services offered by the North Carolina community colleges are of sufficient quality. The system-wide measures have undergone a number of changes since 1999 with the most recent changes occurring in 2012. Eight performance-based student success measures were adopted by the General Assembly in 2012. At that time the NCCCS established system-wide "baselines" and "goals" for the purpose of incorporating performance into colleges' regular formula budget allocations. The measures, baselines, and goals are published by the NCCCS and distributed to all 58 community colleges. In addition, each College is required to make its constituencies aware of its performance relative to the standards. WCC publishes its result in the General Catalog and Student Handbook (print and online versions) and on the Planning and Research internal website. Summaries of the two years of **Performance Measures (2013; 2014)** are provided as evidence.

Also included in the institutional performance indicators (measures) are the College's general education outcomes, or institutional learning outcomes (ILOs) which assess overall student learning in six areas - oral and written communication, culture/social structures, mathematics, natural sciences, social behavior, and computer technology. These general education outcomes were identified by faculty in 2010, along with the courses to be used to assess them. Outcomes are measured every three years. Action plans are developed when acceptable standards of performance are not met, or to reach higher targets if the measure is met. Since 2010, each of the seven general education (institutional) outcomes has been measured. The timeline for measurement and the assessment results for the first cycle of ILO evaluations are provided in the ILO Assessment Reports. Further discussion of ILO assessment is found in Comprehensive Standard 3.5.1 and Federal Requirement 4.1.

Strategic Priorities - As a result of the strategic planning process, the President's Council and the Planning Council identify **strategic**

priorities for each College goal that focus on needed college-wide improvements (such as enrollment or retention). These priorities become a basis for program and service area planning and submission of objectives in the operational planning process. Prior to 2013-2014, the planning priorities for the upcoming year were called **Strategic Areas of Emphasis (2011-12; 2012-13)**. Strategic priorities are revised as necessary to track progress toward desired outcomes and to measure accomplishment of mission and goals.

The College's institutional **planning process calendar** begins in the fall of each year when the Planning Council meets to review institutional mission, goals, and outcome results from the previous year as it did in **December 2014**. Using that data, along with environmental factors and input from the President's Council, the Planning Council makes necessary adjustments to the mission, goals, performance indicators (measures), and to the strategic areas of priority for the upcoming year.

II. Academic program and service unit planning

Academic program and service unit planning and evaluation are conducted through Academic Program and Service Reviews (**Program and Service Review Guides**). It should be noted that until 2013–2014, academic program reviews used an annual "**program audit**" as part of the program review process. In 2013, WCC initiated a more intensive academic program and service unit review process as part of the continuous improvements to the College's assessment and evaluation processes. One of the improvements was that every academic program and service unit (planning units) adopted a mission or purpose statement appropriate to its area that reflects WCC's mission statement. The planning unit's mission statement guides its day to day activities as well as its planning and evaluation process. Academic program and service unit personnel review their **mission statements** and revise them during the three year review process or as needed.

Also on a three year cycle, planning units complete an in-depth evaluation using data to assess their current status and to identify areas needing improvement. During the program or service review process, **committee members** analyze data to include information about the customer or students being served; internal and external environments; program or service unit effectiveness; and available resources. Taking into account the institutional goals, indicators, and priorities, each program or service unit identifies areas needing improvement and creates action plans to achieve those improvements. The planning unit provides an annual update on the accomplishments regarding its action plans with a final report included in the next program review.

The recommendations that result from these reviews, as well as the institutional priorities, guide the unit's activities for the next three years, including outcomes and planning objectives. The **2013–2014 Program and Service Review summary sheets** provide evidence of this on-going, data-based process.

Program and service reviews are further discussed in Comprehensive Standards 3.3.1.1, 3.3.1.2, 3.3.1.3. and 3.3.1.5.

III. Annual Operational Planning

The College's operational planning process also begins in the fall semester as is seen in the planning **calendar**. The service units and academic programs (planning units) identify resources to support needs were identified through the review process, data collection, or outcomes assessments. Planning units submit these resource needs through the reporting chain (departments, divisions, and finally to senior administrators), as **planning objectives**. Objectives are submitted using a template that includes assessments, strategies, and budgets. All objectives must be tied to one of the four institutional goals. Once the annual budget is established, the President's Council (senior administrators) reviews the prioritized objectives and allocates funds as available to support the objectives. Resource needs that are justified by review recommendations or results of outcome assessments are more likely to be funded than objectives that are not justified. In this way, the College's budget expenditures are tied to the planning process.

All planning unit objectives are compiled and published annually on WCC's internal drive (**2012-2013**, **2013-2014**, **2014-2015**). This document serves as the College's Operational Plan and is accessible to all employees.

WCC incorporates a systematic review of institutional mission, goals and outcomes

WCC Mission

As required in the College Procedures Manual **09-0203**, Wayne Community College's mission is currently reviewed every three years, or as needed, by the Planning Council, the President's Council, and the College's Board of Trustees.

Prior to 2012, the College reviewed its mission statement on a five-year cycle. In keeping with this review process, in 2012 WCC revised its mission statement to a concise, one-line statement which read, "Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves." At the same time, the Planning Council (**Planning Council Minutes, July 2012**) recommended inclusion of a college vision statement and a set of core values. The Board of Trustees of Wayne Community College approved the College vision and mission statements and core values at its **September 2012 meeting**. It was universally supported that the vision statement and core values adds to the comprehensiveness of the College's mission and commitment to student success.

Vision Statement
Wayne Community College will be the preferred choice for quality education and training in the communities it serves.

Mission Statement
Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves.

Core Values
The College is united in sharing these core values:
Communication: Encourage open dialogue at all levels
Compassion: Exhibit concern for others
Diversity: Value and respect each person's uniqueness
Excellence: Set and meet high standards
Integrity: Cultivate an environment of fairness and honesty

Leadership: Develop and demonstrate leadership skills for our students, employees, and community
Learning: Improve the quality of life by providing knowledge and developing skills
Service: Foster a commitment in employees and students of serving and assisting others
Stewardship: Hold ourselves accountable for the efficient and effective use of the resources entrusted to us
Teamwork: Work together and encourage collaboration
Unity: Operate as one college in purpose, plans, priorities, and processes

The revision of WCC's mission statement also provided incentive for the College's academic programs and service units (planning units) to create individual mission/purpose statements that tied directly to the College's mission. In 2012-13, through a process to identify purpose and customers, each department created its own mission statement which also guides annual unit planning and outcomes. Examples include the mission statement for the Business Office, the Automotive Systems Technology program, and Office of Planning and Research.

- "The Business Office supports the mission of the college by maintaining the financial assets of the College while providing fiscal guidance and quality customer service to the students, other College departments, external agencies and the community."
- "The purpose of the Automotive Systems Technology Program is to prepare individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles."
- "The Planning and Research Department supports the mission of the college by providing information for decision making through research, guiding institutional planning, budgeting, and assessment, facilitating grants, and ensuring accountability with regional, state, and national requirements."

As part of its Bylaws (**Board Bylaws, Article III 14**) calling for the periodic review of the College's mission, the Board of Trustees approved revisions to the mission statement at its **February 2014** meeting. The revision added information on the College's distinctiveness as an institution of higher education to include that it is an open-door, public institution that grants degrees on an associate level. The current mission statement reads:

> Wayne Community College (WCC) is a learning-centered, public, associate degree granting institution with an open door admissions policy. WCC is located in Goldsboro, North Carolina and is part of the North Carolina Community College System. Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves.

WCC Goals

From 2006 to 2012, the College's Institutional Effectiveness Plan consisted of a series of long-range and short-range institutional goals that guided the operational and program planning processes of the College. Each year, academic program and service units (planning units) identified areas for improvement based on the analysis of data provided by the Office of Planning and Research and wrote objectives to address their needs. These planning objectives, tied to College goals, constituted the annual operational plans for the College and were used for budget allocation decisions. The planning objectives that required additional resources beyond the unit's base budget were prioritized by WCC's Planning Council and funding was based on these priorities. It should be noted that the Planning Council prioritized the planning objectives until 2012 when the individual planning units assumed the prioritization process. Year-end assessments of the planning objectives prior to 2012, as well as currently, serve as one way to evaluate the achievement of the College's mission and goals.

In March 2012, the WCC Planning Council began a process to update and reduce the number of College goals and align them with the College vision, mission, and core values statements. Feedback from the planning units indicated that the College's **Long Range Goals (9) and Short Range Goals (27)** model was cumbersome and difficult to manage. As a result, the College's goals were condensed to four statements that better align with the North Carolina Community College Systems "**Student Success Initiatives**" and better reflect what WCC wanted to accomplish for its students.

1. Increase Student Access: Develop policies and practices that provide increased opportunities for students to enter into, and successfully proceed through, post-secondary education and training programs.
2. Ensure Program Excellence: Examine and continually improve rigor, relevance and quality in all academic and training opportunities to ensure that successful completion equates to a competitive position in the workplace or in the attainment of higher education goals.
3. Improve Student Success: Increase the number or student leaving with a job-ready credential that can lead to successful employment in a global economy and provide for better skills, better jobs, better pay, and continued educational attainment.
4. Ensure Institutional Quality: Examine and continually improve relevance and quality in all college administrative, student, and support services to ensure that the College's vision, mission, and goals will be achieved.

Currently, the four institutional goals are evaluated by performance indicators (measures) and help drive the institutional strategic priorities. The Planning Council approved the current goals in **July, 2012**. The goals are widely published in Wayne Community College documents to include the General Catalog and Student Handbook (print and online) and continue to serve as the basis for strategic, operational, and program and service unit planning.

Outcomes Improvements

Since 2007 the College has placed more emphasis on institutional improvements of its Strategic Plan for Institutional Effectiveness and has also focused on improving the assessment of outcomes. Examples of improvements include the following:

- Improving the evaluation of institutional and program level student outcomes to include developing general education outcome (ILO) rubrics, assessment instruments and timelines (2010-present)
- Forming an Assessment Committee (2010) and adding assessment responsibilities to other College standing committees to include Curriculum, Safety, Professional Development Committees (2013-present) **Committee Chair Training, September 2013**
- Using more national benchmarking tools to include CCSSE and SENSE (2007-present)
- Using WEAVEonline as the College's assessment software (2012-present)
- Restructuring the Planning Council (**Planning Council Minutes, Feb. 2013**) to provide more college-wide input into strategic planning and evaluation processes; to monitor program and service reviews; to lead efforts of improvement on the North Carolina Community College System Performance Measures; and to engage to a greater extent in the College's

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation process (2012 - present)

- Initiating an **enrollment management planning and evaluation process** as a part of the strategic priorities for 2014 forward
- Actively participating in student success initiatives in the NCCCS such as piloting developmental Math and developmental English redesign; helping to revise and piloting student placement policies, and increasing the number of stackable credentials (certificates) offered in AAS programs

In sum, College outcomes are systematically reviewed. The performance of each measure, and particularly unmet performance standards, become the focus of the various planning units/committees responsible for the outcome. For example, the Planning Council assumed responsibility for annually reviewing WCC's performance on the eight system—wide Performance Measures by creating subcommittees consisting of council members, as well as other faculty and staff. As part of this review process, each sub-committee developed action plans for improvement if the stated performance standard was not met and/or set internal outcomes for each performance measure even if the College actually met the state target. (**Performance Measures End of Year Summaries**)

WCC's planning and evaluation processes result in continuing improvement in institutional quality

Although a number of improvements have occurred regarding the assessment of outcomes, what has not changed in the planning and evaluation processes over the past decade is the College's commitment to continuous improvement based on its educational philosophy (**CPM 03-0101 Educational Philosophy**) that as a learning-centered, outcomes-based educational model, "College employees collect and analyze data to identify areas of improvement, apply solutions and proven new techniques, evaluate results, and transform practice to maximize students' potential for success."

Wayne Community College's planning and evaluation processes through program and service unit reviews, planning objectives, performance indicators (measures), and data collection/analysis result in continuing improvement in institutional quality. In addition, the planning and evaluation processes facilitate programmatic changes and an improved educational environment. Examples follow.

Wayne Community College's Master Plan Addendum 2014-2024 identifies several facility improvements based on the results of student and employee surveys and recommendations from program and service reviews. A student survey conducted in 2013 identified areas in the Wayne Learning Center (WLC) that needed better handicap access. Results from an employer survey led to improvement in the lighting in WLC as well. In addition, recommendations that came out of academic program reviews identified space needs for allied health and public safety programs. These needs and improvements are included in the College's **2014-2024 Facilities Master Plan Addendum**.

Policy changes have also occurred as a result of the College's planning and evaluation processes as demonstrated by more responsibilities and oversight being given to College standing committees. For example, the **Curriculum Committee** was given new responsibilities to include monitoring program additions and deletions for possible substantive changes.

The research obtained through the College's planning process offers additional opportunities for institutional improvement. WCC's results from the North Carolina Community College System (NCCCS) 2013 Performance Measures led the Planning Council to create sub-committees that address each of the eight measures with the intention of developing strategies (action plans) leading to improved College performance on each measure. Performance Measures data in 2014 indicate that the sub-committee review process was effective. For example, the Performance Measure for curriculum completion showed improvement from 48.8% as reported in the 2013 performance summary to 51.3% in 2014. College transfer performance increased from 83.2% in the 2013 summary to 90.1% as reported in 2014. The complete comparison of performance measures from the two reporting cycles, **2013 and 2014**, are provided for review.

Another example of planning and evaluation processes resulting in continuous improvement is in the distance education program area. In support of the achievement of WCC goals "ensuring program excellence and improving student success", the **WCC Distance Education (DE) Strategic Plan 2014-2017** included as a performance indicator (measure) the following - "the rate of student persistence and success in online course sections is equivalent to those rates in traditional course sections". Data from 2011-2014 indicate student persistence and success in online sections lagged behind student performance in traditional sections (**Persistence and Success by Method of Instruction**). To address this gap, and as part of its action plan for improvement, the DE department has presented 31 professional development events, attended by 1541 faculty members (duplicated headcount) over the past three years, 2011- 2014. (**DE Department Training Tally**). Topics addressed include plagiarism detection, rubric design, the use of various Learning Management System tools, and accessibility. To ensure continued professional development, in fall 2014, DE training materials were made available to all full and part-time faculty through Moodle. During the spring of 2015, department and course level data will be analyzed to determine how to specifically meet individual "departmental" DE training needs.

As evidenced by the above examples, and through its systematic and integrated planning and evaluation process, Wayne Community College monitors and ensures the quality of the institution and its programs.

Wayne Community College effectively demonstrates that it is accomplishing its mission

The establishment and continued monitoring of the institutional performance indicators (measures) ensures progress in the accomplishment of the College's four goals, which in turn assess the accomplishment of the mission. Examples below provide qualitative and quantitative evidence that the College is accomplishing its mission.

Goal 1: Student Access Goal one is evaluated in a number of ways, but one performance indicator or measure used is fall-to-spring retention and fall-to-fall retention. The measures follow.

The performance standard - 78% of students enrolled in the fall semester return in the spring semester.

Data for the measure documents that the assessment results were 77.7% in 2011; 75.4% in 2012; and 76% in 2013.

The performance standard - 63% of students enrolled in the fall semester graduate during the academic year or return in the following fall semester.

Data for the measure indicates that the assessment results were 61% for 2011; 59.6% for 2012; and 56.6% for 2013.

The data for both fall to spring and fall to fall retention rates indicate that the College is not meeting its standards of acceptable performance. As a result, **retention** became an institutional priority in 2013 and a Program Outcome for each of the five academic divisions in the 2013 and 2014 evaluation cycles. **Action Plans** have been developed to increase retention efforts and examples are provided as evidence of the focus on retention occurring campus-wide.

Goal 2: Program Excellence - In 2013 – 14, the general education outcome or institutional learning outcome (ILO), "use computer technology to achieve academic and work related goals" was evaluated. This was in keeping with the three year ILO review cycle for each of the College's **seven (7) learning outcomes**. The technology ILO was assessed in CIS 110 for those programs that require the CIS course. It should be noted that of 35 degree programs at WCC, only a few do not require CIS 110. Those programs not requiring CIS 110 complete the technology ILO assessment through a program course. The standard for all ILO assessments states that 80% of students will achieve "acceptable proficiency". In 2013 – 14, 86% of students taking CIS 110 (in seated and distance education instructional modalities) were at the acceptable level of proficiency, an increase from 83% in 2010-11, the last time the ILO was assessed. Similar results were found in the assessments in program courses. Even though the standard was met, faculty who teach CIS 110 continue to modify the course to allow students (both online and in traditional classes) more time with applications which is the area most frequently found to be an issue for students.

Goal 3: Student Success - Goal three is evaluated by measures to include, but not limited to, the number of curriculum completers; first year progression; success of developmental students in college-level English and math; and licensure pass rates. Among the measures of assessment of student success is the performance of WCC students who transfer to one of the four-year universities that is part of the University of North Carolina (UNC) system. The standard or acceptable performance for this measure is:

> 88% of Wayne Community College graduates, or those students who transfer with 30+ credit hours, will have a cumulative grade point average equal to or exceeding 2.0 after one academic year at a UNC institution.

Data for that indicator (measure) show that after dropping from 88% in 2010-11 to 83.2% in 2011-12, the percentage of transfer students achieving 2.0 or greater GPA at the transfer university increased in 2012- 13 to 90.1%. To continue improvement in this measure, revised/enhanced advising processes were implemented to include a redesign of AA and AS degree advising worksheets; WCC transfer faculty meeting with UNC faculty; better communication with adjunct faculty teaching in the transfer disciplines; and improvements in professional development opportunities related to distance education, technology, retention, etc. **Action plans** created by the College Transfer Performance Measure sub-committee are provided as evidence of these continuous improvement measures.

Goal 4: Enhance Institutional Quality - In 2013, a more formal three-year process for reviewing support services (Student Support Services, Administrative Support Services, Distance Education Services, and Planning and Research) was instituted to assess all components of the college more effectively. WCC refers to these reviews as Service Unit Reviews. The service reviews were conducted using various surveys, focus groups, and other internal and external institutional data.

In using the results of its own Service Review, the Office of Planning and Research made several changes to the actual service review process to include developing a new **Service Unit Review Guide** which has been included as part of the Strategic Plan for Institutional Effectiveness. In addition, the Office provided more formal **training** for all college planning units regarding program and service review and will continue to do so each fall.

In summary, the documents provided are evidence that Wayne Community College engages in ongoing, integrated, institution-wide, research-based planning and evaluation processes that incorporate a systematic review of institutional mission, goals and outcomes. These planning and evaluation processes result in continuing improvement and demonstrate that the institution is effectively accomplishing its mission. Therefore, the College is in compliance with Core Requirement 2.5.

Sources

- 2011-2012 Academic Division Program Review Sampling
- 2011-2012 and 2012-2013 Strategic Areas of Emphasis
- 2011-2016 Goals
- 2011-2016 WCC Strategic Plan
- 2012-2013 End-of-Year Prioritized Planning Objectives Status Reports
- 2013-14 and 2014-15 Program and Service Review Subcommittee Structure
- 2013-2014 End-of-Year Prioritized Planning Objectives Status Reports
- 2013-2014 Planning Objectives- Year End - Academic Services
- 2013-2014 Program and Service Review Summaries
- 2013-2014 Program Reviews-Summary-Recommendation-Review
- 2014-2015 Planning Objective Funding Summary
- Board of Trustees Bylaws - Article III (14)
- Board of Trustees Meeting Minutes, February 2014
- Board of Trustees Meeting Minutes, September 2012

- Career Services Soft Skills Documents
- College Procedures Manual (01-0301) - Standing Committees (Assessment Committee)
- College Procedures Manual (01-0301) - Standing Committees (Curriculum Committee)
- College Procedures Manual (01-0301) - Standing Committees (Planning Council) (Page 13)
- College Procedures Manual (03-0101) - Educational Philosophy
- College Procedures Manual (09-0201) - Institutional Effectiveness
- College Procedures Manual (09-0203) - Mission Statement Review
- College Transfer - Year-End Action Plan
- Committee Assignments - Assessment Committee
- Committee Chair Training, September 2013
- Distance Education Training Tally
- Enrollment Management Data Subcommittee
- ILO Learning Outcomes
- NCCCS Performance Measures Summary (2013 and 2014)
- NCCCS Student Success Initiatives
- Operational Timeline
- Organizational Chart - Planning and Research
- Performance Indicators
- Performance Measures End of Year Summaries
- Persistence and Success by Method of Instruction
- Planning and Evaluation Model
- Planning Council Meeting Minutes, December 2014
- Planning Council Meeting Minutes, February 2013
- Planning Council Meeting Minutes, July 2012
- Planning Council Meeting Minutes, June 2014
- Planning Council Membership
- Planning Process Timeline
- Program and Service Mission-Purpose Statements
- Program and Service Review Guides
- Program and Service Review Training, November 2014
- Program Audits
- Program Outcome Action Plans
- Retention Program Outcomes
- Service Review Guide
- Strategic Priorities -2013-2016
- WCC Distance Education Stategic Plan 2014-17
- WCC Facilities Master Plan Addendum - 2014-2024
- WCC Strategic Plan for Institutional Effectiveness 2013-2016

2.6

Continuous Operation

The institution is in operation and has students enrolled in degree programs.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution is in operation and has students enrolled in degree programs.

Wayne Community College (WCC) is one of 58 community colleges in the North Carolina Community College System (NCCCS). WCC was established by the authority of the North Carolina General Assembly as a public institution of higher education on **December 7, 1967**. Originally established as the Goldsboro Industrial Education Center (IEC) in 1957 and officially chartered as an IEC in 1958, Wayne Community College has served students and the community of Wayne County for over 50 years.

Currently, the College has an unduplicated head count of 4,439 students enrolled annually in 35 Associate Degree programs, 13 Diploma programs, and 46 Certificate programs as shown in the WCC General Catalog and Student Handbook **curriculum programs of study**. In addition, the College enrolls 9,984 students annually in continuing education and literacy programs.

The College enrollment is validated by the NCCCS office, which annually requires submission of student data. The NCCCS reports on enrollments in several different ways, including by program, degrees, diplomas, and certificates awarded. **Fall 2013** and **Spring 2014** enrollment reports are provided.

Wayne Community College enrollment data are submitted to the U.S. Education Department's Integrated Postsecondary Education Data System (IPEDS) and North Carolina's Higher Education Data System (NCHEDS). The College holds an annual graduation at which degrees, diplomas, and certificates are awarded.

Enrollment data for each program is provided. Please note that the data for 2014 is for fall semester only. In addition, **graduate data** for each program is provided.

Wayne Community College has students enrolled in degree programs, and is therefore in compliance with Core Requirement 2.6.

Sources

- Annual Stats NCCCS - Fall 2013
- Annual Stats NCCCS - Spring 2014
- General Catalog and Student Handbook - Programs of Study 2014-2015
- Program Enrollment 2011-2014
- Wayne Community College Charter
- Wayne Community College Graduates by Program

2.7.1

Program Length

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level

Wayne Community College (WCC) offers 35 curriculum programs at the associate degree level, each with at least a minimum of 60 semester credit hours. As a member of the North Carolina Community College System (NCCCS), Wayne Community College adheres to the **State Board of Community Colleges Code (1D SBCCC 400.97) - Courses and Standards for Curriculum Programs** for its associate degree program curriculum standards based on the semester credit hour system.

Program length is appropriate for each of the College's educational programs and is established according to the **North Carolina Community College System Curriculum Procedures Reference Manual** and the **Curriculum Standards** from the NCCCS. The NCCCS program division ensures that **programs** offered at all 58 of the North Carolina Community Colleges use the program curriculum as set forth in the Curriculum Standards. Program length is the same for programs delivered by traditional and distance education modalities and is publicized in the **WCC General Catalog and Student Handbook** in print and online on the WCC website (**Academic Programs**). These standards define appropriate program length for an associate degree as ranging from 60 to 76 semester credit hours. Table 1 lists the credit hours for each associate degree program at Wayne Community College.

Table 1: Credit Hours by Associate Degree Programs

Program	Number of Credit Hours
College Transfer Degrees	
Associate in Arts	60-61 *
Associate in Science	60-61 *
Associate Degree Programs	
Accounting	67
Agribusiness Technology	65-69
Applied Animal Science Technology	73
Associate in General Education	64-65
Automotive Systems Technology Degree	70-71
Aviation Systems Technology	89**
Biotechnology	67
Business Administration	67-69
Business Administration/Operations Management	68
Collision Repair and Refinishing Technology	72
Computer Information Technology	65-66
Computer-Integrated Machining	71-73
Criminal Justice Technology	70
Criminal Justice Technology/Latent Evidence	66
Dental Hygiene	74
Early Childhood Education	73-74
Electronics Engineering Technology	70
Emergency Management Technology	65
Forest Management Technology	71-72
Healthcare Management Technology	75-76
Human Services Technology	65
Industrial Systems Technology	71-74
Mechanical Engineering Technology	68
Medical Assisting	71
Medical Laboratory Technology	70
Medical Office Administration	68-69
Networking Technology	68-69
Nursing	72
Office Administration	65-66
School-Age Education	71-72
Simulation and Game Development	65-66
Sustainable Agriculture	66
Turfgrass Management Technology	68

* State Board of Community Colleges Code (SBCCC) shows a minimum of 64 hours for the Associate in Arts (AA) and Associate in Science (AS) but the curriculum standard for **AA** and **AS** shows a minimum of 60 hours. The SBCCC has not been revised to reflect the change at the time this document was compiled.

****Approved by SBCC to exceed 76 hours**

Wayne Community College uses semester hour credit for all programs. Programs of study (distance or traditional) are based on semester hour credit (SHC), defined as credit assigned to a course that represents the contact hours in a normal 16-week semester, using formulas for class, lab, work, and clinical methods of instruction as specified in State Board of Community Colleges Code (**1G SBCCC 100.1**).

The WCC College Procedures Manual (CPM) outlines the process for the review and approval of new programs (**CPM 03-0201 - Curriculum Program Approval**), program changes,(**CPM 03-0203 - Curriculum Change Request**) and program terminations (**CPM 03-0202 - Curriculum Program Termination Approval**). WCC's Curriculum Committee (**CPM 01-0301 - Purpose, Membership & Authority of Standing Committees**) and the Curriculum Committee of the Board of Trustees of Wayne Community College review all recommendations for new programs prior to seeking approval from the full Board. At the state level, the NCCCS program personnel review the curriculum proposals from the local colleges before presenting them to the State Board of Community Colleges for final approval. Only those programs that have been approved by the WCC Curriculum Committee, the WCC Board of Trustees, and subsequently, the State Board of Community Colleges are offered at WCC. This level of oversight prevents deviation from the NCCCS

required program length for associate degrees offered at WCC.

As part of planning for new programs, the College provides Substantive Change notification to the Southern Association of Colleges and Schools Commission on Colleges (**CPM 09-0202 - Substantive Change Notification**) for review prior to implementation as is evidenced by the following **Substantive Change Notification**. Once programs are approved, the College Registrar records the required hours and program of study in Colleague College Information System, an enterprise resource planning (ERP) system designed for the higher education industry and used by the NCCCS. New or revised programs are entered into the Colleague system the same way. This process is an additional means by which the College ensures and monitors required hours for each program of study.

Wayne Community College offers associate degree programs based upon at least 60 semester credit hours. Therefore, Wayne Community College is in compliance with Core Requirement 2.7.1.

Sources

- Associate Degree Nursing (Fall 2010)
- Associate in Arts Curriculum Standard
- Associate in Science Curriculum Standard
- Aviation Systems Technology Program Length
- College Procedures Manual (01-0301) - Purpose, Authority, and Membership of Standing Committees
- College Procedures Manual (03-0201)-Curriculum Program Approval
- College Procedures Manual (03-0202)-Curriculum Program Termination Approval
- College Procedures Manual (03-0203)-Curriculum Change Request
- College Procedures Manual (09-0202)-Substantive Change Notification
- General Catalog and Student Handbook -- Programs of Study
- NCCCS Curriculum Procedures Reference Manual
- NCCCS Curriculum Standards Search Results Page
- State Board of CC Code (1D SBCCC 400.97) - Courses and Standards for Curriculum Programs
- State Board of CC Code (1G SBCCC 100.1) - Definition Credit Hours
- Substantive Change Letter, November 12, 2014
- WCC Programs Degree Diplomas Certificates Web

2.7.2

Program Content

The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education**.**

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution offers degree programs that embody a coherent course of study

In keeping with Wayne Community College's (WCC) **mission**, the College offers a coherent course of study in 35 degrees which include associate degree programs in Associate in Arts (**AA**), Associate in Science (**AS**), Associate in General Education (**AGE**), and Associate in Applied Science (**AAS**). Associate degree courses may be delivered through traditional and/or distance education modalities. Program content is the same for all program deliveries.

Wayne Community College programs of study adhere to the State Board of Community Colleges Code (**1D SBCCC 400.97***)*, the **North Carolina Community College System (NCCCS), Curriculum Procedures Reference Manual**, and the North Carolina Community College System **Curriculum Standards**. Faculty members, including department and division chairs of respective academic areas, develop the programs of study based upon the specific North Carolina Community College curriculum standard and follow the curriculum program approval process outlined in the WCC College Procedures Manual (**03-0201**) - Curriculum Program Approval. **WCC's Curriculum Committee** provides oversight for the programs offered, and reviews the proposed additions, deletions, and revisions to ensure that all programs of study maintain their academic integrity. **Curriculum Committee minutes** are provided as evidence of this curriculum oversight.

The Curriculum Committee is composed of faculty and staff representing all areas of the campus and reviews all curriculum proposals for compliance with state and local requirements and purposes. Upon the Curriculum Committee's approval of a new program of study, the Curriculum Committee of the Board of Trustees reviews the documents and presents the program of study request to the full Board for its approval. After approval by the WCC Board, the program of study is sent to the North Carolina Community College System for its review process. An example of the WCC curriculum application process is evidenced in WCC Curriculum Committee **minutes**, Board of Trustees **minutes**, and in the State Board of Community Colleges **approval**.

In compliance with the Commission on Colleges policy and procedures regarding substantive change, a **substantive change notification** is included as evidence that the institution follows the appropriate protocols.

The institution offers degree programs that are compatible with its stated mission

To ensure that its degree programs are based upon fields of study appropriate to its mission, Wayne Community College adheres to the curriculum standards approval and review process required by State Board of Community Colleges Code (**1D SBCCC 400.97**) - Courses and Standards for Curriculum Programs. If an institution wishes to initiate a new degree program, it must follow the **NCCCS Curriculum Procedures Reference Manual, Section 3**, which requires the College to demonstrate, among other things, the purpose of the proposed program and how it relates to the college's mission, workforce training, and institutional strategic plan. The **application** for the Mechatronics Technology Associate in Applied Science degree demonstrates that degree programs at Wayne Community College are related to the College's mission.

Wayne Community College offers the following associate degrees:

Associate in Arts and Associate in Science Degrees (AA & AS): The Associate Degree programs in arts and sciences prepare students to transfer to a four-year college for a baccalaureate degree(B.A. or B.S.). Graduates of these two-year programs complete the academic requirements and develop the skills in analysis, interpretation, and communication necessary for transfer to a four-year institution.

Associate in General Education (AGE): The Associate Degree in General Education curriculum is designed for the academic enrichment of students who wish to broaden their education, with emphasis on personal interest, growth and development.

Associate of Applied Science Degree (AAS): The Associate of Applied Science Degrees are designed to provide students with the knowledge and the skills necessary for employment and growth in their chosen career field.

The institution offers degree programs that are based upon fields of study appropriate to higher education

All degree programs offered at WCC adhere to North Carolina Community College System (NCCCS) Curriculum Standards and are vetted by the faculty, administration, and the Trustees' of Wayne Community College. System-wide Curriculum Standards mandate the minimum and maximum number of semester credit hours required for associate degree programs. In addition, Curriculum Standards dictate the number of "general education", "major hours", and "other major hours" requirements. The "major hours"include the core courses required for each curriculum. Courses that are included in a program of study are selected from the **NCCCS Combined Course Library** (CCL) a menu of State Board approved courses for use in the standard curricula. System-wide Curriculum Standards ensure that programs of study offered at Wayne Community College and the inclusion of a general education component ensures that all degree programs are appropriate to higher education. North Carolina Community Colleges System-wide Curriculum Standards ensure that programs of study offered at all 58 community colleges including WCC follow a coherent course of study and are appropriate to higher education.

Wayne Community College offers associate degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. Therefore, Wayne Community College is in compliance with Core Requirement 2.7.2.

Sources

- Associate in Applied Science Curriculum Guidelines (Accounting)
- Associate in Arts Curriculum Guidelines
- Associate in General Education Curriculum Guidelines
- Associate in Science Curriculum Guidelines
- Board of Trustees Meeting Minutes, February 2011 - New Program (Page 2)
- College Procedures Manual (01-0301) - Purpose, Authority, and Membership of Standing Committees
- College Procedures Manual (03-0201) - Curriculum Program Approval
- Curriculum Committee Meeting Minutes, October 2012 (Page 4)
- Curriculum Committee Minutes, January 2011 - New Program (Page 2)
- Curriculum Standard - Business Administration
- General Catalog and Student Handbook - Mission
- Mechatronics - New Program Application
- NCCCS Combined Course Library
- NCCCS Curriculum Procedures Reference Manual, Section 3
- State Board of CC Code (1D SBCCC 400.97) - Courses and Standards for Curriculum Programs
- State Board of Community Colleges - New Program Approval
- Substantive Change Notification

2.7.3

General Education

In each undergraduate program, the institution requires in each undergraduate degree program the successful completion of a general education component at the collegiate level that (1) a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Wayne Community College requires successful completion of a general education component at the collegiate level that is a substantial component of each associate degree program offered. As part of the North Carolina Community College (NCCCS), Wayne Community College (WCC), adheres to the **NCCCS Curriculum Standards** which specify that all associate degree programs include a minimum of fifteen semester hours of general education requirements.

Table 1 outlines the general education requirements for associate degree programs offered at WCC.

Table 1: Minimum Number of General Education Hours Required by Degree Type

Degree	Required Hours of General Education
Associate in Arts	45 semester hours
Associate in Science	45 semester hours
Associate in General Education	15 semester hours
Associate in Applied Science	15 semester hours

The fifteen credit hours in the College's general education component are drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics which ensures breadth of knowledge. The **General Catalog and Student Handbook** outlines for the students which courses satisfy each of the general education components to include the humanities/fine arts.

Faculty, including the academic division and department chairs, design and monitor degree programs that include the general education core requirements, based on NCCCS curriculum standards. Each degree curriculum program contains a minimum of six semester hours in Communications, three semester hours in Social/Behavioral Sciences, three semester hours in Humanities/Fine Arts and at least one course in Natural Sciences/Mathematics as required by Southern Association of Colleges and Schools and Commission on Colleges (SACSCOC). Courses used to meet the general education core requirements are selected from the North Carolina Community College System **Combined Course Library** (CCL)and are taught according to the **course description** from the CCL. Institutions select courses that satisfy general education requirements from a **matrix** provided by the NCCCS. General education course descriptions are the same regardless of the degree program in which they are offered or the instructional modality (traditional and distance education). General education courses selected from the CCL are accepted towards a baccalaureate degree as outlined in the **Comprehensive Articulation Agreement between the North Carolina Community College System and the University of North Carolina System** (CAA)

The North Carolina Community College Curriculum Standards and the Combined Course Library validate that general education courses used by WCC are at the collegiate level and are based on a coherent rationale. Academic departments offer, and qualified faculty teach, the appropriate general education core requirements courses.

General education courses provide broad competencies and knowledge and do not narrowly focus on skills for specific workforce training. For example, English courses do not cater to a single program of study. Hence, any given English course will have a student population representative of several different programs of study. To be suitable for all students, course content is presented in an inclusive manner that is not limited by the perspective of a particular profession as evidenced in WCC's **English 111** course.

Table 2 provides the total program hours and general education semester hours in the associate degree programs offered at WCC.

Table 2: General Education Hours by Program (2014-2015)

Program	Number of Credit Hours	General Education Hours
College Transfer Degrees		
Associate in Arts	60-61	45
Associate in Science	60-61	45
Associate Degrees		
Accounting	67	15
Agribusiness Technology	65-69	15
Applied Animal Science Technology	73	15
Associate in General Education	64-65	15
Automotive Systems Technology Degree	70-71	15
Aviation Systems Technology	89	15
Biotechnology	67	36
Business Administration	67-69	15
Business Administration/Operations Management	68	15
Collision Repair and Refinishing Technology	72	15
Computer Information Technology	65-66	15
Computer-Integrated Machining	71-73	15
Criminal Justice Technology	70	15
Criminal Justice Technology/Latent Evidence	66	15
Dental Hygiene	74	16
Early Childhood Education	73-74	16
Electronics Engineering Technology	70	15
Emergency Management Technology	65	15
Forest Management Technology	71-72	15
Healthcare Management Technology	75-76	21
Human Services Technology	65	15
Industrial Systems Technology	71-74	15
Mechanical Engineering Technology	68	15
Medical Assisting	71	15
Medical Laboratory Technology	70	15
Medical Office Administration	68-69	15
Networking Technology	68-69	15
Nursing	72	16
Office Administration	65-66	15
School-Age Education	71-72	21
Simulation and Game Development	65-66	15
Sustainable Agriculture	66	15
Turfgrass Management Technology	68	15

Tables 3-6 identify general education components for each degree offered by the College.

Table 3: Associates in Arts Degree: General Education Component

Associates in Arts Degree (College Transfer)		
English Composition	6	Semester Credit Hours
Humanities/Fine Arts	9	Semester Credit Hours
Social/Behavior Sciences	9	Semester Credit Hours
Natural Sciences	4	Semester Credit Hours
Mathematics	3-4	Semester Credit Hours
Additional General Education Courses	13-14	Semester Credit Hours
Total	**45**	**Semester Credit Hours**

Table 4: Associates in Science Degree: General Education Component

Associates in Science Degree (College Transfer) General Education Component		
English Composition	6	Semester Credit Hours
Humanities/Fine Arts	6	Semester Credit Hours
Social/Behavior Sciences	6	Semester Credit Hours
Natural Sciences	8	Semester Credit Hours
Mathematics	8	Semester Credit Hours
Additional General Education Courses	11	Semester Credit Hours
Total	**45**	**Semester Credit Hours**

Table 5: Associates in General Education Degree: General Education Component

Associates in General Education Degree (Non-Transfer) General Education Component		
English Composition	6	Semester Credit Hours
Humanities/Fine Arts*	3	Semester Credit Hours
Social/Behavior Sciences	3	Semester Credit Hours
Natural Sciences/Mathematics	3	Semester Credit Hours
Total	**15**	**Semester Credit Hours**

**Courses in basic composition that do not contain a literature component, courses in oral communication, and introductory foreign language courses are not used to fulfill the humanities/fine arts requirement.*

Table 6: Associates in Applied Science Degree: General Education Component

Associates in Applied Science Degree (Non-Transfer) General Education Component		
English Composition	6	Semester Credit Hours
Humanities/Fine Arts*	3	Semester Credit Hours
Social/Behavior Sciences	3	Semester Credit Hours
Natural Sciences/ Mathematics	3	Semester Credit Hours
Total	**15**	**Semester Credit Hours**

**Courses in basic composition that do not contain a literature component, courses in oral communication, and introductory foreign language courses are not used to fulfill the humanities/fine arts requirement.*

Wayne Community College has identified College Institutional Learning Outcomes (ILO) which reflects the general education core requirements. ILOs are defined as general education competencies that all graduates earning an associate degree should master.

2014 College Institutional Learning Outcomes include:

- Make effective oral presentations
- Compose effective written documents
- Analyze aspects of human culture, such as creative expressions or diverse social structures

- Apply appropriate mathematics to solve real world problems
- Interpret or analyze natural phenomena using concepts and principles of the natural sciences
- Explain social phenomena or behaviors by applying concepts and principles of the social or behavioral sciences
- Use computer technology to achieve academic and work related goals

ILOs are assessed across the curriculum in order to give students a variety of opportunities to develop these competencies.

Transfer of credit for general education courses is allowed as is outlined in the WCC **General Catalog and Student Handbook**.

Wayne Community College uses only semester credit hours as its unit of course measurement.

For degree completion in all associate programs, the general education component constitutes a minimum of fifteen semester hours. Credit hours are drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science or mathematics. The courses do not narrowly focus on the those skills, techniques and procedures specific to a particular occupation or profession. Therefore, Wayne Community College is in compliance with Core Requirement 2.7.3.

Sources

- Combined Course Library - Course Description - English 111
- Comprehensive Articulation Agreement (Page 27)
- ENG 111 Syllabus
- General Catalog and Student Handbook - General Education Courses - AAS Programs
- General Catalog and Student Handbook - Transfer of Credit
- General Education Matrix
- NCCCS Combined Course Library
- NCCCS Curriculum Standards

2.7.4

Coursework for Degrees

The institution provides instruction for all course work required for at least one degree program at each level at which if awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. *(See Commission policy "Core Requirement 2.7.4: Documenting an Alternative Approach.")* (**Note**: *If an institution does not offer all course work for at least one degree at each degree level, it must request approval and provide documentation for an alternative approach that may include arrangements with other institutions. In such cases, the institution must submit information requested in Commission policy, "Core Requirement 2.7.4: Documenting an Alternate Approach." This information should be submitted as part of the Compliance Certification).*

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Wayne Community College (WCC) provides instruction for all course work required for at least one degree program at each level at which it awards degrees.

The Wayne Community College **General Catalog and Student Handbook** lists the courses required for each degree program offered- Associate in Arts, Associate in Science, Associate in General Education and Associate in Applied Science. The **Associate in Arts** (AA) degree is provided as evidence of this. The WCC **Schedule of Courses for Spring 2015** is provided to show that courses required for the AA degree are taught by WCC faculty in traditional and distance education modalities. One transcript from each associate degree program, **Associate in Arts**, **Associate in Science**, **Associate in General Education**, and **Associate in Applied Science** is provided as further evidence that WCC is in compliance with Core Requirement 2.7.4.

The College participates in two collaborative agreements (Level III Instructional Service Agreement as outlined in **Curriculum Procedures Reference Manual Section 6**) with Pitt Community College, another member of the North Carolina Community College System. Students take general education courses at Wayne Community College that transfer to Pitt Community College where the associate degree in **Biotechnology** and **Healthcare Management Technology** are awarded.

Wayne Community College maintains the quality of all courses and programs offered through consortium arrangements. Courses and programs are approved by the North Carolina Community College System and are reviewed annually by participating colleges. (Instructional Service Agreement meeting minutes **Healthcare Management Technology** and **Biotechnology**). Pitt Community College is also accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Wayne Community College provides instruction for all course work required for at least one degree program as evidenced by the Associate in Arts degree discussed above. Wayne Community College does not use alternative approaches to meeting this requirement. However, the College participates in two cooperative instructional service agreements with one institution accredited by the SACSCOC. Therefore, Wayne Community College is in compliance with Core Requirement 2.7.4.

Sources

- Associates in Arts Curriculum Guidelines
- Biotechnology - Meeting Minutes
- Curriculum Procedures Reference Manual, Section 6 Instructional Service Agreement (ISA) Procedures
- General Catalog and Student Handbook - Programs of Study
- Healthcare Management Technology - Meeting Minutes
- Instructional Service Agreement Biotechnology
- Instructional Service Agreement Healthcare Management Technology (Collaborative Agreement Plan)
- Schedule of Courses-Spring 2015
- Transcript - AA
- Transcript - AAS
- Transcript - AGE
- Transcript - AS

2.8

Faculty

The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs.

Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The number of full-time faculty members is adequate to support the mission of the institution

Wayne Community College (WCC) employs a full-time faculty of adequate size to support its **mission** and to ensure the quality and integrity of its academic programs. In order to demonstrate compliance, the following narrative includes the number and percentage of full-time curriculum faculty, traditional faculty contact hours, online faculty contact hours, comparison of part-time to full-time instruction, comparison of faculty workload at cohort institutions, breakdown of faculty members and instructional delivery methods by discipline, performance on state performance measures, and full-time faculty other assignments.

The Vice President of Academic and Student Services and five division chairs are responsible for managing curriculum programs. Each division (Allied Health/Public Services, Applied Technologies, Arts and Sciences, Business and Computer Technologies, and Public Safety) has full-time department chairs for its respective programs.

The number of faculty members needed is based on student demands, enrollment, and programs and courses offered. All full-time faculty members are employed to teach for nine-months, with some faculty members offered an additional three months of employment to teach during the summer term based on demand within their program or discipline. Full-time faculty workloads are defined as 15-22 instructional contact hours (actual number of hours in the classroom) per week. Contact hour reductions are allowed when faculty members are asked to take on responsibilities outside their normal workload. Besides class contact hours, full-time faculty members are required to schedule five office hours per week to be available to students. (Wayne Community College College Procedures Manual (CPM) **03-0307** Faculty Workloads)

Based upon need, part-time (adjunct) faculty members are hired to teach additional course sections not taught by full-time faculty. Part-time faculty member contracts are based on course sections and are one semester/term in length. Instructional contact hours for part-time faculty vary, but do not exceed 12 contact hours per semester (**CPM 02-0106** -Recruitment, Employment, and Supervision of Part-time Curriculum Faculty).

The North Carolina Community College System (NCCCS) publishes an annual report, Fall 2013 NCCCS Faculty Workload Report, that compares the statistics from the 58 member colleges in areas such as full- and part-time faculty, credit and contact hours taught by faculty, sections taught, number of course preparations, and number of students taught per semester. Data from this document are used to compare WCC with other colleges in the NCCCS and especially with other colleges in a cohort that are of like size and that serve a comparable number of students. A portion of this data is included in Tables 1 and 2.

Table 1 shows that in Fall 2013, the College employed a total of 200 curriculum faculty members, of which 112 (56%) were full-time and 88 (44%) were part-time. This compares to a system-wide average of 46% full-time faculty members. The College was ranked 10th among the 58 community colleges in the North Carolina Community College System for the percentage of full-time to part-time faculty. WCC ranked third in the cohort of community colleges of like size and full-time equivalent (FTE) students.

Table 1: Number of Curriculum Faculty

College	Total Faculty	% FT Faculty	Rank in NCCCS
Wayne CC	200	56%	10
Alamance CC	297	42%	42
Craven CC	219	33%	57
Johnston CC	237	42%	40
Lenoir CC	145	57%	5
Vance-Granville CC	192	57%	6
NCCCS	13,206	46%	n/a

Source: Fall 2013 NCCCS Faculty Workload Report
FT = full-time faculty

When considering the appropriateness of faculty resources, an important data element is the number of contact hours taught by full-time and part-time faculty members. As shown in Table 2, the College's full-time faculty members teach significantly more contact hours than part-time instructors. The greater proportion of contact hours taught by full-time faculty ensures the quality and consistency of the College's academic programs. Data reported for fall semester 2013 indicate that full-time instructors taught an average of 20.5 contact hours per semester. Further, full-time instructors taught 79.9% of the total contact hours taught at the College. This percentage of contact hours taught by full-time instructors ranks 6th in the North Carolina Community College System.

Table 2: Contact Hours Taught (Fall 2013)

College	Avg. all Faculty	Avg. FT Faculty	Avg. PT Faculty	% Taught by FT Faculty	Rank In NCCCS
Wayne CC	14.9	20.5	7.5	79.9%	6
Alamance CC	13.7	21.0	8.3	65.6%	35
Craven CC	12.8	22.7	8.1	57.4%	55
Lenoir CC	16.8	23.2	7.3	82.5%	3
Johnston CC	15.4	21.5	10.5	61.9%	47
Vance-Granville CC	17.3	23.6	8.4	80.1%	5
NCCCS	14.4	21.2	8.6	n/a	n/a

Source: Fall 2013 NCCCS Faculty Workload Report
FT = full-time faculty
PT = part-time faculty

Another way to examine the data is to compare instruction by delivery method. Table 3 shows that the College employs a higher number of full-time instructors than part-time instructors to teach online courses. The percentage of online courses taught by full-time instructors increased from 74.1% in Fall 2013 to 78.6% in Fall 2014. This increase is significant from Fall 2010 with 72 out of 143 (51%) of online courses were taught by full-time instructors.

Table 3: Online Courses and Hours by Full-Time Faculty

Semester	Total Courses	Courses Taught by FT	% Courses by FT	Total Contact Hours	Hours Taught by FT	% Hours by FT
Fall 2013	190	141	74.2%	624.5	431.5	69.1%
Spring 2014	212	149	70.3%	720.3	445.3	61.8%
Fall 2014	*159*	*125*	*78.6%*	*507*	*368*	*72.6%*

Source: Office of Institutional Advancement, June 2014
FT = full-time faculty

A comparison of curriculum faculty teaching loads to those at cohort institutions is also provided. The WCC teaching loads are in the mean range of cohort institutions when examining the average instructional contact hours, number of different preparations, number of sections taught, and number of students. Table 4 shows the average curriculum instructional contact hours is 20.5 per full-time WCC instructor, compared to a range within the cohort of 20.5 to 23.6. The average number of the College's curriculum faculty course preparations per semester was 3.8, compared to the cohort range of 3.0 to 4.3. Full-time faculty taught an average of 5.9 sections, compared to the cohort range of 4.9 to 6.5 sections. WCC's average number of contact hours taught (20.5) is lower than the NCCCS average (21.2).

Table 4: Comparison of Full-Time Faculty Workload at WCC and Similar Institutions

Community College	Average Curriculum Instructional Contact Hours-Fall Semester	Average Number of Different Preparations-Fall Semester	Average Number of Sections Taught-Fall Semester	Average Number of Students Taught-Fall Semester
Wayne CC	20.5	3.8	5.9	102.9
Alamance CC	21	3.0	4.9	75.1
Craven CC	22.7	3.7	5.3	82.1
Johnston CC	23.2	2.7	4.8	79.6
Lenoir CC	21.5	4.3	6.2	103.8
Vance-Granville CC	23.6	3.9	6.5	75.1
NCCCS	21.2	3.3	5.5	89.9

Source: NCCCS Fall 2013 Faculty Workload Report

Comparing instruction by course prefixes is another way of examining the data for the various programs or disciplines. The Vice President of Academic and Student Services, along with department and division chairs, regularly assesses the percentage of full-time and part-time instruction in courses taught by traditional methods and online.

Table 5 shows the data for fall semester 2013 that compares the various disciplines taught at the College, the numbers of full-time and part-time faculty members, and the numbers of sections of classes offered through traditional and online instruction. Please note that several programs have all of the instruction offered by full-time faculty members. Examples include Air Conditioning, Heating, and Refrigeration (AHR), Animal Science (ANS), Astronomy (AST), Auto Body Repair (AUB), Aviation (AVI), Communication (COM), Drafting Design (DDF), Economics (ECO), French (FRE), Human Services (HSE), Humanities (HUM), Hydraulics (HYD), Marketing and Retailing (MKT), Maintenance (MNT), Operations Management (OMT), and others.

Other disciplines have 100% of the traditional instruction offered by full-time faculty members but have both full- and part-time faculty members teaching online sections. Data in Table 5 indicates this is true in areas such as Accounting (ACC), Agriculture (AGR), Animal Science (ANS), Biology (BIO), Business (BUS), and Music (MUS). Still other disciplines have full-time faculty teaching 100% of the online

sections and both full- and part-time teaching traditional classes. These include Art (ART), Automotive (AUT), Electricity (ELC), Mathematics (MAT), Networking Operation System (NOS), and Sociology (SOC).

In some disciplines there is a blend of full- and part-time instructors teaching both traditional and online sections. The examples in Table 5 include Computer Information Systems (CIS), Criminal Justice (CJC), Early Childhood Education (EDU), English (ENG), Medical Assisting (MED), Office Systems Technology (OST), and Psychology (PSY).

Table 5: Courses Taught by Full-Time / Part-Time Traditional and Online Instruction

Courses	# Faculty		# Sections Traditional				# Sections - Online			
	FT	PT	# FT	% FT	# PT	% PT	# FT	% FT	# PT	% PT
ACA	27	4	31	91.2%	3	8.8%	6	85.7%	1	14.3%
ACC	3	0	3	100.0%	0	0.0%	4	100.0%	0	0.0%
AGR	3	4	5	55.6%	4	44.4%	1	50.0%	1	50.0%
AHR	1	0	6	100.0%	0	0.0%	0	0.0%	0	0.0%
ANS	1	2	4	57.1%	3	42.9%	3	100.0%	0	0.0%
ANT	0	1	0	0.0%	0		0	0.0%	1	100.0%
ART	1	3	5	83.3%	1	16.7%	0	0.0%	4	100.0%
AST	1	0	2	100.0%	0	0.0%	0	0.0%	0	0.0%
AUB	1	0	5	100.0%	0	0.0%	0	0.0%	0	0.0%
AUC	1	0	1	100.0%	0	0.0%	0	0.0%	0	0.0%
AUT	3	1	19	95.0%	1	5.0%	1	100.0%	0	0.0%
AVI	2	0	3	100.0%	0	0.0%	0	0.0%	0	0.0%
BIO	6	3	18	90.0%	2	10.0%	5	50.0%	5	50.0%
BPR	1	0	1	100.0%	0	0.0%	0	0.0%	0	0.0%
BUS	5	3	9	90.0%	1	10.0%	8	66.7%	4	33.3%
CHM	3	1	13	92.9%	1	7.1%	0	0.0%	0	0.0%
CIS	7	5	15	88.2%	2	11.8%	7	63.6%	4	36.4%
CJC	4	3	6	66.7%	3	33.3%	3	75.0%	1	25.0%
COE	3	2	2	66.7%	1	33.3%	2	33.3%	4	66.7%
COM	2	0	5	100.0%	0	0.0%	2	100.0%	0	0.0%
COS	1	0	10	100.0%	0	0.0%	0	0.0%	0	0.0%
CST	1	0	1	100.0%	0	0.0%	3	100.0%	0	0.0%
CTS	3	3	1	25.0%	3	75.0%	1	100.0%	0	0.0%
DBA	1	0	0	0.0%	0		0	0.0%	0	0.0%
DDF	1	0	1	100.0%	0	0.0%	0	0.0%	0	0.0%
DEN	6	1	14	93.3%	1	6.7%	0	0.0%	0	0.0%
DFT	1	1	2	66.7%	1	33.3%	1	100.0%	0	0.0%
DMA	8	6	140	49.3%	144	50.7%	34	100.0%	0	0.0%
DRA	0	1	0	0.0%	0	0.0%	0	0.0%	1	100.0%
DRE	5	3	22	78.6%	6	21.4%	0	0.0%	0	
ECO	2	0	2	100.0%	0	0.0%	3	100.0%	0	0.0%
EDU	3	5	17	81.0%	4	19.0%	0	0.0%	1	100.0%
EGR	2	0	2	100.0%	0	0.0%	0	0.0%	0	0.0%
ELC	3	1	10	83.3%	2	16.7%	0	0.0%	0	0.0%
ELN	2	0	3	100.0%	0	0.0%	0	0.0%	0	0.0%
ENG	9	7	38	77.6%	11	22.4%	10	83.3%	2	16.7%
EPT	2	0	0	0.0%	0	0.0%	2	100.0%	0	0.0%
FIP	2	1	0	0.0%	0	0.0%	2	66.7%	1	33.3%
FOR	2	0	7	100.0%	0	0.0%	1	100.0%	0	0.0%
FRE	0	1	0	0.0%	2	100.0%	0	0.0%	1	100.0%
GEO	0	2	0	0.0%	1	100.0%	0	0.0%	2	100.0%
HEA	2	3	4	80.0%	1	20.0%	1	25.0%	3	75.0%
HIS	3	5	7	70.0%	3	30.0%	3	42.9%	4	57.1%
HSE	1	1	5	100.0%	0	0.0%	0	0.0%	1	100.0%
HUM	4	0	7	100.0%	0	0.0%	2	100.0%	0	0.0%
HYD	3	0	4	100.0%	0	0.0%	0	0.0%	0	0.0%
ISC	2	0	0	0.0%	0	0.0%	2	100.0%	0	0.0%
MAC	2	1	12	92.3%	1	7.7%	0	0.0%	0	0.0%
MAT	9	6	45	83.3%	9	16.7%	3	75.0%	1	25.0%
MEC	2	0	3	100.0%	0	0.0%	0	0.0%	0	0.0%
MED	4	1	8	88.9%	1	11.1%	4	80.0%	1	20.0%
MKT	1	0	1	100.0%	0	0.0%	2	100.0%	0	0.0%
MLT	1	0	1	100.0%	0	0.0%	0	0.0%	0	0.0%
MNT	1	0	1	100.0%	0	0.0%	0	0.0%	0	0.0%
MUS	2	0	12	100.0%	0	0.0%	3	100.0%	0	0.0%
NET	2	0	3	100.0%	0	0.0%	1	100.0%	0	0.0%
NOS	3	0	3	100.0%	0	0.0%	1	100.0%	0	0.0%
NUR	4	0	10	100.0%	0	0.0%	0	0.0%	0	0.0%
OMT	1	0	0	0.0%	0	0.0%	6	100.0%	0	0.0%
OST	5	2	8	100.0%	0	0.0%	15	75.0%	5	25.0%
PED	2	1	9	81.8%	2	18.2%	1	100.0%	0	0.0%
PHI	0	1	0	0.0%	0	0.0%	0	0.0%	1	100.0%
PHM	1	0	3	100.0%	0	0.0%	0	0.0%	0	0.0%
PHY	1	0	2	100.0%	0	0.0%	0	0.0%	0	0.0%
POL	0	2	0	0.0%	1	100.0%	0	0.0%	2	100.0%
PSY	5	5	16	84.2%	3	15.8%	6	60.0%	4	40.0%
REL	0	6	0	0.0%	6	100.0%	0	0.0%	5	100.0%

SEC	0	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%
SGD	2	1	4	80.0%	1	20.0%	2	100.0%	0	0.0%
SOC	2	3	5	83.3%	1	16.7%	4	50.0%	4	50.0%
SPA	2	0	16	100.0%	0	0.0%	1	100.0%	0	0.0%
SST	1	0	0	0.0%	0	0.0%	1	100.0%	0	0.0%
TRF	1	0	4	100.0%	0	0.0%	0	0.0%	0	0.0%
WLD	1	2	4	66.7%	2	33.3%	0	0.0%	0	0.0%
TOTAL	**199**	**105**	**620**	**82.2%**	**229**	**17.8%**	**157**	**64.9%**	**65**	**35.1%**

Source: Office of Institutional Advancement, Fall 2013
FT = full-time faculty
PT = part-time faculty

A few disciplines have only part-time instructors because of the limited demand for course offerings. To ensure quality, integrity and consistency of instructional delivery, department chairs supervise part-time faculty members who teach courses in these disciplines. Examples include Anthropology (ANT), Database Management (DBA), Drama (DRA), Geography (GEO), Philosophy (PHI), and Religion (REL).

Other Assignments

In addition to teaching, full-time faculty members may participate in college committees and task forces, curriculum development, recruiting activities, club advising, and grant writing and implementation. Assignments vary depending upon the academic area and individual interests of the faculty member. Faculty members may receive release time for non-teaching assignments such as leading special projects, editing the College's literary journal, or chairing college initiatives like the General Education Assessment Continuous Improvement Project.

WCC has a College Transfer Advising Center responsible for academic advising and course scheduling assistance for students in the Associate in Arts, Associate in Science and the Associate in General Education degree programs. Faculty in the Arts and Science Division serve in the Advising Center on a rotational basis assisting the full-time Director of the College Transfer Advising Center and the part-time assistant. Faculty members in the academic programs leading to an AAS degree share in the advising responsibilities for their program area. Table 6 shows variety of assignments and semester contact hours among the faculty.

Table 6: Sample Full-Time Faculty Workload Including Committee Assignments

Division	Name Instructor Title	Committee Assignment(s)	Other Duties	Semester Contact Hours			
				F12	SP13	F13	SP14
Allied Health/Public Services	Melissa Smiley, Nursing	QEP. Safety Inspections	Advising	18	18.5	18	18.75
	Nancy Lee, Dental Hygiene	Limited Admissions	Advising, Dental Hygiene Club	19	18	19	18
Applied Technologies	Lynn Jenkins, Forestry		Advising, Agriculture Club	24	22	24	22
	Forest Keller, Business Administrations/ Operations Management	Cultural Diversity Global Education Task Force	Advising, Cliff Hangers Club	16	17	22	17
Arts and Sciences	Natasha Worthington, English	QEP, Disciplinary Review	Advising	18	18	18	18
	Maureen Loomer, Biology	Curriculum, Limited Admissions	Advising	18	18	18	18
Public Safety	Brad Lanier, Emergency Preparedness/ Latent Evidence	Assessment	Advising	19	23	19	26
	Duane Everhart, Criminal Justice	Assessment, Cultural Diversity Global Education Task Force, Disciplinary Review	Advising, Criminal Justice Club	19	23	19	23
Business and Computer Technologies	David Vinciguerra, Gaming and Simulation	Technology	Advising	19	21	17	20
	Erin Legrand, Accounting	QEP, Curriculum	Advising	21.5	19	20	22

Source: WCC Office of Institutional Advancement, 2014

The number of full-time faculty members is adequate to ensure the quality and integrity of its academic programs
Quality Indicators

Another indication that Wayne Community College has adequate faculty resources for delivering quality academic programs is evidenced by the College's performance on the North Carolina Community College System's Performance Measures and Standards. Performance measures are mandated by the North Carolina General Assembly to ensure public accountability of state funds. Currently there are eight performance measures for which the 58 North Carolina community colleges are annually assessed. Table 8 and Table 9 indicate WCC's performance on these measures for 2012-2013 and 2013-2014. The comparison of WCC's performance to all cohort institutions indicates that WCC is within the range in all performance measures for all cohort institutions.

Table 7: Comparison of WCC Performance Measures to All Cohort Institutions 2012-2013

Performance Measure	System Average	Wayne CC	Alamance CC	Craven CC	Johnston CC	Lenoir CC	Vance-Granville CC
Basic Skills Student Progress	41.0%	66.5%	30.8%	31.9%	45.7%	44.8%	40.2%
GED Diploma Passing Rate	71.1%	71.9%	72.9%	50.0%	81.8%	67.7%	73.6%
Developmental Student Success Rate in College-Level English Courses	63.7%	63.3%	66.9%	49.6%	80.5%	50.5%	58.6%
Developmental Student Success Rate in College-Level Math Courses	64.8%	66.4%	62.9%	72.1%	58.0%	43.1%	54.4%
First Year Progression	67.8%	73.3%	69.0%	66.5%	71.3%	66.2%	63.8%
Curriculum Student Completion	41.6%	48.8%	39.6%	42.5%	44.1%	42.9%	34.4%
Licensure and Certification Passing Rate	85.2%	79.6%	80.5%	86.0%	83.5%	80.2%	92.0%
College Transfer Performance	87.6%	83.2%	90.8%	90.8%	83.2%	88.7%	90.1%

Source: *2012 and 2013 North Carolina Community College System Performance Measures for Student Success*

Table 8: Comparison of WCC Performance Measures to All Cohort Institutions 2013-2014

Performance Measure	System Average	Wayne CC	Alamance CC	Craven CC	Johnston CC	Lenoir CC	Vance-Granville CC
Basic Skills Student Progress	41.3%	69.8%	24.5%	33.7%	38.4%	47.5%	43.6%
GED Diploma Passing Rate	73.6%	74.0%	80.5%	72.7%	68.4%	66.1%	76.1%
Developmental Student Success Rate in College-Level English Courses	64.4%	64.7%	72.3%	60.1%	78.6%	59.1%	59.0%
Developmental Student Success Rate in College-Level Math Courses	64.4%	60.3%	63.2%	63.2%	65.6%	49.7%	55.1%
First Year Progression	68.3%	71.9%	69.3%	69.4%	76.2%	65.8%	70.2%
Curriculum Student Completion	43.6%	51.3%	45.8%	44.2%	47.9%	46.0%	37.1%
Licensure and Certification Passing Rate	83.2%	83.1%	82.2%	79.7%	81.7%	77.3%	88.3%
College Transfer Performance	87.8%	90.1%	87.5%	89.4%	87.1%	87.4%	82.9%

Source: *2013 and 2014 North Carolina Community College System Performance Measures for Student Success*

WCC faculty holds primary responsibility for the quality and integrity of the curriculum. The College's response to Comprehensive Standard 3.7.1 provides information on each full-time and part-time curriculum instructor's academic credentials and other qualifications.

Based upon the College's number and percentage of full-time curriculum faculty, traditional faculty contact hours, online faculty contact hours, comparison of part-time to full-time instruction, comparison of faculty workload at cohort institutions, breakdown of faculty members and instructional delivery methods by discipline, performance on state performance measures, full-time faculty other assignments, Wayne Community is in Compliance with Core Requirement 2.8.

Sources

- College Procedures Manual (02-0106)-Recruitment, Employment, and Supervision of Part-Time Faculty
- College Procedures Manual (03-0307)-Faculty Workloads
- Mission

2.9

Learning Resources and Services

The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The mission of Wayne Community College's (WCC) Clyde A. Erwin, Jr. Library can be found both in print and online versions of the **Collection Development Plan** and on the **Library web site**. The main objective is to collect and circulate, or provide access to print, audiovisual and electronic resources to support the programs of the College and lifelong learning goals of its students, faculty and staff, as well as the communities it serves.

Materials in the collection are selected in cooperation with faculty and augmented with inter-library loans of books and articles from other Community College Libraries in North Carolina (CCLINC) as well as other research libraries worldwide. Library staff provide the highest standard of professional and friendly service to all patrons, including both individual and classroom instruction in information literacy.

Access and User Privileges

The Erwin Library is located on the College's Campus in the Wayne Learning Center (WLC) building, on the third floor. As the Wayne Community College Procedures Manual (CPM) (**03-0401**) Library Resources, Services, and Access states, library resources and services are available to all WCC students, faculty and staff, as well as members of the community, with a valid picture I.D. Distance learners also have access to the same library resources and services via the Library web site. **General Procedures for the Erwin Library** are regularly updated on the Library web site and can also be found in hard copy format at the Circulation Desk.

Library cards may be acquired at the Circulation Desk with the presentation of either a Wayne Community College I.D. card to which a library barcode sticker is affixed, or a valid picture I.D. for non-WCC affiliated users, who receive plastic library cards. The library card may then be used to check out books, DVDs (faculty only), headphones, Academic Reserve materials, or to request interlibrary loans.

The library barcode sticker number serves as the password for remote user access through the library's EZproxy server to all of the library's electronic resources. Wayne Community College students, faculty, and staff members may apply using the online **Library Card Application form**. Each library card applicant will receive his or her barcode number immediately in an email reply and their barcode sticker by mail.

Use of the online Library Card Application form has been encouraged in both the **online** and **face-to-face** WCC New Student Orientation and by instructors in all **ACA College Student Success Classes**. A link is also available to the online Library Card Application form via the Distance Education Department on its **Moodle Student Help and Student Support Information page**.

Facilities

The 13,878 square-foot library includes individual and group study areas, a multipurpose Library Literacy Lab, and 19 student computer workstations. Areas for study and research include study tables for groups and individuals, carrels, and easy chairs in the atrium area, with a total seating capacity of 238 users. Access to the library collections and services is available during its hours of operation: Monday through Thursday from 7:45 a.m. until 8:00 p.m., and Friday from 7:45 a.m. until 1:00 p.m. During the summer term, the library is closed on Friday.

Access

The library's hours of operation and services are posted outside library entrances, as well as published in the **General Catalog and Student Handbook** as well as the **Library web site**. An **Erwin Library bookmark** is updated as needed and features basic library contact and services information. The bookmark is distributed in all WCC student orientation packets and is available at the Circulation Desk.

A video tour and color-coded **Library Map** are both available online to aid patrons in finding what they need. Paper copies of the **Library of Congress Classification System brochure** and American Library Association (ALA) posters are visible throughout the Library and help to guide patrons.

Seating, collection areas, and signage are designed for comfortable and clear access for all users. Group and individual study areas offer larger student computer workstation tables, and carrels equipped with study lights and electrical outlets which are particularly useful for students using their own laptops. Four of the library tables are also equipped with charging stations for laptop computers, cell phones, and other mobile devices.

Student computer workstations, located throughout the Library, are available for patron usage. Patrons login with their WCC Student Username or obtain a Guest Pass, which is available with a valid picture I.D. at the Circulation Desk. Computers feature Microsoft Office 2013 software installed on the Windows 7 operating system, and USB ports on all the monitors for flash drives.

The Library Literacy Lab, used for information literacy presentations, group study, and children's story time programs, is also equipped

with a ceiling mounted projector and screen, a presentation cart with a laptop computer, library tables and stackable chairs to accommodate information literacy sessions presented by librarians, or group study.

Computer workstation tables feature wire management trays which keep the areas under them unobstructed for safety and easier access for wheelchair users. Also the keyboard tray has been removed from one of the computers in the Circulation Desk area to accommodate a wheelchair user at that workstation.

Library Services, Collections and Resources for Educational Program Support

Services

Library services and collections are designed, selected, implemented, and marketed to meet the needs of both the in-library user during hours of operation, and the remote user at any time. Staff are trained and encouraged to offer point-of-need service by email and telephone, as well in person. Reference questions received from patrons using either the online Ask-A-Librarian form, or a direct email to the library email address are answered promptly by email or telephone during the library's hours of operation.

The library web site's **All Library Users page** provides a description and contact information or links to resources for all services available to any library user, either in the library or remotely. A **Faculty Users page** highlights services used by instructors, such as setting up Academic Reserves, access to video streaming resources, and requesting information literacy, or group study sessions using the online **Information Literacy Session Reservation form**.

The **Distance Education Users** page focuses on needs of any library user requiring remote access outside of the library's usual hours of operation. For both in-library and distance users, the **WCC Single Search page** provide a succinct guide to searching the library's EBSCO Discovery Service (EDS). **Databases Available to Erwin Library Users** incorporate all of the searchable resource databases with the substantial number of additional journal, ebook, and video streaming databases subscribed to by the Erwin Library.

The **Interlibrary Loan (ILL) page** provides a description of services and links to all related databases and tutorials for borrowing books or acquiring journal articles not available in the library's subscription databases. Similarly, an **Online Public Access Catalog (OPAC) page** provides links to all instructions and tutorials created for using the online catalog to find materials and manage individual library accounts, such as renew books remotely.

Additional online tutorials created by library staff are provided in PDF or video format on the **Tutorials, Citation and Subject Guides page**.

Laser printing, photocopying, scanning capabilities, and fax services are available to users in the library for a small fee. Faxes received on the library machine are converted to PDF files and emailed to recipients for their convenience.

Assessment of Library Services

Recorded statistics, library staff observations, and user feedback are all used to evaluate library services. Daily, monthly, and annual statistics are collected for all library services, including:

Attendance and Student Computer Workstation Use
Book and Audiovisual Checkout
Academic Reserves Sign-outs of materials not in the online catalog
Database Searches
Database Retrievals
Email Reference
Circulation Desk Reference Questions
Information Literacy Sessions

Additionally, a **Library User Concerns** log is kept at the Circulation Desk to record daily and monthly patterns of patron requests, issues, or general concerns observed and reported by library staff. The logs are collated into an annual **User Concerns Report** that is used to track patterns of need. One such example is that the need for improved computer equipment was identified in the FY2009-2010 and FY2010-2011 report with 40 and 42 reported problems in these years. Once the Library upgraded the computers, the reported number of problems for FY2011-2012 was down to 19.

A **Library User Survey** is administered every three years. Additionally, the College's annual **Student and Employee Services Survey** asks questions specific to Library services. This provides external evaluation of library resources and services. Information literacy sessions are evaluated by attendees after each presentation using survey cards. Feedback is discussed by, and recorded in, the **Information Literacy Committee**, which is an ad hoc committee that helps to evaluate and improve library services.

Data is collected internally and evaluated in an **Academic Service Unit Review** which includes reports on targeted **Service Outcomes**. Both evaluations determine the effectiveness of library strategies as well as areas of improvement such as identifying new resources and services.

An Academic Library Survey is completed each year by every North Carolina Community College Library Director and submitted biennially as a component of the College's report to either the National Center for Educational Statistics (NCES) or the North Carolina Higher Education Department (NCHED). Comparison statistics for five community college libraries at schools with comparable FTE enrollment help to evaluate peer library services and collections with those of the Erwin Library as found in its **NCHED 2013 Report**, with improvements noted for WCC between the **NCES 2012 Report** and the NCHED 2013 Report.

In regards to services provided, the Erwin Library ranks fifth among the six libraries for its gate count of 655 patrons in a typical week as evidenced in the **NCHED 2013 Report Comparison**. However, with a total circulation number of 15,704, Erwin ranks second and significantly higher (36%), than the next highest circulation count of 10,103 for Craven Community College. Reporting 536 total

interlibrary loan transactions, the Erwin Library ranks second only to Craven Community College. Having made 83 presentations to a total of 1,861 attendees in FY2012-2013, the Erwin Library ranks third in its comparison group.

Table 1: Comparison of WCC's Erwin Library Services with Similar Community Colleges (NCHED 2013)

SERVICES	Wayne	Alamance	Craven	Johnston	Lenoir	Vance-Granville
Hours Open in Typical Week	52	67	49	56	57	58
Gate Count in Typical Week	655	2,500	615	2,420	2,251	916
Circulation Transactions (General)	15,398	2,604	9,424	6,725	7,625	16,518
Reserves Circulation Transactions	306	1,100	679	72	1	0
TOTAL CIRCULATION	15,704	3,704	10,103	6,797	7,626	16,518
ILL Loaned out (Returnable)	288	150	362	153	89	199
ILL Loaned out (Non-Returnable)	0	5	0	0	0	24
ILL Borrowed (Returnable)	243	102	472	116	35	65
ILL Borrowed (Non-Returnable)	5	4	5	0	0	1
TOTAL ILL TRANSACTIONS	536	261	839	269	124	289
Number of Presentations Made	83	160	74	64	198	47
Total Attendance at Presentations	1,861	2,900	1,157	1,408	2,097	859

By comparing this NCHED 2013 Report Comparison, with the NCES 2012 Report Comparison it is to be noted that, in one year, and with no increase in staffing, the Erwin Library's combined provision of services increased by an average of 15%:

- Interlibrary loans increased by 14%
- Presentations increased by 8%
- Number of presentation attendees increased by 26%, and
- Total number of information services to individuals increased by 13%.

This improvement brought the ranking of the Erwin Library among the comparison libraries up, from fourth for interlibrary loans in FY2011-2012, to second in FY2012-2013; and from fourth for information literacy presentations in FY2011-2012, to third in FY2012-2013.

Additionally, a high level of satisfaction with Erwin Library services is reported in both the 2013 annual College **Student and Employee Services Survey** and the 2013 **Library User Survey**.

Table 2: Survey Reports for User Satisfaction with Erwin Library Staff and Services (2013-2014)

2013 College Survey (173 employee responses)	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Strongly Agree + Agree (other than Not Applicable)
Are Courteous and Knowledgeable	30.2%	60.0%	0.6%	0.0%	9.2%	90.2%
Respond Promptly to Email or Telephone Requests for Assistance	28.5%	54.1%	0.0%	0.0%	17.4%	90.8%
Overall I Am Satisfied with Services Provided by the Library	29.3%	61.5%	0.0%	0.0%	9.2%	90.8%
2013 College Survey (378 student responses)	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**Not Applicable**	**Strongly Agree + Agree (other than Not Applicable)**
Are Helpful and Genuinely Interested in Assisting Me	41.0%	36.8%	1.3%	0.8%	20.1%	77.8%
Overall, I am satisfied with the services offered by the WCC Library	42.9%	37.6%	1.6%	0.3%	17.1%	80.5%
2013-2014 Library User Survey (134 user responses)	**Excellent**	**Very Good**	**Adequate**	**Needs Improvement**	**Poor**	**Excellent + Very Good+ Adequate**
Courtesy	66.0%	26.0%	7.0%	1.0%	0.0%	99.0%
Knowledge	66.0%	27.0%	7%	0.0%	0.0%	100.0%
Availability	62.0%	28.0%	9.0%	1.0%	0.0%	99.0%
Helpfulness	67.0%	26.0%	7.0%	0.0%	0.0%	100.0%

Overall, from the total of 685 survey responses collected in FY2013-2014, 96% of responders gave the library staff and services the highest ratings of "Excellent" or "Very Good," "Strongly Agree" or "Agree."

Collections and Resources

The Erwin Library holds nearly 34,000 reference and circulating print books, more than thirty subscriptions to print magazines and newspapers, over 1,200 DVDs, with online access to nearly 25,000 streaming videos in nine film databases. The Library has access to hundreds of thousands of journal and newspaper articles, e-books, and other images and maps in twenty different databases. There are nearly 130,000 eBooks in all subject areas, which augment the general print collection of the library and greatly aids distance learners. Additionally, the North Carolina Community College System (NCCCS) subscribes to the NC LIVE aggregate database, which provides free access to eBooks, audiobooks, videos, online magazines, newspapers, and journals. NC LIVE was founded in 1997 by North Carolina community college representatives.

Of a total of 108 video, article, and eBook **Databases Available to Erwin Library Users** from the library's homepage, the 67 in the NC LIVE Aggregate resource represent only 64% of the total provided for Erwin Library patrons. Use statistics for **Database Searches** and **Database Retrievals** show that additional resources subscribed to by the Erwin Library have been very much needed for program support and other student research areas.

Table 3: Erwin Library Subscription Database Resources in Addition to NC LIVE (as of January 1, 2015)

Program/Subject Area	Erwin Database Resources in addition to NC LIVE
Arts and Sciences programs, General Research	*Academic Search Premier; American History in Video; American History Online; Ancient & Medieval History Online; Art & Architecture Complete; Biography Reference Center; Bloom's Literature Resource Center; Columbia Granger's World of Poetry Online; CREDO Unlimited; ERIC; JSTOR; Military & Government Collection; Modern World History Online; EBSCO eBooks Academic Collection; Literary Reference Center Plus; Newspaper Source Plus; OED Online; World History in Video; Theatre in Video; Video on Demand*
Allied Health programs	*A.D.A.M. (Anatomy); Dental Education in Video; Dentistry & Oral Sciences Source; Health Source Consumer Edition; Health Source Nursing/Academic Edition; Nursing@Ovid; Nursing Digital Library; Nursing Education in Video; Ovid eBooks; STAT!Ref*
Applied Technology programs and Computer Technology programs	*Business Source Premier; Criminal Justice Abstracts w/Full Text; Criminal Justice and Public Safety in Video; EBSCO eBooks Business Collection; Entrepreneurial Studies Source; Environment Complete; Library, Information Science & Technology Abstracts w/Full Text*
Critical Thinking	*Opposing Viewpoints Resource Center*
Career Research	*Ferguson's Career and Guidance Center*
Standardized Testing and Certification	*Testing & Education Reference Center*

Resource Comparison to Similar North Carolina Community Colleges

From an examination of the **Comparison Schools Library Websites**, it is clear that the Erwin Library excels particularly in holdings of electronic formats, making eBooks, scholarly articles, and streaming videos available to all remote users and distance education students by subscribing to a total of 29 databases in addition to those in NC LIVE. When compared to similar community colleges in North Carolina, Vance-Granville has 19 additional database subscriptions; Johnston Community College has thirteen; Craven Community College has eight; Alamance Community College has six; and Lenoir Community College has no additional database subscriptions.

As a result of upgrading the print collection, Erwin Library is now a close fifth in its **NCHED 2013 Report Comparison** group for size of print collections, showing 30,876 volumes. It is to be noted, however, this figure has increased to 33,734 print volumes as of December 2014.

By following an intensive evaluation process for each Library of Congress Classification Area, as outlined in the **Collection Development Plan**, the library's print collections have steadily been reaching a more desirable level for age of collection, and currency of information. For example, the **Age of Collection Evaluation** for 2008-2014 shows that the "T" (Technology) area has overcome a 1971 average date of publication in 2008, to reach a much improved average publication date of 1996 in 2014. The "S" (Agriculture) area has progressed from a 1980 average date of publication to one of 2000; "R" (Medicine) from 2000 to 2004; and "Q" (Science) from 1980 to 1990 average date of publication according to 2014 reports.

As areas of the library's print collection are targeted for improvement, and with limited funding from the state for print books, the College is constantly seeking additional funding sources. The College was awarded a $19,986.00 **LSTA (Library Services and Technology Act) Grant** in FY2010-2011, which substantially improved the Technology, Agriculture, and Science classification areas in particular.

Based upon the **NCHED 2013 Report Comparison** for Erwin Library, it is clear that with a total yearly expenditure of $200,804.00 for all formats, including print, media and electronic resources, WCC ranks first among comparison colleges in committing College funds to all library resources, especially those to effectively reach distance education students with comparable resources to those provided for traditional students.

The nearest expenditure of any comparison school to Wayne Community College's is the $127,603.00 spent by Vance-Granville, though that total figure represents only 64% of the total amount committed to library resources by WCC. Even less is committed by the other three institutions, with Lenoir at $88,851.00; Johnston at $45,139.00; Alamance at $46,181.00; and Craven at $30,102.00.

Educational Program Support

Adequate library and learning resources are vital to support the College's instructional programs and student learning goals. Erwin librarians strive to acquire the appropriate print, media, and electronic formats to serve all of the educational and library research needs of WCC students, faculty and staff. The **Collection Development Plan**, revised in print in 2008 and for electronic formats in 2012, outlines the library's procedures for regular evaluation of the curriculum relevance, subject authority, and currency of all the library's collections in print, media, and electronic formats. The *Plan* also includes the process for removing or upgrading materials in each subject area to ensure that all collections are current. For ease of access, a link on the library website's **Faculty Users page** is provided for the Collection Development Plan.

Criteria for the College's program needs are determined by general best practices for Library of Congress Classification and subject areas, as well as working directly with WCC faculty. Faculty members are consulted by library liaisons designated by the individual academic divisions, or within the Information Literacy Committee, which meets once in the fall and once in the spring semester. The **Information Literacy Committee meeting minutes** provide a record of the requests and suggestions made by faculty, with the responses in new or improved services and/or resources made by Erwin Library staff.

The Information Literacy Committee includes members from all Wayne Community College curriculum divisions, the College webmaster, Distance Education Specialist, and representatives from the Wayne Early Middle College High School (WEMCHS) and WCC Small Business Center. This group helps ensure library resources support all of the College's needs. Meetings are supplemented by in-person and email discussions during the academic year. In this way, for example, the need to subscribe to the full online version of the *Oxford English Dictionary* (OED) was suggested in a meeting, but responded to in **Library Liaison emails** between Erwin Librarians and the English instructor serving on the Information Literacy Committee. The need for the *OED Online* was confirmed by the identification of a yearly assignment of a project given to students specifically for the *OED*.

Improved services options prompted by the Information Literacy committee discussions include meeting the needs of Small Business Center students with two **Small Business Center Presentations** in FY2013-2014, focusing on library resources specific to business topics.

The idea of investigating more interactive exercises for students in information literacy sessions to help fulfill specific learning outcomes identified by the College's Arts and Sciences division for their classes. Examples include identifying scholarly resources, evaluating websites for creditable content, and retrieving permalinks in library databases for scholarly articles to submit via email or Moodle discussions. This led to the creation of online Camtasia and PDF tutorials, available from the **Tutorials, Citation and Subject Guides page**, many also linked to in the **Student Guide to Erwin Library**.

Library user requests and WCC **Class Assignment or Syllabus** files collected from WCC faculty members or students also help to determine if the library is providing adequate support for all educational programs.

Program accreditations, such as those for the Nursing and Dental programs, illustrate how useful a library liaison for the program can be. Nursing related audiovisuals mentioned in **Library Liaison emails**, all faculty members of a program may be involved in deciding which materials to keep or de-select, or which formats to replace with new formats.

A very high level of satisfaction with Erwin Library resources in all formats is reported by students, staff, and faculty members and is evidenced in the **Student and Employee Services Survey** and the **Library User Survey**.

Table 4: Reports for User Satisfaction with Erwin Library Resources (2013-2014)

2013 College Survey Library resources (print collections, electronic databases, etc.) are sufficient to support my program of study.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Strongly Agree + Agree (other than Not Applicable
Percentage of Total (122 responses)	24.0%	46.0%	0.6%	0.6%	28.7%	70.0%
Faculty response percentage of total responses	31.8%	51.2%	1.2%	1.2%	14.6%	
Staff response percentage of total responses	16.2%	39.2%	0.0%	0.0%	44.6%	
Library User Survey (Fall 2013 average of 54 user responses to each question) Overall, how would you rate Erwin Library MATERIALS in the following areas?	**Excellent**	**Very Good**	**Adequate**	**Needs Improvement**	**Poor**	**Excellent + Very Good + Adequate**
Books	45.0%	27.0%	24.0%	2.0%	2.0%	96.0%
Reference Books	46.0%	25.0%	23.0%	4.0%	2.0%	94.0%
DVDs	38.0%	28.0%	26.0%	6.0%	2.0%	92.0%
Online Videos	43.0%	24.0%	27.0%	4.0%	2.0%	94.0%
Print Periodicals	38.0%	28.0%	30.0%	2.0%	2.0%	96.0%
Online Journals	45.0%	27.0%	24.0%	2.0%	2.0%	96.0%
Database Quality	47.0%	25.0%	24.0%	2.0%	2.0%	96.0%
Database Access	45.0%	29.0%	22.0%	2.0%	2.0%	96.0%
Library User Survey (Spring 2014 average of 75 user responses to each question) Overall, how would you rate Erwin Library MATERIALS in the following areas?	**Excellent**	**Very Good**	**Adequate**	**Needs Improvement**	**Poor**	**Excellent + Very Good + Adequate**
Books	57.0%	36.0%	6.0%	1.0%	0.0%	99.0%
Reference Books	53.0%	36.0%	11.0%	0.0%	0.0%	100.0%
DVDs	47.0%	36.0%	17.0%	0.0%	0.0%	100.0%
Online videos	50.0%	39.0%	11.0%	0.0%	0.0%	100.0%
Print Periodicals	47.0%	41.0%	12.0%	0.0%	0.0%	100.0%
Online Journals	55.0%	36.0%	9.0%	0.0%	0.0%	100.0%

Instruction and Guidance

During its hours of operation, Erwin Library staff members are available to assist users in person, by telephone, or by email in response to either direct inquiries or online **Ask-A-Librarian** form submissions. Point-of-need individual reference assistance is available during all hours of operation, as are classroom **Information Literacy Sessions**.

Instruction and guidance in using all the library's resources is available to users in several formats on the **Library web site**, including videos, Camtasia capture videos, PDF tutorials, and LibGuides. Most of these guides are easily located on the **Tutorials, Citation and Subject Guides page**, and are updated regularly.

Requests for literacy sessions, library tours, or group study sessions may be made in person, by telephone, or using the online **Information Literacy Session Reservation** form, which allows specification of a day, exact time, comments field for subject areas or resources to consider, and the indication of a need for the session to be conducted at an off-site location. A "Browse" button on the form allows instructors to attach relevant **Class Assignment or Syllabus** files to guide Reference Librarians in planning **Subject-Targeted Presentations and Online Quizzes** for hands-on practice of just-presented library literacy skills.

Librarians call or email instructors promptly to confirm these information literacy session reservations and any special research skills coverage requested by the instructor. Reference staff also works with faculty to make sure all students in the session have library

barcodes for hands-on practice during the sessions. Using student college I.D. numbers provided in rosters which instructors may email to a Reference Librarian before the session is to be held, librarians will expedite library card applications by verifying that each student in the class either already has a library card listed in the library's patron database, or has the appropriate student status to generate a new library card.

Off-site information literacy presentations are convenient for groups larger than twenty-five attendees, the maximum capacity of the Library Literacy Lab. For off-site sessions scheduled to be held in classrooms without a computer available for each student, Erwin Reference Librarians coordinate instructor requests for use of **College Laptop Carts**, to facilitate hands-on research skills practice by each student as part of the presentation. The introduction of laptop carts by Wayne Community College's IT Department in 2013 was identified by Erwin Librarians as a means of making off-site sessions more effective.

The effectiveness of each session for its attendees is measured by the distribution and collection of session specific **Literacy Session Evaluation Cards**, from which annual **Evaluation Cards Statistics** are gathered. The feedback comments can usually be put into use immediately to improve the next presentation or to evaluate how to improve the library web site, including what information and/or links to resources to add to new LibGuides or tutorials. Comments have included the desire to know more information about what a database is, how to locate citation resources, use eBooks more effectively, and search for e-journals.

Information Literacy Sessions statistics show that these off-site sessions have grown in popularity with WCC faculty members. In FY2012-2013, though 41 literacy sessions were presented by librarians, only 3 were given off-site. By contrast, of the 48 information literacy sessions led in FY2013-2014 by Erwin Reference Librarians, 17 of them were presented in off-site locations.

Subsequently, more students are being reached for library research skills training more effectively. If possible, both Reference Librarians will now work together on one presentation, to assist all students in completing hands-on practice exercises. Thus, though the number of librarian led literacy sessions has fallen from a high of 79 in FY2010-2011, to 48 in FY2013-2014, more students are being reached on average per session, 22 per session for FY2013-2014, a higher number than the 17 reached per session in FY2010-2011, and more effectively, with the available College laptop carts providing computers for each student to practice on, often with two librarians at hand to guide them.

From **NCHED 2013 Report Comparison** statistics with five comparable North Carolina community college libraries, with a total of 83 information literacy sessions, which included those with Erwin Reference Librarians either making the presentation or providing assistance to group study sessions, and library staff presenting juvenile literature children's story time programs to support the Early Childhood Education Program's Childcare Center students and staff, the Erwin Library ranked third: below Lenoir with 198 presentations reported and Alamance with 160, and just above Craven with 74, Johnston with 64, and Vance-Granville with 47.

However, the total number of Erwin Library presentations in the **NCHED 2013 Report Comparison** represented an increase of 8% from the **NCES 2012 Report Comparison** total of 76, and though that number still ranked Erwin Library third among its comparison schools, the total of 100 presentations which will be reported for **Information Literacy Sessions** in FY2013-2014, represents an increase of 17% over the previous year.

From Information Literacy Sessions statistics it is also apparent that use of the Literacy Lab for group study sessions led by WCC faculty or staff has recently increased by 43%, from 20 sessions in FY2012-2013, to 35 in FY2013-2014. The number of attendees in these instructor-led sessions has also increased steadily per session, from a yearly total of 331 in FY2010-2011, to 670 in FY2013-2014.

In cooperation with the Wayne Community College Distance Education Department, a Moodle library literacy skills class page is also being developed by librarians so groups of students can be enrolled each semester by librarians as needed for online literacy skills training. This will assist distance education students in acquiring information literacy skills and maintaining them as they encounter new types of class projects.

Other Learning/Information Resources

The only library-related resource relationships outside of the College's direct control are memberships in the **Community College Libraries in North Carolina (CCLINC) Consortium**, which is based in the North Carolina Community College System (NCCCS) office in Raleigh, North Carolina. The CCLINC provides a shared online catalog and interlibrary loans among nearly 50 libraries. Additionally, the **NC LIVE Consortium** makes available an extensive library of online resources, serving institutions all over the state.

Recommendations for changes or additions to resources for both consortia are sought from individual email or survey responses sent to North Carolina community college library directors. Recent examples of such recommendations that were acted upon are the additions of the *STAT!Ref* and *A.D.A.M. Interactive Anatomy* resources, now funded by the North Carolina Community College System on behalf of Allied Health programs in the NCCCCS. Similarly, the *Films on Demand* (Infobase) and *Literature Resource Center* (Gale) resources, often requested by North Carolina community college library directors in the past few years in response of NC LIVE collection development surveys will now be funded through NC LIVE subscriptions on behalf of all its member institutions, effective January 2015.

Wayne Community College provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning / information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. Therefore, Wayne Community College is in compliance with Core Requirement 2.9.

Sources

- ACA College Student Success Classes
- All Library Users Page

- Ask a Librarian
- Book and Audiovisual Checkout
- CCLINC Consortium
- Class Assignments or Syllabus
- College Laptops
- College Procedures Manual (03-0401) - Library Resources, Services, and Access
- Comparison Schools Academic Libraries Data NCES 2012 Detail Report (Page 11)
- Comparison Schools Academic Libraries Data NCES 2012 Summary
- Comparison Schools Academic Libraries Survey NCHED 2013 Summary
- Comparison Schools Academic Libraries Survey NCHED 2013 Detail Report (Page 17)
- Comparison Schools Library Websites
- Databases Available to Erwin Library Users
- Distance Education Users Page
- Erwin Library Academic Reserves Signouts (2011-2014)
- Erwin Library Age of Collection Evaluation (2008-2014)
- Erwin Library Bookmark
- Erwin Library Card Application
- Erwin Library Circulation Desk Questions (2009-2014)
- Erwin Library Collection Development Plan
- Erwin Library Computer Use and Attendance (2010-2014)
- Erwin Library Database Retrievals (2011-2014)
- Erwin Library Database Searches (2011-2014)
- Erwin Library Email Reference Requests (2009-2014)
- Erwin Library General Procedures
- Erwin Library Information Literacy Committee Meeting Minutes
- Erwin Library Information Literacy Presentations (2010-2014)
- Erwin Library Liason Email - English
- Erwin Library Liason Email - Nursing
- Erwin Library Map
- Erwin Library Mission Statement
- Erwin Library Service Outcomes (2012-2013)
- Erwin Library Service Unit Review (2013-2014)
- Erwin Library User Concerns
- Erwin Library User Concerns Report (2009-2014)
- Erwin Library User Survey Results (2013-2014)
- Erwin Library Website
- Evaluation Card Statistics (2013-2014)
- Faculty Users Page
- General Catalog and Student Handbook - Erwin Library Operating Hours
- Information Literacy Session Reservation Form
- Interlibrary Loan Page
- Library of Congress Classifcation System Brochure
- Library Services and Technology Act Grant - (LSTA)
- Literacy Session Evaluation Cards
- Moodle Student Help and Student Support Information Page
- NC LIVE Consortium
- New Student Orientation Library Face to Face
- New Student Orientation Online Library
- Online Public Access Catalog Page
- Small Business Center Presentations

- Student and Employee Services Survey (Spring 2013)
- Student Guide to Erwin Library
- Subject Targeted Presentations and Online Quizzes
- Tutorials, Citation and Subject Guides

2.10

Student Support Services

The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution provides student support programs, services, and activities consistent with its mission

Mission and Goals

Wayne Community College (WCC) is a learning-centered, public, associate degree granting institution with an open door admissions policy. The College's mission is to meet the educational, training, and cultural needs of the communities it serves. The College's goals are to: (1) increase student access; (2) ensure program excellence; (3) improve student success; and (4) ensure institutional quality.

Wayne Community College is a member of the North Carolina Community College System and, as such, has an open door admissions policy to serve all students regardless of race, religion, association, sex, age, disability, or ethnic origin.
Student Body Profile

Of Wayne Community College's student body population (3,568) in Fall 2014:

- 53% of students were enrolled part-time while 47% were enrolled full-time
- 60% of the student population was female and 40% of students were male
- 60% were Caucasian, 24% African-American, and 9% Hispanic
- 61% of students were under the age of 24, while 32% were over the age of 25
- 96% of WCC students were North Carolina residents

Student support programs, services, and activities that are intended to promote student learning and enhance the development of its students

Admissions

Wayne Community College's Office of Admissions and Records is the initial entry point for new, returning, and transfer students seeking degrees, diplomas, certificates, or individual courses. Admissions and Records staff members follow a strict procedure to ensure that students are properly admitted. Potential new students must complete a college application (either in person, electronically through the College Foundation of North Carolina – **CFNC.org**, or an online printable application from the College's website to be mailed or faxed); submit a high school transcript or High School Equivalency Diploma certification; submit official college transcripts for prior courses to be evaluated for transfer credit; complete a residence status application; take a placement test, if necessary; and participate in an acceptance interview with a counselor. Returning students who have not attended the College within the past five years must complete a new application for readmission.

The Office of Admissions and Records also provides additional services, including processing requests for transcripts, grades, class schedules, and schedule of courses. Admissions requirements and procedures may be found in print and online in the **General Catalog and Student Handbook**.

Counseling Services

Counselors are available to assist students with academic and personal concerns and to facilitate educational, career, and future planning. Counseling services include educational information, services for students with special needs, short term clinical services, and placement testing.

Wayne Community College offers the COMPASS Placement Service by the American College Testing Program (ACT) and the new NC Diagnostic Assessment Placement Test (NC-DAP) by the College Board. This battery consists of tests designed to measure reading, English, and math skills. The College also uses an institutionally-developed assessment to measure computer competency. The results of these tests are used to assist the student and college personnel in planning an appropriate program of study for each student. Testing sessions are scheduled throughout the semester.

Placement tests for distance education students may be taken at all North Carolina community colleges and at a number of out-of-state colleges. Students may be exempt from taking placement tests if they provide evidence of one or more of the following:

- An associate degree or higher;
- Transcripts indicating appropriate college credit;
- Appropriate ACT/SAT scores;
- An official North Carolina high school transcript showing a 2.6 or higher unweighted GPA and four state-identified math courses within five years of high school graduation (**Multiple Measures of Placement** as determined by the North Carolina Community College System).

Distance education students and students taking courses at off-campus sites may access student counseling services through links on the website, email, face-to-face via Skype, and by telephone. In addition, students may access an online form that allows them to ask questions of, or present concerns to, a counselor.

Wayne Community College offers several **programs** in the allied health division that limit the number of students admitted each year. The College employs one full-time **Allied Health Counselor** who serves as the primary counselor for allied health students and applicants seeking admission to limited admission programs. The Allied Health Counselor provides students with information concerning admissions policies and assists in planning and implementing information sessions for potential limited admissions applicants.

- Associate Degree Nursing
- Practical Nursing
- Dental Assisting
- Dental Hygiene
- Medical Assisting
- Medical Laboratory Technology
- Pharmacy Technology
- Phlebotomy

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, students receive reasonable accommodations to assure equal access to all programs and activities. Students have access to the legal, procedural, and educational information regarding disability services via the College's **website** and the **General Catalog and Student Handbook**.

Wayne Community College is committed to ensuring students with disabilities have equal access to, and participation in, all programs of study, as well as activities, technology, and resources provided by the College. The College employs a full-time **Disability Services Counselor** who is available to assist with registration, counseling, academic advising, and providing reasonable accommodations. Accommodations are established on an individual basis. Students must provide documentation of a disability from a physician or other licensed professional in order to establish eligibility for services. Examples of accommodations available at Wayne Community College include adaptive equipment such as audio recorders and magnified readers, as well as sign language interpreters, testing alternatives, and note-taking services.

As shown in Table 1, during the past three years, the average percentage of students identified as having a disability was 5.56%.

Table 1: Students with Documented Disabilities

	Total students enrolled	Total students with a disability	Percentage of students with a disability
2011-2012	4,849	258	5.3%
2012-2013	5,091	248	4.9%
2013-2014	5,167	335	6.5%

Career Services

Career Services provides information and resources to help students in all aspects of their career search. In addition to face-to-face workshops, seminars, and one-on-one appointments, the Work-Based Learning / Career Services Coordinator offers self-directed, **online resume assistance** and **online resources** designed to assist individuals in making informed decisions concerning their education and career paths.

Advising

Academic advisors are available to assist students in clarifying their educational goals, planning their coursework, and monitoring their educational progress. Students who have declared a major are assigned to a faculty advisor within their area of study during the enrollment process. Students whose placement test scores indicate remedial needs are assigned to advisors in the Pre-Curriculum Department. Students enrolled in a college transfer program are assigned to the College Transfer Advising Center. Special Credit students (students who have not declared a major) receive academic advising from a member of the College's Counseling Services staff.

According to a 2013 Survey of Entering Student Engagement (**SENSE**) data, 62% of WCC students (compared to 50% of SENSE cohort students) reported making strong, early connections to someone at the College who helped them to persist. Additionally, 59.9% of WCC students (compared to 50% of SENSE cohort students) also reported they have a clear academic plan and pathway to follow thanks to advisors who helped them to set academic goals and created a plan for achieving them.

Distance education students interact with their advisers through face-to-face meetings on campus or by telephone and email. Students taking courses at Seymour Johnson Air Force Base, one of the College's off-campus sites, are advised by the Coordinator of Base Programs, who maintains a presence on the base. The Coordinator of High School Programs, located on the Wayne Community College main campus, provides academic advising to dual enrolled high school (Career and College Promise) students.

Orientation

Wayne Community College developed and implemented a voluntary New Student Orientation in 2011. As shown in Table 2, 964 first-time entering, first-semester students have participated in orientation during that time period.

Table 2: New Student Orientation Attendees, 2011-2014

Academic Year	Number of New Students Attending Orientation	Percentage of New Students Attending Orientation
2011	253	38%
2012	112	17%
2013	315	48%
2014	304	33%

New students are made aware of orientation by counselors during their acceptance interview which occurs in person or by phone. Students are encouraged to attend New Student Orientation, which promotes rapid adjustment to the College's educational philosophy, programs, and procedures. The orientation acquaints students with the College's facilities, resources, services, activities, policies, and organizations. Orientation helps students develop effective approaches to barriers generally encountered by first-semester, first-time attending students. The sessions are offered prior to each fall and spring semester. Five orientation sessions are offered prior to open registration in July, while two sessions are held in January prior to the start of the spring semester. Currently, orientation sessions are offered on the College's main campus. To better meet the needs of distance education students, **online orientation** was offered beginning in the spring 2015 semester.

Financial Aid

Wayne Community College's **financial aid program** is designed to assist eligible students with their educational expenses. The College offers federal and state grants, scholarships, and federal work-study. Eligible students may receive one or more of types of assistance to assist with tuition, fees, books, and other educational-related expenses. All students who complete the Free Application for Federal Student Aid (FAFSA) are considered for financial assistance. Distance education students may access financial aid resources via **Financial Aid TV** links, as well as WCC's **website**, email, and telephone.

Tables 3 and 4 show the Federal Title IV Financial Aid and Student Scholarships awarded for the period 2011-2014.

Table 3: Federal Title IV Financial Aid Awards, 2011-2014

Academic Year	Federal Direct Loans	Federal Pell Grants	Federal Supplemental Educational Opportunity Grant	Federal Work Study	Total Amount of Title IV Funding	Percentage of Students Receiving Aid
2011-2012	$1,754,583	$7,059,890	$91,900	$108,249	$9,014,622	64%
2012-2013	$6,900,152	$7,839,236	$105,385	$108,873	$14,953,646	59%
2013-2014	$8,165,205	$8,061,660	$104,612	$100,741	$16,432,218	62%

Additionally, students are eligible for a variety of scholarships funded by internal and external sources. The Foundation of Wayne Community College is dedicated to providing financial assistance for students. Most Foundation scholarships are funded through endowments and annual contributions donated by individuals, civic organizations, and private businesses.

Table 4: Student Scholarships Awarded, 2011-2014

Academic Year	Number of Scholarships Awarded	Total Amount of Scholarship Awards
2011-2012	364	$227,338
2012-2013	368	$226,464
2013-2014	357	$211,906

Veteran's Affairs

The College is approved to certify curriculum courses for veteran's educational assistance under the Montgomery G.I. Bill (MGIB). Each semester the College's School Certifying Official (SCO) assists students in initiating and certifying their educational benefits with the Veterans Administration (VA). The College complies with state and federal VA educational audits on an annual basis. Wayne Community College has served 1,287 Veterans since 2011 as indicated in Table 5.

Table 5: Number of Veteran's Served, 2011-2014

Academic Year	Number of Veterans Served
2011-2012	395
2012-2013	436
2013-2014	456

Child Care

The North Carolina General Assembly allocates funds to assist students enrolled in state community colleges with child care needs. Wayne Community College has a limited amount of funds to assist qualified students. All curriculum student-parents may be eligible and are encouraged to apply. Priority is given to returning, single, low-income parents who are not receiving aid from another source. To determine financial need, all students applying for childcare assistance must first complete the FAFSA.

Student Activities

Student Activities offers leadership, social, cultural, and recreational opportunities that enhance students' educational experience. Student Activities staff oversee all campus clubs and organizational activities. The Student Government Association (SGA), Ambassador Program, and student clubs are examples of leadership opportunities available to students at Wayne Community College.

Student Government Association

Students taking courses at off-campus sites, as well as distance education students, may serve as SGA officers and Ambassadors. The Student Government Association provides forums for students to engage in out-of-class student development activities and serves as direct liaison to the College's administrators. SGA meetings are streamed live and **minutes** from previous meetings are posted online.

Student Ambassadors

Ambassadors are students chosen to represent the College both on and off campus. Each student must maintain a grade point average of 3.0 or higher. Student ambassadors must complete a minimum of 50 hours of service to the College per semester.

Student Clubs and Organizations

Students are encouraged to actively participate in clubs and organizations that provide them with opportunities to build friendships, create leadership skills, and provide service to the College and community. All Wayne Community College student clubs and organizations are approved by the Student Activities Coordinator and the Student Government Association. Each club and organization must meet and adhere to the guidelines established by the SGA and the Office of Student Activities. There are seventeen active **student clubs and organizations** in the 2014-2015 academic year.

Student Activities Staff

The Student Activities staff offer a variety of events throughout the year where students and student organizations are encouraged to participate in positive social, cultural, intellectual, recreational, and leadership programs and activities. Examples of campus-wide student activities include Back to School Bash, Fall Fest, and Spring Spectacular. Participation in these events has been growing steadily (Back to School Bash has seen a 64% increase in participation since 2011) and students provide feedback through surveys in regard to their satisfaction with the events and suggestions for future activities. The staff also maintain and distribute student-related publications such as the **Student Planner** and **Club Advisor Handbook**. Student survey responses were used to make changes in the layout of the student planner when suggestions indicated a desire for adding important dates on the monthly view calendar.

Student Activities staff communicate with distance learners by utilizing technology and social media. Live streaming of SGA meetings, online SGA elections, and Facebook are means of communication between SGA officers, advisors, and distance learning students. Students may also connect with College services and programs via Facebook, Twitter, and Instagram.

The College provides a variety of Academic Support Services for its students as follows.

Library

The Dr. Clyde A. Erwin, Jr. Library provides resources to assist students, faculty, and staff in their research and actively supports the College's mission and goals in the ongoing development of a print, audio visual, and electronic collection devoted to ensuring institutional quality. Library services are offered to traditional and distance learning students, as well as to the general public. The library is open Monday through Friday and is located on the third floor of the Wayne Learning Center.

Academic Skills Center

The Academic Skills Center is an educational support service available to Wayne Community College students. The Academic Skills Center provides an informal environment for students to study with assistance from professional staff and peer tutors. The Center offers supplementary instruction through group study, one-on-one instruction, subject-specific open labs, and course-related worksheets. In addition to assisting students understand concepts taught in curriculum courses, the staff also assist students in improving their study skills and becoming independent learners. All students can arrange to receive assistance face-to-face or utilize **online tutoring** available through the College's Academic Skills Center website.

Table 6 shows the number of students who received peer tutoring, as well as the number of students who received assistance in the Academic Skills Center Open Lab, which is staffed with professional tutors, from 2011-2014.

Table 6: Academic Skills Center Usage, 2011-2014

Semester	Number of Students Receiving Peer Tutoring	Number of Hours Spent in Peer Tutoring	Number of Students Attending Academic Skills	Number of Hours Spent in Academic Skills
Fall 2011	172	2110.88	376	3796.40
Spring 2012	135	2082.06	368	4086.14
Fall 2012	118	1443.61	376	4225.35
Spring 2013	82	837.03	313	3371.65
Fall 2013	86	841.15	323	3536.34
Spring 2014	74	557.08	249	2620.66

Additional available academic support services include: Curriculum Studies; Open Lab; Peer Tutoring Program; Math Supplemental Instruction Lab; Foreign Language Lab; Information Systems Tutoring Center; Accounting Lab; Writing Center; Academic Testing Center; and Engineering Lab.

Computer Labs and Technology

Computer labs are located on Wayne Community College's main campus as well as off campus sites, and are available to all students. Students have access to over seven hundred computers, thirty printers, and ninety-four wireless access points providing campus-wide wireless internet. Additionally, fifteen laptop carts equipped with 252 laptops are available for checkout for in-class usage in eight campus buildings.

The College has an Open Computer Lab which is available to currently enrolled students with valid ID cards. It contains 50 PCs with Internet access, black-and-white and color printers, and a scanner. Most instructional software offered by the College is available in the Lab. Students are encouraged to use the Open Computer Lab beyond class times to complete class work for seated, hybrid, and online courses. Table 7 demonstrates the Open Computer Lab usage for 2011-2014.

Table 7: Open Computer Lab Student Usage Data (Visits Per Semester) 2011-2014

Academic Year	Fall	Spring	Summer
2011-2012	21,421	18,793	2,567
2012-2013	21,084	19,526	2,514
2013-2014	16,937	16,487	2,182

Lab coordinators are available to assist students during normal business hours. Technical assistance is provided by the Distance Education and Information Technology departments through help desk for Moodle and WebAdvisor.

Writing Center

Writing Center staff members assist students on an individual basis with improving their critical thinking and writing skills. Staff members encourage and guide student's writing, explain grammatical problems, offer organizational assistance, edit and revise papers, demonstrate research procedures, suggest source materials for research, and assist with proper formatting. Table 8 provides the Writing Center usage for the last three years.

Table 8: Writing Center Usage, 2011-2014

Semester	Number of Students Utilizing the Writing Center	Number of Hours Spent in Writing Center
Fall 2011	179	140.34
Spring 2012	194	371.69
Fall 2012	199	458.54
Spring 2013	152	318.97
Fall 2013	135	376.93
Spring 2014	126	242.60

Auxiliary Services

Auxiliary services offer goods and services that contribute to student success, including the bookstore and cafeteria, which meet the College's mission to ensure institutional quality.

Wayne Community College maintains a privately owned bookstore operated by the Nebraska Book Company for the convenience of students. Course supplies and required textbooks (new, used, e-text, and rentals), clothing, electronics, and graduation attire may be purchased in the bookstore or online. The bookstore operates a "buy-back" program that benefits students who wish to purchase used books at a lower cost.

The College operates a cafeteria for the convenience of students, faculty, staff, and visitors. The cafeteria is open for breakfast and lunch Monday through Friday from 7:30 a.m. to 1:30 p.m. Vending machines are conveniently located on the first floor of the Wayne Learning Center, the 2nd floor of Magnolia, 1st floor of Hocutt, 2nd floor of Walnut, 1st floor of Spruce, outside of the Pine building, and at the Aviation Classroom Building (airport location).

Student Support Programs Assessment

Student Support Services are vital to the success of traditional and distance education students. The College, through its institutional effectiveness processes (**College Procedures Manual 09-0201-Institutional Effectiveness Process**), including service reviews,

regularly assesses the adequacy of student support services and programs in meeting the needs of its students. An example of student feedback regarding support programs and services is the graduate and non-completer surveys shown in Table 9. The percentages shown in the table indicate very satisfied/satisfied respondents.

Table 9: Student and Academic Support Services Survey (Graduate and Non-Graduate), 2010-2012

Survey Question	2011 Graduate Survey Results	2010-2011 Exit, Non-Completer Survey Results	2012 Graduate Survey Results	2011-2012 Exit, Non-Completer Survey Results
Academic Advising	96	88	96	95
Learning Resources Center (Library)	92	86	94	90
Registration	98	89	97	95
Admissions	97	89	98	95
*Student Activities	86	77	92	87
Student Counseling	93	N/A	89	87
Availability of Financial Aid	80	N/A	82	N/A
*Academic Skills Center	86	N/A	86	N/A
*Writing Center	80	N/A	80	N/A
*Cafeteria	83	N/A	80	N/A
Book Store	91	N/A	92	N/A
Open Computer Lab	91	N/A	92	N/A

*For services such as Student Activities, Academic Skills Center, Writing Center, and Cafeteria, more than 10% of students indicated that they had no opinion because they had never used the service. N/A responses indicate those questions were not asked in the exit, non-completer survey.

As a part of the College's annual planning and budgeting cycle, funding for additional staff positions is considered based on the overall needs and growth of the College. To meet the College's goals of increasing student access, program excellence, and institutional quality, Wayne Community College has increased personnel in key student service areas. Two additional Financial Aid Specialists, one Marketing and Recruiting Specialist, and one Admissions and Records Specialist have been hired since 2011.

Wayne Community College is in compliance with Core Requirement 2.10 because the institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students.

Sources

- Allied Health Programs
- Career Services - Resources
- Career Services - Resume Assistance
- Club Advisor Handbook
- College Foundation of North Carolina (CFNC)
- College Procedures Manual (09-0201) - Institutional Effectiveness Process
- Disability Services - Website
- Financial Aid - Website
- Financial Aid TV
- General Catalog and Student Handbook - Admissions
- General Catalog and Student Handbook - Financial Aid
- General Catalog and Student Handbook - Students with Disabilities
- Job Description - Allied Health Counselor
- Job Description - Disability Services Counselor
- Mission Statement and Goals
- Multiple Measures of Placement

- New Student Orientation - Online
- Online Tutoring
- SENSE 2013
- Student Clubs and Organizations
- Student Government Association Meeting Minutes, February 2014
- Student Planner

2.11.1

Financial Resources

The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or *Standard Review Report* issued in accordance with *Statements on Standards for Accounting and Review Services issued by the AICPA* for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (*or Standard Review Report*) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

Audit requirements for applicant institutions may be found in the Commission policy entitled "Accreditation Procedures for Applicant Institutions.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Wayne Community College (WCC) has an established history of conservative fiscal planning to maintain operations within a sound financial base. As one of 58 colleges in the North Carolina Community College System (NCCCS), the College's financial foundation is prescribed by the State Board of Community Colleges and the North Carolina General Assembly.

Sound Financial Base

The College's funding sources can be categorized into three distinct categories: State Funds, County Funds, and Institutional Funds. The **College's Budget Resolution** shows the sources of revenues for each category and how those funds are to be expended.

State Funding

One of the main attributes for the College's sound financial base and ongoing financial stability has been its continued and sustained increase in student enrollment over the past five years. State funds are appropriated by the North Carolina General Assembly and distributed by the North Carolina Community College System (NCCCS) as directed by the State Board of Community Colleges in accordance with **North Carolina General Statute (NCGS) 115D-31**. This funding is based on student full-time equivalency (FTE) and is funded in arrears. Current year funding is based on FTE earned in the fall and spring terms of the previous fiscal year for curriculum funding and the fall, spring, and summer terms of the previous calendar year for non-curriculum funding. For colleges experiencing a decline in enrollment, the NCCCS has incorporated a leveling effect in their state appropriations funding formula that decreases the effect of an enrollment decline. In the event that a college experiences a decline in enrollment, the following fiscal year's budget would be based on the higher of the previous year enrollment FTE or the average enrollment FTE of the previous two years.

The colleges also earn a portion of their budget based on a system of accountability measures and performance standards mandated by the North Carolina General Assembly. Funds are allocated based on an evaluation of each institution's performance on eight (8)standards. This allocation is explained in the **FY 2014 State Aid Allocations and Budget Policies**.

State funding covers faculty and staff salaries, instructional and office materials, professional development, maintenance and repair of equipment, software and audiovisual materials, library books, and equipment. State funds provide a sound financial and stable base, as illustrated in Table 1 that shows the College's state funding history for the last five years.

Table 1: NCCCS Budget Allocations

	FY 10	FY 11	FY 12	FY 13	FY 14
Budgeted FTE	3,550	3,897	4,092	3,957	3,972
Budget Allocation	$19,451,834	$21,729,957	$21,458,516	$21,270,461	$21,717,323
Support per FTE	**$5,479.39**	**$5,576.07**	**$5,244.02**	**$5,375.40**	**$5,467.60**

*Source: Summary of State Aid Budget Allocations: **FY10**, **FY11**, **FY12**, **FY13**, **FY14***

County Funding

The College also receives support from Wayne County, the College's primary service area. County funding is appropriated by the Wayne County Board of Commissioners as required by **NCGS 115D-32**. Wayne County provides funding to WCC to operate and maintain the College's facilities. The County also provides capital funding for certain projects deemed essential to the College, including a recent addition of a parking lot, construction of a nursing simulation lab in the Pine Building, and renovations to the Student Service's area in the Wayne Learning Center. The current allocations from the County have remained constant or increased over the past five years (County of

Wayne Budget: **FY10**, **FY11**, **FY12**, **FY13**, **FY14**). These allocations are shown in Table 2.

Table 2: County Appropriations

	FY 10	FY 11	FY 12	FY 13	FY 14
Current Allocation	$ 2,992,684	$ 2,992,684	$ 3,017,684	$ 3,233,567	$ 3,282,403
Capital Allocation	$ 495,714	$ 495,714	$ 495,714	$ 729,088	$ 649,608

Source: County of Wayne Budget: FY10, FY11, FY12, FY13, FY14

Institutional Funds

Institutional funds include self-supporting funds, local fees, scholarship funds, auxiliary enterprises, loan funds, state, private, and federal grants and contracts, and endowments. These funds are divided into the following sections: Current Unrestricted, Current Restricted, Proprietary, Loan, Plant, Endowment, and Agency as detailed in Table 3. These funds are individually managed with the criteria established in each **Fund Authority**.

Table 3: Institutional Funds - Examples

Institutional Fund Type	Examples
Current Unrestricted	• Miscellaneous Revenue (Unrestricted) • Indirect Cost Allowance earned on Federal Grants • Self-Supporting Revenue (Curriculum and Continuing Education) • Library Revenue
Current Restricted	• Federal Grants – Financial Aid (Work Study, SEOG, PELL) • State Grants – Financial Aid (Community College, Lottery) • Local, State, and Private Grants • Federal Grants • Transcript Fees • Specific Fees (Curriculum and Continuing Education) • Nursing Lab Fees • College Scholarships • Patron Fees
Proprietary	• Bookstore • Parking • Vending • Child Care Center • Student Activities
Loan	• Institutional Loans – Financial Aid Processing
Plant	• Buildings • Land or Land Improvements • Renovations to Buildings • Capital Assets
Endowment	• Endowed Scholarships placed with the College
Agency	• Outside Scholarships • Club Accounts

Financial Stability

The College has a record of financial stability and adequate funding since its founding. This stability is currently substantiated by financial

statements and audits, ratio calculations and analysis, and the summary of the analysis of unrestricted net assets, exclusive of plant assets.

Financial Statements and Audits

The North Carolina Office of the State Auditor (OSA), under the authority of **NCGS 147-64.6** and **NCGS 115D-58.16**, performs a comprehensive financial audit of the College's financial statements, including internal controls, every two years. The OSA performed a comprehensive financial audit for the most recent fiscal year (**Audit Report - FY 2014**). The two previous comprehensive financial audits from the OSA are also available for review (**Audit Report - FY 2012**, **Audit Report - FY 2010**). In the North Carolina Office of the State Auditor's Report relating to the comprehensive financial audit for FY 2014, the Auditor stated:

- "We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above."
- "The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Governmental Auditing Standards."

Management Letters from the North Carolina Office of the State Auditor are available for review (**Management Letter - FY 2014**, **Management Letter - FY 2012**, **Management Letter - FY 2010**).

In addition to the financial statements, the College also submits the Consolidated Annual Financial Report (CAFR) to the North Carolina Office of the State Controller. Current year and prior year CAFR reports are available for review (**CAFR - FY 2014**, **CAFR - FY 2013**).

Ratio Calculations and Analysis

Ratio calculations data from the College's yearly financial statements are utilized in analyzing the College's financial condition. Using data from the past five years, the ratios are presented in the **Financial Resource Analysis**. Overall results show that the College is financially healthy and stable.

Per the North Carolina Office of the State Auditor guidelines, the College's individual financial statements are audited every other year. The College used the **2009-10**, **2011-12**, and **2013-14** audit reports to compile the ratio data for the time period between fiscal years 2009-10 through 2013-14. Information for the unaudited years was obtained from the comparative statements shown in the Management Discussion and Analysis section of the audit reports listed previously.

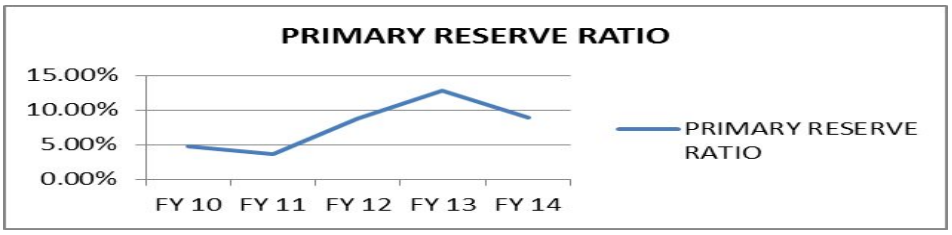
The current ratio is a measurement of financial liquidity that compares current assets to current liabilities. It is used to determine an institution's ability to meet its short–term debt obligations; the higher, the better. As shown in Table 4, the College's current ratio over the past five years indicates that the College's liquidity is adequate to meet its financial obligations in the event of an economic downturn since the ratios are greater than two.

Table 4: Current Ratio

	FY 10	FY 11	FY 12	FY 13	FY 14
Current Assets	$2,955,948	$2,731,099	$3,768,017	$3,998,064	$4,473,640
Current Liabilities	$770,655	$792,624	$791,791	$854,138	$1,924,321
CURRENT RATIO	**3.84 to 1**	**3.45 to 1**	**4.76 to 1**	**4.68 to 1**	**2.32 to 1**

The primary reserve ratio measures the financial strength of the College and its ability to support its current level of operations utilizing its expendable resources. It is determined by comparing the expendable net assets to the total operating expenses. A ratio of 10% indicates that the College is able to maintain current operating functions for approximately 1.2 months without generating additional net assets from operations. Figure 1 represents the College's primary reserve ratios for the past five years.

Figure 1: Primary Reserve Ratio

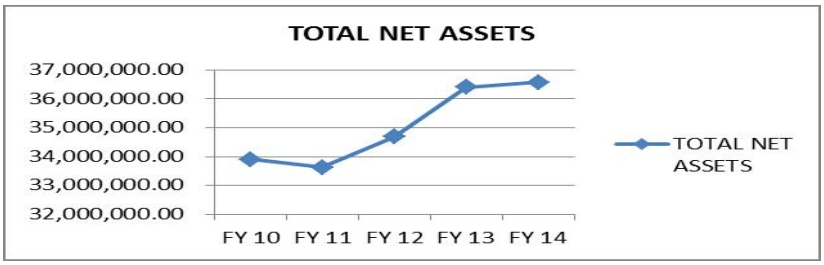


These ratios indicate that the College relies on continuous operations to maintain its current level of operations. In explanation of the low ratio calculations, the College receives a certification of funds from the State of North Carolina each month based upon estimated expenditures for that month. Each month, the County of Wayne funds one-twelfth of the approved annual current county budget. This steady stream of income assures that the College can maintain operations continuously.

Statement of Financial Position of Unrestricted Net Assets, without Plant

The College's net assets are one indicator of its financial stability. As shown in Figure 2, the College's net assets have experienced an overall increase for the past five years.

Figure 2: Total Net Assets



The change in unrestricted net assets attributable to operations for the five most recent fiscal years, 2010-2014, is summarized in Table 5. The positive upward trend further demonstrates both a strong financial base and financial stability of the institution to support its mission and the scope of its programs and services.

Table 5: Unrestricted Net Assets without Plant*

	FY 10	FY 11	FY 12	FY 13	FY 14
Unrestricted Net Assets*	$363,085	$263,185	$1,301,467	$1,415,578	$2,085,333
Temporarily Restricted Net Assets	$1,089,414	$911,986	$1,432,604	$2,725,680	$930,779
Permanently Restricted Net Assets	$92,297	$92,353	$92,387	$92,409	$67,584**
Net Capital Assets	$32,358,709	$32,353,327	$31,863,100	$32,169,105	$33,494,305
TOTAL NET ASSETS	**$33,903,505**	**$33,620,851**	**$34,689,558**	**$36,402,772**	**$36,578,001**

*Unrestricted net assets without plant are assets available for operations
**Reduction is the result of transferred endowments to the Foundation of Wayne Community College, Inc. per donor request

The liability for compensated absences, as shown on the College's financial statement, is not a true picture of a liability that is to be paid. It is earned vacation leave that is used by an employee when taking time off work and is only paid out when an employee leaves employment. Therefore, it is reasonable to add back that liability to the College's Unrestricted Net Assets to get a true picture of available resources, as shown in Table 6.

Table 6: Unrestricted Net Assets without Plant and Compensated Absences (Available Resources)

	FY 10	FY 11	FY 12	FY 13	FY 14
Unrestricted Net Assets*	$363,085	$263,185	$1,301,467	$1,415,578	$2,085,333
Add Back Compensated Absences	$709,984	$740,069	$773,139	$818,140	$820,935
Unrestricted Net Assets w/o Compensated Absences	**$1,073,069**	**$1,003,254**	**$2,074,606**	**$2,233,718**	**$2,906,268**

*Unrestricted net assets without plant are assets available for operations

WCC's healthy Unrestricted Net Asset balance of $2,085,333 and the $2,906,268 in available resources as of June 30, 2014 enables the College to maintain its ability to offer quality educational and training experiences.

Budget Preparation

Wayne Community College operates under an annual budget that is preceded by sound planning, subject to sound fiscal procedures, and approved by the College's Board of Trustees.

Budget Process

The College develops its annual budget as part of the institution-wide **planning process** and **Strategic Plan for Institutional Effectiveness**. The development of the annual budget begins with each department of the College. Annually, each department requests an essential operational budget allocation by completing a **Budget Request Summary Form**. The essential budget is based on prior year expenses. The request form also allows a department to request additional funds to meet specific operational needs identified during its budget planning process. The Chief Financial Officer (CFO) compiles this information and completes the College's preliminary operational budget.

The department also writes **planning objectives** that identify additional goals it would like to accomplish in the coming year and what resources are necessary to accomplish those objectives. Planning objectives are for equipment items and are not included in the essential budget allocation. Planning objectives must be tied to specific needs or goals that were identified during the department's review and assessment process. Planning objectives are prioritized within the various reporting levels up through the senior administrative level. The prioritized listing is presented to **President's Council** for review, discussion and budget consideration and final allocation.

County Budget Process

Annually in March, the Wayne County Commissioners require a budget request for plant management operations and capital improvements. This portion of the College's planned budget is generally developed in February by the CFO with information obtained from the Chief of Administrative Services and the Facilities and Grounds Superintendent. The County Commissioners normally approve the

County's budget prior to June 30th each year. The County Budget packages for **2014** and **2013** are provided for review.

State Budget Process

Under the authority granted in **NCGS 115D-5** and **NCGS 115D-20**, the State Board of Community Colleges and a local board of trustees are established to issue policies and procedures to be followed in the operation of each college. The North Carolina General Assembly prepares a biennial budget. The second year of this budget is almost always adjusted and new legislation is enacted. Once the budget becomes law, the State Board of Community Colleges approves the total budget. Following budget approval, the College receives its State Aid Allocations and Budget Policies from the North Carolina Community College System. All 58 North Carolina community colleges' budgets are summarized in packages and delivered through either centralized meetings or conference calls to respective college presidents and the chief financial officers. The State Aid Allocations and Budget Policies packages from the years **2014** and **2013** are provided for further examination.

Institutional Budget Process

Institutional funds are budgeted based upon criteria provided by the individual **Fund Authority** and the budget manager for each respective fund. Budget requirements and needs are discussed with the Controller and vetted against the reporting and financial requirements for each fund. The manager of each fund is responsible for the budgeting and management of the corresponding fund. The Controller records each respective budget in the general ledger.

Budget Approval

Upon completion of final budget allocations and recommendations, a comprehensive annual budget is drafted (**NCGS 115D-54**) and presented to the President for review. The budget is presented to the College's Board of Trustees (**NCGS 115D-56**) for approval (**WCC Board of Trustees Policy 04-16**). Upon approval by the Trustees, the final WCC budget (**DCC 2-1**) is submitted back to the NCCCS for approval by the State Board of Community Colleges. Minutes from the WCC Board of Trustees meetings for the past three years documenting budget approval are provided for review (**BOT Minutes 2013 Sept 24**, **BOT Minutes 2012 Sept 25**, **BOT Minutes 2011 Sept 27**).

Budget Management

Approved budgets are posted in Colleague, the College's administrative computer system. Individual senior administrators, chairs, directors, and coordinators manage their funds by using a **departmental report** to analyze their budget and make financial decisions relating to their unit. This report compares budget to actual expenditures and reflects current encumbrances that have not yet been paid.

Once the initial budget is established, if funds need to be moved between departments or line items, the budget managers complete a **Budget Transfer Form** and submit it to the Business Office. The Business Office reviews the transfer for appropriateness within the applicable guidelines and processes the request, if appropriate. A **summary report** of transfers is prepared and presented by purpose code to the Board of Trustees at their regular meetings. (**BOT Minutes 2014 July 22**)

In addition to budget managers reviewing their individual budgets, the Chief Financial Officer (CFO) also takes responsibility for monitoring, reviewing, and reconciling all college-wide budgets. For state and county funds, the Business Office staff use the 2-12 report (**State 2-12**, **County 2-12**) to reconcile its state and county budget and to compare actual expenditures against the budget. **Institutional fund budgets** are reviewed by the Controller each month during the monthly close-out process.

The CFO provides regular budget updates to the President throughout the year. These updates normally include topics such as budget status reports, budget reversions, budget reserves, budget to actual reports, and advisements for increasing, decreasing, or maintaining overall College spending levels.

Wayne Community College has a sound financial base and demonstrates financial stability to support the mission of the institution and scope of its programs and services. This is evidenced by the consistency of strong funding sources from the State, County and outside sources, along with sound fiscal planning and resource management. The College, is therefore, in compliance with Core Requirement 2.11.1.

Additional information can be found in Comprehensive Standards 3.10.1 Financial Stability, and 3.10.4 Control of External Funds.

Sources

- Audit Report - FY 2010
- Audit Report - FY 2012
- Audit Report - FY 2014
- Board of Trustees Minutes 2011 Sept 27
- Board of Trustees Minutes 2012 Sept 25
- Board of Trustees Minutes 2013 Sept 24
- Board of Trustees Minutes 2014 July 22
- Board of Trustees Policy (04-16) - Budgeting and Financial Reporting
- Budget Request Form

- Budget Transfer Form
- Budget Transfers - Board
- College Budget Resolution FY 2014
- College Procedures Manual (01-0201) - Presidents Council
- County 2-12
- County Budget Allocation - FY 10
- County Budget Allocation - FY 11
- County Budget Allocation - FY 12
- County Budget Allocation - FY 13
- County Budget Allocation - FY 14
- County Budget Package - 2013
- County Budget Package - 2014
- DCC 2-1 Report
- Departmental Report
- Financial Analysis Report
- Fund Authority Examples
- FY 2013 State Aid Allocations and Budget Policies - Formula
- FY 2014 State Aid Allocations and Budget Policies - Formula
- Institutional Fund Budgets
- Management Letter 2010
- Management Letter 2012
- Management Letter 2014
- NC General Statute (115D-20) - Powers and duties of trustees
- NC General Statute (115D-31) - State financial support of institutions
- NC General Statute (115D-32) - Local financial support of institutions
- NC General Statute (115D-5) - Administration of institutions by SBCC
- NC General Statute (115D-54) - Preparation and submission of institutional budget
- NC General Statute (115D-56) - Final adoption of budget
- NC General Statute (115D-58.16) - Audits
- NC General Statute (147-64.6) - Duties and responsibilities
- North Carolina Consolidated Annual Financial Report - FY 2013
- North Carolina Consolidated Annual Financial Report - FY 2014
- Operational Planning Process Timeline
- Planning Objective
- State 2-12
- State Aid Budget Allocation - FY 13
- State Aid Budget Allocation - FY 14
- State Budget Allocation - FY 10
- State Budget Allocation - FY 11
- State Budget Allocation - FY 12
- State Budget Allocation - FY 13
- State Budget Allocation - FY 14
- Strategic Plan for Institutional Effectiveness (2013-2016)

2.11.2

Physical Resources

The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Responsibility for Physical Resources

The **Chief of Administrative Services** reports directly to the College President and is responsible for all College owned and/or operated physical resources and maintenance of a safe environment at both on campus and off-campus facilities. The Facilities and Grounds Department and the Campus Police and Security Department report to the Chief of Administrative Services as defined in the **organizational charts**.

Wayne Community College's Physical Resources

Wayne Community College (WCC) has adequate physical resources to support the educational, training and cultural needs of the communities served by the College in support of the College's mission. Since 1990, the College has operated on its current campus, which is located on 175 acres on the north side of the city of Goldsboro, North Carolina. The first buildings were constructed in 1978 and the site became the main campus in 1990 after construction of a central plant and two more classroom buildings. The simple average age of its buildings in the fall semester of 2014 is 20.4 years and the weighted average age per square foot is 21.86 including the off-campus facilities at the Wayne Executive Jetport.

Maps of the main campus and the off-campus location at the Wayne Executive Jetport are located in the "Find Us" section of the WCC website. The **Campus Video Tour** and "**flickr**" photo album provide an overview of the suitability of buildings and grounds for educational and cultural events held on campus.

The Building Characteristics Report (**BCR**) from the most current **Wayne Community College Facilities Inventory and Utilization Report for Fall 2013** reflects all of the College's physical facilities inventory, whether owned or leased. The report provides a snapshot of the cost, replacement value, and space available to appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. For each building in the College's inventory, a condition code is reflected. All of WCC's buildings have a code of "1", indicating that the buildings are "*Satisfactory* - Suitable for continued use with normal maintenance." This report also reflects the growth history of the College in terms of adding capacity to support its mission.

Ten instructional buildings and two greenhouses are located on the main campus. In addition, maintenance and grounds facilities and a childcare center (five star rated on a 5-star state scale) are located on campus. Off-campus facilities include a College-owned aviation classroom building and a leased hangar at the Wayne Executive Jetport, both of which are primarily maintained and operated by WCC. The Jetport is approximately 6.5 miles and ten minutes from the main campus. The County of Wayne Government owns the hangar facility and is responsible for the building shell. The College is responsible for the internal hangar facility and all utilities.

Curriculum classes are also taught at the Seymour Johnson Air Force Base's (SJAFB) Watkins-Das Education Center and at SACSCOC approved high school academy locations in Wayne County. In addition, continuing education courses are taught in various locations throughout Wayne County. However, the SJAFB and approved high school sites are neither operated nor maintained by WCC.

Long-range Campus Master Plan

Wayne Community College maintains a long-range facilities master plan. A comprehensive **Campus Master Plan** was developed in 2007-2008 by the architectural firm LS3P and covered the period of 2008 to 2013. In 2012, the Plan's priorities were reexamined and presented to the Board of Trustees (BOT) for its input (**BOT Minutes**). Very few changes were recommended other than the establishment of new priorities and shifting the sequence of several projects. Work began in 2013 to update the Campus Master Plan and was completed in November 2014, covering the period of 2014 to 2024.

An addendum to the 2008–2013 Wayne Community College Master Plan was developed to prioritize the current facility needs of the College and to provide a guideline for future campus renovations and building acquisitions. The Addendum was approved by the Board of Trustees at the November 25, 2014 Board meeting (**Building Committee Report & BOT Minutes Nov 2014**). The **Executive Summary of the Master Plan Addendum 2014-2024** outlines the new facility priorities and the rationale for each. Included in this addendum are the repairs and renovations to the Student Services areas, which were addressed as part of the "Other Campus Priorities" in the 2008-2013 master plan. While new construction funds have not been available, repair and renovation funds have enabled this project to be completed in 2014.

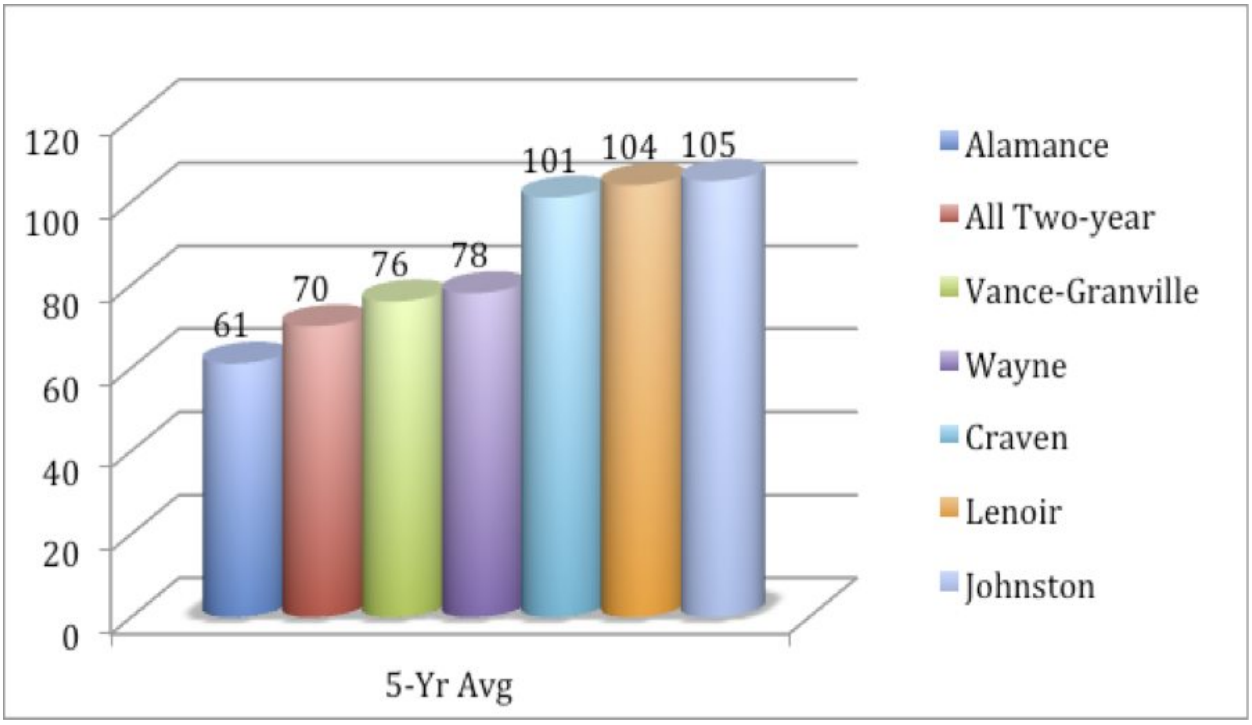
According to North Carolina General Statute (NCGS) **115D-32 Local financial support of institutions**, the tax-levying authority of each institution (for WCC, the County of Wayne) shall be responsible for providing, in accordance with the provisions of NCGS 115D- 33 or NCGS 115D-34, as appropriate, adequate funds to meet the financial needs of the institutions. State bonds supporting higher education are another means of funding new construction on campus. The majority of the new construction outlined in the 2008-2013 Facilities Master Plan has not been accomplished due to lack of funding under either of these options and therefore remain in the Campus Master Plan. Priorities have been rearranged based upon program needs, enrollment, ability to repurpose space to mitigate short-term needs, and other factors.

Adequacy of Physical Resources

Wayne Community College operates or leases 402,962 gross square feet (GSF) of facilities, which is adequate to appropriately serve the needs of the institution's 35 degree programs, 13 diploma programs, and 46 certificate programs, as evidenced in the **2014-2015 Credit Hours by Program** list. There are a total of 222,706 square feet (SF) of assignable academic space as reported in the **Facilities Inventory and Utilization Study, 2013 for the State of North Carolina**. This annual study is part of the Higher Education Comprehensive Planning Program operated by the state with data reported to and assembled by the University of North Carolina General Administration and serves as an excellent benchmarking tool.

Wayne Community College's **five-year average** of 78 square feet per full time equivalent (FTE) falls in the middle of five North Carolina Community Colleges that are of similar size (FTE and enrollment data) as WCC. The weighted average of the five colleges is 86 square feet per FTE with each college's data shown in Chart 1. According to the **Facilities Inventory and Utilization Study, 2013 for the State of North Carolina**, public two-year colleges nationally average 70 square feet per FTE. Wayne Community College's average of 78 square feet per FTE is higher than the national average.

Chart 1: Five-year Average Square Feet per FTE Comparison



*Source: Data from the State of North Carolina Higher Education Comprehensive Planning Program **Facilities Inventory and Utilization Study Report 2013**.*

The Facilities Inventory and Utilization Report for 2013 demonstrates the adequacy in quality, scope and condition of the physical resources that support the College's mission, programs and services. The Dogwood Building is a three story building that houses the Business Office, Administrative Suite, the Foundation of WCC, Planning and Research, Military Business Center, Cooperative High School Programs, faculty offices, music and art classrooms, and numerous general purpose classrooms shared by the College and Wayne Early Middle College High School. The Dogwood Building was built in 1992 and was renovated to accommodate the Administrative and Business Office functions in 2003. As evidenced by the Building Characteristic Report (**BCR**) the Dogwood Building has 36,798 GSF and 20,530 assignable SF. The building cost $3,037,689 and has an estimated replacement cost of $6,563,746.

Space allocated to art and music is highlighted in the Room Characteristic Report (RCR) (**Dogwood RCR**). The music classes within the Associate in Arts Program have an appropriate multi-purpose, tiered space that accommodates both chorus and class lecture requirements with up to 50 stations or seats. A nine seat piano lab and ample storage are both right next door. The visual arts lab and storage encompasses 1101 SF and accommodates up to 25 stations. These three academic spaces meet the needs of the music and art classes as demonstrated in the actual utilization data by hour in Table 1. Only the 11:00 AM hour in one of the rooms is fully booked five days per week and the room utilization for the three rooms averaged from a low 2.9% to a high of 24.9%, while the station utilization showed a high of just 12.5% utilization. The chart shows that there is ample capacity to meet the program needs. Table 1 addresses actual academic use of the space relative to capacity. What it does not reflect is that from 6:00-9:00 PM nearly every weekday, year-round, the music room is used by a local theater group for rehearsals for their four annual productions for the community. Clearly this fits with the cultural aspect of the College's mission. The music room was painted and carpeted in July, 2011 and the 2-story drapes were dry cleaned. Art room tables and chairs are scheduled for replacement in 2015. These spaces are high quality spaces in good condition and adequate for the scope of the programs they serve.

Table 1: Music and Visual Arts Room and Station Utilization - 2013

Wayne CC Facilities and Utilization Report																
Room Occupancy and Station Usage, 2013																
Building	Room	Room #	8am	9am	10am	11am	12pm	1pm	2pm	3pm	4pm	5pm	6pm	7pm	8pm	9pm	Total
Dogwood	Music Lab	201	0.0	0.0	40.0	100.0	0.0	40.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12.9
Dogwood	Piano Lab	203	0.0	0.0	40.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.9
Dogwood	Visual Arts	206	0.0	60.0	60.0	40.0	40.0	0.0	0.0	0.0	20.0	20.0	40.0	40.0	20.0	0.0	24.3
Building	Station	Room #	8am	9am	10am	11am	12pm	1pm	2pm	3pm	4pm	5pm	6pm	7pm	8pm	9pm	Total
Dogwood	Music Lab	201	0.0	0.0	14.4	40.8	0.0	13.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.9
Dogwood	Piano Lab	203	0.0	0.0	22.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.6
Dogwood	Visual Arts	206	0.0	40.8	40.8	14.4	14.4	0.0	0.0	0.0	8.8	8.8	18.4	18.4	9.6	0.0	12.5

Source: Data from the State of North Carolina Higher Education Comprehensive Planning Program Wayne CC Facilities Inventory and Utilization Study Report 2013.

Various support services are housed on the first floor of the Dogwood Building as reflected in the Room Characteristics Report for Dogwood. The square footage is ample to meet the needs of the services provided from these offices. Off-campus facilities operated by WCC are inventoried, controlled and evaluated for appropriateness and sufficiency in the same manner.

The Aviation Systems Technology Program needs space at an airport with a hangar to house the airplanes for students to work on as well as classroom and lab spaces. This Program is housed at the only off-campus site owned/operated by the College. As evidenced by the **Airport and Aviation Hangar RCRs**. The Airport Building (7860 SF) and Aviation Hangar (12,146 SF) at the Wayne Executive Jetport provide appropriate classroom and lab space. The airport classroom building houses four classrooms, a small library appropriate to the program needs, a computer lab, an electronics lab and a composite lab, along with offices, rest rooms, and other support space. The hangar building, with its rolling doors, has a metal fabrication and repair room, ample storage rooms, rest rooms, and a main hangar area which houses engine test stands and several airplanes. There is also a concrete apron between the hangar and the taxi-way to the runway. The IT and maintenance staffs have recently added Educational Broadband Service modems and associated equipment to provide 4G wi-fi service to the hangar. This enables students and staff to retrieve documents, specification sheets and schematic prints of the planes and components using wireless devices. An iPad cart has been added for this purpose as well.

The Building Characteristic Report and the Room Characteristic Reports for each building owned and operated by WCC are available to demonstrate that the college has allocated adequate space to meet its educational program needs. Unique lab space needed by each program, such as auto bays, computer labs, welding booths, and a dental clinic, are detailed in these reports.

The Watkins-Das Education Center at SJAFB is operated and maintained by the U.S. Air Force. The Air Force ensures that the facilities meet the needs of the military service men and women and their families for their education and training needs. A **Memorandum of Understanding** with the Air Force allows WCC to offer college transfer coursework to base personnel and to civilians with the appropriate authorization to access the base.

Table 2 reflects the actual classroom and lab utilization for the entire campus (including both buildings off-site at the Wayne Executive Jetport) between 2007 and 2013 by hour from 8:00 AM to 10:00 PM. Utilization for the campus averaging between 0.00% and 35.00% is reflected in the yellow shaded areas. These are considered under-utilized or as having available capacity. Utilization averaging between 35.01% and 65.00% is shaded in green. Space is optimally utilized during these times. Utilization over 65.00% would be shaded in red if the campus had any in that range. Those would be over-utilized spaces. Similar information is available on a room-by-room basis as reflected in Table 1, but Table 2 clearly reflects that the campus educational space, both classroom and lab space, is adequate to meet the educational and training needs of the institution.

Table 2: Room Utilization by hour 2007-2013

Room Type	Year	8am	9am	10am	11am	12pm	1pm	2pm	3pm	4pm	5pm	6pm	7pm	8pm	9pm	Total
Classroom	2007	40.0	62.9	54.6	43.2	39.7	36.2	21.3	9.8	6.7	7.3	12.1	12.7	7.9	2.9	25.5
Classroom	2008	31.7	55.9	50.8	39.4	34.9	30.5	18.1	12.7	7.3	8.9	17.1	16.8	13.3	4.1	24.4
Classroom	2009	34.9	53.7	50.5	46.7	38.7	31.7	19.4	13.0	6.7	6.7	12.4	13.0	8.6	3.8	24.3
Classroom	2010	31.1	57.8	51.1	44.1	38.7	31.1	18.1	8.6	5.7	11.4	16.5	12.7	7.0	2.5	24.0
Classroom	2011	36.4	57.7	55.7	51.5	45.9	33.8	24.6	12.1	8.9	9.2	18.7	15.7	11.5	7.2	27.8
Classroom	2012	37.3	53.6	55.9	46.4	42.4	42.0	30.5	21.0	10.2	6.4	16.9	14.9	13.2	7.8	28.5
Classroom	2013	31.3	57.8	60.4	50.9	43.6	35.3	28.0	13.8	8.4	6.2	19.3	17.1	13.1	9.1	28.2
Classroom	Total	34.7	57.0	54.0	45.9	40.5	34.3	22.7	12.9	7.6	8.1	16.1	14.7	10.6	5.2	26.0
Lab	2007	35.0	58.3	59.6	55.8	34.6	37.5	34.6	27.5	20.4	16.3	26.7	26.3	23.8	14.6	33.6
Lab	2008	24.1	57.1	57.6	52.2	30.6	33.5	33.5	28.2	20.0	19.6	28.2	24.5	21.2	11.8	31.6
Lab	2009	17.1	49.4	52.2	46.9	30.6	33.1	29.8	27.8	18.8	17.1	22.9	23.3	18.4	8.2	28.3
Lab	2010	20.4	42.9	51.0	43.7	22.9	26.5	25.3	23.7	16.7	9.8	17.1	17.6	12.2	4.9	23.9
Lab	2011	19.2	49.8	54.7	46.1	18.0	27.3	27.3	27.3	18.4	9.4	16.3	17.6	11.8	4.9	24.9
Lab	2012	19.2	46.0	50.8	50.4	25.2	26.4	29.6	27.6	16.4	9.2	19.6	20.4	15.2	8.0	26.0
Lab	2013	16.4	42.9	44.3	45.0	25.7	26.4	25.7	23.6	17.5	9.3	19.3	17.5	14.3	9.6	24.1
Lab	Total	21.5	49.3	52.7	48.5	26.7	30.0	29.3	26.5	18.3	12.9	21.4	20.9	16.6	8.9	27.4

Source: Data from the State of North Carolina Higher Education Comprehensive Planning Program Wayne CC Facilities Inventory and Utilization Study Report 2013, **Room Occupancy and Station Usage, 2007-2013**

The Administrative Services Division makes every effort to accommodate the educational and training needs of the College by repurposing space to meet short-term needs. Table 3 demonstrates the flexibility needed to ensure adequate educational space.

Table 3: Repurposed Educational Space

BLDG-Room	From	To	Date
PIN-221 Exam	2 Open Rooms	2 Enclosed Simulated Mannequin Rooms	Various
MAG-108/109	Lab	Classroom/Lab	Nov-11
WLC-224	Classroom	Foreign Language PC lab	Nov-11
WAL-203	Single Classroom	Triple Instruction space	Feb-12
AZA-201	Classroom	High capacity Classroom/PC Lab	Jul-12
MAG-203	C.N.A. Lab	C.N.A./Physics Lab	Jan-13
HOL-223	Physics lab	Biology Lab	Jan-13
WLC-218	Academic Testing	Academic/GED Testing	Sep-13
WLC-210	Classroom	Math/Reading lab	Sep-13
WLC-213	Classroom	PC Lab/Foreign Language	Sep-13
MAG-218	PC Lab	Classroom	Sep-13
SPR-206	Classroom	PC Lab	Sep-13
SPR-234	PC Lab	Engineering Lab	Sep-13
AZA-201	Classroom/PC Lab	Adv Mfg Lab	Sep-13
WLC-202, 204	Math lab, Reading lab	Classrooms	Sep-13
WLC-227	Soft Skills Lab	Math Classroom	Jan-14
HOC-133, 174	Storage	Waterjet Room, Welding Simulator	Var 2014

The College can demonstrate similar data for space repurposed to meet support service needs.

Wayne Community College's Mission Statement indicates that the College strives to meet the cultural needs of the communities it serves. The College houses one of the largest assembly spaces in Wayne County with a 400-seat auditorium and an attractive adjacent atrium. The College's immaculate grounds make the campus a top choice for many outdoor events as well, including a national tennis tournament sponsored by the USTA. Business and industry, civic groups, non-profit agencies, and others reserve space at the College for numerous events, many of which meet the cultural needs of the communities served. The examples in Table 4 illustrate the types of events held on campus that expand cultural opportunities for our county.

Table 4: Cultural Events Held at WCC

Course	Event Start Date	Event End Date	# Occurs	Exp Head Count	Room
150th Anniversary Civil War Battles	03/26/13	09/17/13	6	150	Auditorium
150th Anniversary Civil War Lectures	08/20/13	08/22/13	2	150	Auditorium
A play: Civil War Voices	03/18/13	03/20/13	3	200	Auditorium
AIDS Seminar	02/26/13	02/26/13	1	100	Auditorium
Author Michael Parker Book Signing	03/27/13	03/27/13	1	50	WAL101
Bill Brettman Mini-Course	10/21/13	11/11/13	4	50	WAL101
Black History Month Movie	02/19/13	02/27/13	4	50	Auditorium
Carolina Games Summit	02/01/13	02/03/13	1	400	Aud, Atrium, WLC-161, Caf
Center Stage Theatre's Two-Eyed Titus	02/05/13	02/05/13	1	400	Atrium, Auditorium
Chamber Speaker Bill Drury	03/28/13	03/28/13	1	75	WAL101
Constitution Day	09/17/13	09/17/13	1	30	WLC161, Atrium
Continental Annual Pageant	11/23/13	11/23/13	1	150	Auditorium, Atrium, Cafeteria
Dallas Herring Recognition Day	03/06/13	03/06/13	1	100	Atrium
Distinguished Chair Travel Presentation	10/08/13	10/08/13	1	20	WAL101
FFA Regional Rally	05/06/13	05/06/13	1	250	Aud., Atrium, WLC-161
Fine Arts Festival	12/03/13	12/03/13	1	150	Aud, Atrium
Foundation Gala - The John Stiles Story	04/16/13	04/16/13	1	400	Aud., Atrium, WLC-161, Caf
Foundation Event, My Enemy, My Friend	04/18/13	04/18/13	1	400	Aud., Atrium, WLC-161
Future of the Middle East - What's Next?	03/04/13	03/25/13	4	60	WAL101
International Day Festival	03/15/13	03/15/13	1	300	Aud., Atrium, WLC-161
Jazz Gumbo	09/30/13	10/14/13	3	200	Auditorium
J Walker Concert	05/18/13	05/18/13	1	400	Auditorium
Law Enforcement memorial	05/08/13	05/08/13	1	100	Auditorium. Lounge
MLK Black History Month Celebration	01/17/13	01/17/13	1	150	Aud, Atrium, WLC-161
Memorial Day Observance	05/27/13	05/27/13	1	100	Auditorium, Atrium
Praxis Film Festival	01/26/13	01/27/13	1	200	Auditorium

In 2013, the list of cultural event projected attendees exceeded 11,000 people, as extracted from the R25 automated room/event scheduling system. In addition, community events such as monthly Toast Masters meetings, Fly-in events held periodically at the Wayne Executive Jetport facilities, a conference for all of Wayne County's childcare teachers, and the Cures for the Colors 5K road race and fundraiser are typical of the community uses of the campus. The WCC maintenance team supports these events as needed by assisting in mapping out tent locations, providing tables, chairs, waste receptacles and other items, locating accessible power, and cleaning, grass-cutting and other support functions before and after the events. They assist the Foundation's fundraising events by moving supplies and equipment to the off-site events and assisting with set-up and removal.

Wayne Community College operates facilities, both on and off campus, that appropriately serve the needs of the College's mission-related activities.

The institution operates and maintains technological infrastructure sufficient for the needs of the institution

Wayne Community College's Information Technology (IT) Department operates a network infrastructure with fiber optic connectivity between all buildings on the main campus. Internet bandwidth provided by Microelectronics Center of North Carolina (MCNC) is adequate at 250 megabytes (mb), burstable to one gigabyte (gb). Internet bandwidth is adequate based upon **MCNC Monthly Utilization** reports and is increased as needed to cover both average demand and spike demand. Two server rooms with partial redundant operations and fully redundant cooling systems serve the campus. Local backups are made daily on all College data with a second backup sent to a Barracuda cloud storage site, which has its own disaster recovery backup plan. A backup of Ellucian Colleague data is also produced daily to an MCNC off-site storage facility, which has its own disaster recovery backup plan. Uninterruptible Power Supply units at each server room supply power for emergency situations to enable short-term operation and orderly shutdowns.

In the past five years, wireless technology has been fully implemented and expanded once. Internet access at the off-campus airport classroom building at the Wayne Executive Jetport has been provided using DSL service from AT&T (6mb X 1mb download/upload). In 2014, demand dictated expansion to a Time Warner Cable connection, increasing bandwidth to 50mb X 5mb (download/upload). At the hangar building off-site, an Educational Broadband Service (EBS) modem has been installed to permit wireless access. This new requirement became evident once students had access to an iPad cart, which allowed fast searches from anywhere for aircraft technical specification documents instead of traditional micro-fiche searches. Internet service at the Watkins-Das Education Center at SJAFB is provided by the U.S. Air Force.

An open computer lab is available to all students in the Magnolia Building. It houses 50 networked computers with access to the software students need in their educational programs, as well as internet access, printing, and scanning capabilities. Computers are also available in the library for general-purpose use. Computers are also available for student use in the Financial Aid Department and Admissions and

Records. Instructional labs with computers are located in the following buildings: Airport (2), Azalea (2), Hocutt (1), Holly (1), Magnolia (5), Pine (1), Spruce (7), Walnut (4), and Wayne Learning Center (6), plus three (3) test labs in Wayne Learning Center. In addition to these labs, laptop and iPad carts have been added to or are accessible to each building to accommodate occasional demand in several more rooms and at the SJAFB Education Center. Cascaded computers are also available for Continuing Education and Human Resource Development training at several off-campus locations. Nine mobile device charging stations were added in 2014-2015.

Table 2 illustrated the utilization of both classrooms and labs and more importantly that on average, ***none were over-utilized***. This would include the technology labs with computers identified in each of the buildings listed in the previous paragraph.

Wayne Community College Students have access to **NC LIVE**, the on-line catalog for North Carolina library resources, the North Carolina Research and Education Network (**NCREN**), and (**CCLINC**), the Community College Libraries in North Carolina. The WCC website contains easy access to a variety of student resources, including the current General Catalog and Student Handbook, calendar and course schedules, bookstore, transcript requests, **WayneCC Alert** system, and quick links to e-mail, **Webadvisor** (portal for registering and other functions), and **Moodle**. The Moodle learning management system platform is a hosted environment with sufficient resources to support students anywhere. The WayneCC Alert system, Webadvisor, Gmail service, and Moodle all require a single Active Directory sign-in supported by WCC. WCC's website has quick links to various social media sites.

The Educational Support Technology Department (EST) supports the media and technology equipment used in classrooms, labs and meeting spaces, including the sound, light, videography and photography services, graphics, publications and printing functions.

In summary, the Information Technology (IT) Department operates and maintains over 2200 computers, switches, wireless access devices, servers and mobile devices. The EST Department operates and maintains almost 300 digital projectors, overhead projectors, document cameras, Smart Podiums, smart boards, and other media devices. These assets are evidenced in the **IT-EST asset summary**. Both IT and EST support Wayne Community College's technological infrastructure, which meets the needs of the institution's educational and support functions.

The institution operates and maintains technological infrastructure sufficient for the needs of distance education

Through distance education, students have access to eight (8) associate degree programs, four (4) diploma, and six (6) certificate programs, all of which may be taken completely on-line. Students may also take individual courses via internet, hybrid, and traditional/web-assisted course formats in partial fulfillment of many other program requirements. In the spring semester of 2013, among the 875 courses offered at WCC, there were a total of 101 hybrid courses, 2 telecourses, 182 internet courses, and 550 traditional/web-assisted courses in which students could enroll as well as 40 cooperative education experiences. With the College's ample bandwidth, it has no problem hosting this range of distance education courses.

Students taking advantage of WCC's Distance Education offerings are able to do so without ever visiting the campus. Support services available on-site are also available to distance students, including but not limited to counseling, financial aid, admissions, advising, new student orientation, and tutoring. Internet, e-mail, phone, SKYPE, and FaceTime are among the options that are available for students to conduct official business with WCC. Once enrolled, students receive a College e-mail account, access to Webadvisor (portal), WayneCC Alert system, Moodle, and any other instructional systems required by their course of study. In addition to Moodle, WCC also has software or subscription services that faculty often use with distance education courses. For example, Camtasia is a screen capture software that records onscreen activity, audio and video. Faculty members use it to narrate existing PowerPoint presentations. Captioning and transcribing content may be done using the College's access to the *3 Play Media* service. The MyMediasite subscription streamlines lecture recording and is used for editing and transcribing the narratives.

The technological infrastructure operated and maintained by WCC is sufficient to serve the needs of the College's distance education offerings.

Well Maintained Building and Grounds

Wayne Community College maintains its physical facilities through a variety of means, including preventive maintenance, regular inspections, observations, and a work order system to communicate and execute routine repair orders. The College uses Ellucian's Colleague enterprise resource planning software package and Webadvisor for managing facilities maintenance **work orders** and maintenance scheduling.

Wayne Community College's operations and maintenance functions are fully funded by the County of Wayne in accordance with North Carolina General Statute (NCGS) **115D-32 Local financial support of institutions**, which outlines the local support required for plant operation and maintenance at each of the 58 community colleges in North Carolina. WCC is the county's only public institution of higher education and receives community support and adequate financial assistance from the Wayne County Commissioners (local government) to meet the College's needs. Over the three-year period beginning fall 2012 through spring 2015, total county appropriations averaged over $3.9 million annually for current and capital expenses as indicated in Table 5. Over the three-year period, the county funded all requests with the exception of two projects totaling less than $54,675, a fleet vehicle and one phase of auditorium upgrades. County Commissioners entrusted the College administration in deciding which projects to defer based upon funds available. This equates to a funding level of 99.68% of all funds requested.

Table 5: County Budget Requests for Fiscal Years Ending 2013 to 2015

Budget	FYE13	FYE14	FYE15	3 Yr. Total	3 Yr. Avg
Administration	$85,991	$87,982	$88,971	$262,944	$87,648
General Institution	$313,919	$330,578	$325,608	$970,105	$323,368
Workforce Development	$160,249	$186,416	$188,315	$534,980	$178,327
Plant Operations	$1,673,598	$1,668,957	$1,632,390	$4,974,945	$1,658,315
Plant Maintenance	$1,022,311	$1,044,470	$1,129,401	$3,196,182	$1,065,394
Total Current Operations	**$3,256,068**	**$3,318,403**	**$3,364,685**	**$9,939,156**	**$3,313,052**
Capital Outlay	$725,407	$649,608	$637,325	$2,012,340	$670,780
Total Budget	**$3,981,475**	**$3,968,011**	**$4,002,010**	**$11,951,496**	**$3,983,832**
Less Rental Fees Collected	$36,000	$36,000	$36,000	$108,000	$36,000
Requested Appropriations	**$3,945,475**	**$3,932,011**	**$3,966,010**	**$11,843,496**	**$3,947,832**
Funded Appropriations	**$3,962,655**	**$3,932,011**	**$3,911,335**	**$11,806,001**	**$3,935,334**

The **Facility Repair Budget**, **Capital Budget**, and **Service Contract Budget**, funded by the county for year ending June 30, 2015, reflect the financial support and advance planning that occur for maintenance and operation of both on campus and off-campus facilities. These three components alone account for over 44% of the plant maintenance budget, with personnel expenses comprising almost 48%. The remaining 8% is primarily supply items. For each identified repair project and capital project a project summary is provided to the County Commissioners as part of the budget package, which demonstrates the College's comprehensive repair and maintenance plans. **County budgets and appropriations** for the previous three years reflect adequate support for each year, as illustrated in Table 5.

One of the best testimonies to the quality and condition of Wayne Community College's facilities and grounds is the risk management report from the College's primary insurer, the Department of Public Instruction. The **cover letter and inspection report** praise the college's attention to the maintenance of the campus.

A Safe Environment

Wayne Community College's **Safety Plan** is comprised of various safety and health-related plans, compliance with federal and state laws and regulations, local ordinances, numerous inspections and College policies and procedures. In addition the College budgets and maintains various service agreements and other as-needed services that contribute to a safe and healthy environment. One important component of the Safety Plan is the Emergency Response Plan.

The WCC Emergency Response Plan (**ERP**) is reviewed annually and updated as needed. It provides an all-hazard approach to emergency response for the campus and off-campus facilities operated and maintained by WCC, The ERP details various procedures for responding to accidents, emergencies, weather-related safety matters, civil disturbance, and other safety concerns. The ERP contains **evacuation plans** for every floor of every building and has a campus map that designates **evacuation meeting areas**. The ERP describes lockdown procedures and also includes plans for bomb threats, chemical exposure, Hazard Communication, inclement weather, and medical emergencies. The WCC Occupational Safety and Health Plan (**WCCOSH**) combines numerous written safety plans that address various safety aspects on campus.

The **Campus Police and Security Department** is staffed 24 hours a day, 365 days a year for emergencies and non-emergency assistance. WCC Campus Police and Security have complete police authority to apprehend and arrest anyone involved in illegal acts on campus and areas immediately adjacent to the campus.

The College's complete safety and security plans are detailed in comprehensive standard 3.11.2.

Survey results indicate that physical facilities meet the needs of users

One component of WCC's periodic service review process (3-year cycle) is student and employee surveys. Surveys are conducted to determine satisfaction with physical facilities and services to ensure the facilities and services meet the needs of the College. In addition, the Chief of Administrative Services attends **Student Government Association meetings** and receives requests for improvements and additions there as well. Informal employee input is received routinely in the form of phone calls and e-mails. This input may result in work orders or budgeted projects for the upcoming fiscal year, if needed.

Employee survey results from 2013 are presented in Table 6.

Table 6: Employee Survey – 2013

Survey Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
I have adequate workspace to do my job.	33.3%	46.4%	16.1%	3.6%	.5%
Temperature in classrooms and offices in generally comfortable.	14.7%	49.7%	26.7%	7.9%	1.0%
Lighting in classrooms, offices and hallways is adequate.	31.7%	55.4%	8.6%	3.2%	1.1%
Exterior lighting is adequate.	13.1%	58.0%	22.2%	4.5%	2.3%
All buildings are accessible to persons with disabilities.	21.8%	62.6%	6.9%	1.1%	7.5%
I'm satisfied with the available educational technology	27.1%	63.3%	4.0%	0.0%	5.6%
I find the WCC Internal Web page useful.	27.1%	66.7%	3.4%	0.0%	2.8%
The technology resources allocated to me are sufficient to complete my job responsibilities.	27.0%	68.4%	2.9%	1.1%	.6%
I am satisfied with the services provided by the IT Department.	29.1%	66.3%	3.5%	0.0%	1.2%
I'm satisfied with software installs and updates for classroom labs.	20.2%	58.4%	2.9%	0.0%	18.5%
Campus grounds are attractive and well maintained.	47.4%	49.7%	1.1%	0.0%	1.7%
Offices are Clean.	23.3%	55.1%	12.5%	6.3%	2.8%
Building, hallways, and lobby areas are clean.	26.0%	63.6%	5.8%	3.5%	1.2%
Restrooms are clean.	30.3%	51.4%	12.0%	5.1%	1.1%
Maintenance is performed to quality standards.	28.3%	65.3%	4.0%	.6%	1.7%

As Table 6 indicates, for every survey question, the majority of responses indicate that employees agree or strongly agree that WCC's facilities and services adequately meet employee needs. A greater emphasis has been placed on the communication process to let maintenance know when exterior lights are not working.

Table 7 reflects that the majority of students responding to survey questions agree or strongly agree that they are satisfied with the facilities and services.

Table 7: Student Survey - 2013

Survey Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
I'm satisfied with the educational technology used in the classrooms.	32.9%	54.4%	3.7%	.8%	8.2%
I am satisfied with the services provided by the Open Computer Lab.	41.9%	35.0%	1.1%	.5%	21.5%
Campus grounds are attractive and well maintained.	51.2%	43.7%	1.6%	0.0%	3.5%
Classrooms are cleaned and prepared for classes each day.	46.8%	42.1%	2.9%	0.0%	8.2%

Wayne Community College's comprehensive approach to safety, operation and maintenance of physical facilities, on and off campus, ensure the College meets the needs of educational programs, support services, and mission-related activities. Evidenced by a video tour and the WCC Flickr photo album, WCC Campus Master Plan, WCC Maintenance Program, WCC Safety Plan, Maintenance Work Orders, and Employee and Student Satisfaction Surveys, the College maintains and provides facilities that are conducive to supporting and promoting the institution, its programs, and its services to students and the community. The College is therefore, in compliance with Core Standard 2.11.2.

Sources

- Airport and Aviation Room Characteristic Report
- Board of Trustees - Builiding Committee Report and Minutes - 2014 Nov 25
- Board of Trustees Minutes 2012 Sept 25
- Campus Map

- Campus Police Agency 2014 Renewal Certificate
- Campus Video Tour
- Capital Budget - 2014-2015
- Chief of Administrative Services - Qualifications
- Community College Libraries in North Carolina Online Catalog (CCLINC)
- County Budget Requests-Appropriations 2013-2015
- Credit Hours by Program 2014-2015 - Jan 2015
- Dogwood Room Characteristic Report 2013
- Facilities Inventory and Utilization Study 2013
- Facilities Inventory and Utilization Study 2013 Sq Ft per FTE (Page 3)
- Facilities Inventory and Utilization Study 2013 Sq Ft per FTE (Page 6)
- Facility Repair Budget - 2014-2015
- Five Year Average Square Feet per Full Time Equivalent
- Inventory Summary for IT and EST
- Monthly Utilization Report for MCNC Bandwidth
- Moodle
- NC Dept of Public Instruction Insurance Inspection Cover Letter & Summary
- NC General Statute (115D-32) - Local financial support of institutions
- NC LIVE On-line Catalog Homepage
- North Carolina Research and Education Network (NCREN)
- Organizational Chart President and Chief of Adminstrative Services Pages
- Room Occupancy and Station Usage 2007-2013
- Routine Repair Work Orders
- Service Contract Budget - 2014-2015
- Seymour Johnson Air Force Base Memorandum of Understanding
- Student Government Association Minutes
- WayneCC Alert
- WCC Building Characteristics Report 2013
- WCC Campus Master Plan
- WCC Campus Master Plan Addendum - 2014-2024 Executive Summary
- WCC Emergency Response Plan (Page 11)
- WCC Emergency Response Plan (Page 21)
- WCC Emergency Response Plan (Page 3)
- WCC Facilities Utilization Report 2013
- WCC Flickr
- WCC Occupational Safety and Health Plan
- WCC Safety Plan
- Webadvisor

2.12

Quality Enhancement Plan

The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission. *(***Note**: *This requirement is not addressed by the institution in its Compliance Certification.)*

Judgment

☐ Compliance ☐ Partial Compliance ☐ Non-Compliance ☑ Not Applicable

Narrative

3.1.1

Mission

The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Wayne Community College's Mission Statement

Wayne Community College (WCC) is a learning-centered, public, associate degree granting institution with an open door admissions policy. WCC is located in Goldsboro, North Carolina and is part of the North Carolina Community College System.

Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves.

The mission statement is current and comprehensive and is approved by the governing board

The current mission statement was approved by the Wayne Community College Board of Trustees (Board) on **February 7, 2014** as is evidenced in the minutes of that meeting. The revision included more descriptive and comprehensive language that specifically identifies:

- characteristics of the College to include that it is a learning centered, public institution with open door admissions, located in Goldsboro, North Carolina;
- its distinctiveness as an institution of higher education within the North Carolina Community College System and one that offers associate degrees; and
- its purpose in meeting the educational, training and cultural needs of the area

The Board had previously approved a revised mission statement, a new vision statement and college values at its **September 2012** regular Board meeting. The addition of the Vision Statement and Core Values served to strengthen the comprehensiveness of the College's mission. In addition, both the vision statement and values are frequently published with the mission statement.

Vision Statement: Wayne Community College will be the preferred choice for quality education and training in the communities it serves.

Core Values: The College is united in sharing these core values

- Communication: Encourage open dialogue at all levels
- Compassion: Exhibit concern for others
- Diversity: Value and respect each person's uniqueness
- Excellence: Set and meet high standards
- Integrity: Cultivate and environment of fairness and honesty
- Leadership: Develop and demonstrate leadership skills for our students, employees, and community
- Learning: Improve the quality of life by providing knowledge and developing skills
- Service: Foster a commitment in employees and students of serving and assisting others
- Stewardship: Hold ourselves accountable for the efficient and effective use of the resources entrusted to us
- Teamwork: Work together and encourage collaboration
- Unity: Operate as one college in purpose, plans, priorities and processes

Wayne Community College Board of Trustee Policy 01-08 details the Board's responsibility for developing a mission statement.

> "Wayne Community College shall have a mission statement appropriate to collegiate education as well as to its own specific role, stated clearly and concisely, representative of the official posture and practice of the institution, and published in the college catalog and other official publications as appropriate. Revision of the statement of mission shall involve the efforts of the faculty, staff, administration and governing board. The mission statement shall be approved by the Board of Trustees."

The mission statement is periodically reviewed and guides the institution's operations

As part of the College's planning and institutional effectiveness processes, the mission is reviewed minimally every three years, thus ensuring that educational opportunities and services are consistent with the needs of the community and appropriate for higher education. The **College Procedures Manual (CPM) 09-0203** thoroughly outlines the steps in this periodic review process.

Wayne Community College's mission statement guides the institution's operations including planning, assessment, and budgeting. The WCC Strategic Plan for Institutional Effectiveness (**Planning and Evaluation Process Diagram**) begins with the College's mission which is further operationalized by the institution's **four goals**. In turn, the goals guide institutional assessments which include planning unit assessment. In 2012, the College revised its mission statement and institutional goals. The academic programs and service units subsequently developed their own **mission/purpose statements** that tie directly to the College's mission and guide each unit's planning, expected outcomes, and assessments. The academic and service units mission statements are posted in their respective buildings.

The systematic guidance received from the mission is also found in the process for the development of annual College planning objectives and budgets. College **Planning Units** annually request not only essential or base budget needs for the next fiscal year (salaries, supplies, etc.) but each unit also submits budgetary supported planning objective requests which are tied to the implementation and accomplishment of unit objectives and goals. The individual Planning Units prioritize their respective planning objectives and submit them to the Office of Planning and Research and the Chief Financial Officer who begin to build the objectives into the College budget for the next fiscal year. Once the budget is developed and state, county, and institutional funds are received to support the budget, allocations are made to the respective units. The **Academic Service's division** of mission(goal) driven planning objectives with budgets is provided as evidence.

Wayne Community College's mission statement also guides academic program development as demonstrated by the curriculum application process required by the North Carolina Community College System when a college is requesting a new program. This application requires the College to certify that, "This curriculum program will enhance the workforce of North Carolina, (and) will provide educational and training opportunities consistent with the mission of the college". The College is also required to "Discuss the purpose of the proposed program and how it relates to the mission...of the applying college." WCC's 2014 application for a **Mechatronics** curriculum is evidence of the importance of the College's "mission" in regards to academic programs of study.

The Mission Statement is communicated to the institution's constituencies

The Wayne Community College mission statement is communicated and accessible to all College constituencies - faculty, staff, students, potential students, and the general public - in both print, electronic and online formats. It is published in the **WCC General Catalog and Student Handbook**, the College's **Strategic Plan for Institutional Effectiveness**, the **Curriculum Instructor Handbook**, the WCC **Technology Plan**, the WCC **Distance Education Plan**, and on the **College's website**.

Because Wayne Community College's mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's various constituencies including students, faculty, staff, and the public, Wayne Community College is in compliance with Comprehensive Standard 3.1.1.

Further information about Wayne Community College's mission can be found in Core Requirement 2.4 Institutional Mission and Comprehensive Standard 3.2.2.1 Governing Board Control: Mission

Sources

- 2013-2014 Planning Objectives- Year End - Academic Services
- Board of Trustees Meeting Minutes, February 2014
- Board of Trustees Meeting Minutes, September 2012
- College Procedures Manual (09-0203) - Mission Statement Review
- General Catalog and Student Handbook - College Mission
- Institutional Goals 2013-2016
- Mechatronics Curriculum Program Application
- Program and Service Mission-Purpose Statements
- Wayne Community College Website - Mission Statement
- Wayne Community College's Strategic Plan
- WCC Curriculum Instructor Handbook - Mission
- WCC Distance Education Stategic Plan 2014-17 (Page 3)
- WCC Strategic Plan (Planning and Evaluation Process Diagram)
- WCC Strategic Plan for Institutional Effectiveness 2013-2016 - Planning Units
- WCC Strategic Plan for Technology 2014-2019 (Page 3)

3.2.1

Governance and Administration: CEO evaluation/selection

The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Selection of the Chief Executive Officer / President

The Wayne Community College Board of Trustees, under the authority of **North Carolina General Statutes (NCGS) 115D-20(1)** has as one of its duties and responsibilities the election of a president. NCGS 115D-20 states: "The powers and duties of trustees shall include… (1)To elect a president or chief administrative officer of the institution for such a term and under such conditions as the trustees may fix, such election to be subject to the approval of the State Board of Community Colleges."

In accordance with the North Carolina General Statutes, **Article III (1)** of the Bylaws of the Board of Trustees of Wayne Community College (Bylaws) states that one of the duties of the Board is to "establish the basic qualifications for and appoint a President for such term and under such conditions as it may fix subject to the approval of the State Board of Community Colleges."

The current President of Wayne Community College (WCC) is Dr. Kay H. Albertson, whose appointment by the Board became effective July 1, 2007. The search for a new president began with the publication of a **presidential search announcement** and timeline. Candidates for the position were chosen based on the criteria in the announcement. The process began with interviews followed by selection of three finalists whose names were submitted to the State Board of Community Colleges (SBCC) for background checks. WCC Board **minutes** show that the final and unanimous vote for the president occurred at the March 27, 2007 Board of Trustee meeting pending approval by the SBCC. The SBCC approved Dr. Albertson's appointment on **April 20, 2007** as shown in the minutes of that meeting.

Evaluation of the Chief Executive Officer / President

The North Carolina State Board of Community Colleges Code (**1C SBCCC 300.98**) requires that each local board evaluate its President annually and notify the State Board in writing by July 1 that the evaluation has been completed. In addition, **Article III (2)** of the Bylaws lists as a duty of the Board to "Evaluate the President on an annual basis in accordance with State Board of Community College regulations."

The WCC Board has conducted an annual evaluation of the president since 2008 using the **Presidential Evaluation form** developed by the Board which includes the six (6) evaluation criteria required in 1C SBCCC 300.98. Categories include: general administration; internal relationships with faculty, staff, students and trustees; external relationships with business and industry, the media, governmental bodies, and the general public; personal attributes; personal administration; fiscal and facilities administration and academic administration.

Annually, in May, the individual Board members complete the President's Evaluation followed by the Chair tallying the results. In closed session, the Board discusses the overall evaluation. The minutes of the **May 2014** closed session discussion are proof of this process. The Chair then reviews the evaluation with the president. Once these steps have been accomplished, the Chair provides written notification to the State Board of Community Colleges that the WCC presidential evaluation has occurred. Examples of this step are shown in the June 2012; June 2013; and June 2014 **correspondence** with the State Board of Community Colleges.

The documentation provided demonstrates that the Board of Trustees is responsible for the selection and annual evaluation of the College President. Therefore, Wayne Community College is in compliance with Comprehensive Standard 3.2.1.

Sources

- Annual Presidential Evaluation Form
- Board of Trustees Bylaws Article III (1)
- Board of Trustees Bylaws Article III (2)
- Board of Trustees Meeting Minutes, March 27, 2007
- Board of Trustees Meeting Minutes, May 27, 2014
- Board of Trustees Meeting Minutes, November 28, 2006
- NC General Statute (115D-20) - Powers and Duties of Trustees
- State Board of CC Code (1C SBCCC 300.98) - Evaluation of Presidents
- State Board of Community Colleges - Correspondence
- State Board of Community Colleges Minutes, April 20, 2007

3.2.2

Governance and Administration: Governing Board Control

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.1 institution's mission;
3.2.2.2 the fiscal stability of the institution;
3.2.2.3 institutional policy

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Compliance for each of the areas listed as sub-categories under Comprehensive Standard 3.2.2 is documented separately. Individual compliance certification 3.2.2.1, 3.2.2.2 and 3.2.2.3 follow.

3.2.2.1

Governance and Administration: Governing Board Control: Mission

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.1 institution's mission.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Governing Board Control: Institution's Mission

The Wayne Community College (WCC) Board of Trustees has the authority to adopt a mission statement for the College as evidenced by the North Carolina State Board of Community Colleges Code and North Carolina General Statutes.

State Board of Community Colleges Code 1B SBCCC 300.2 states, "The boards of trustees of community colleges as bodies corporate are authorized to do all things necessary and proper to organize and operate colleges consistent with the law and the rules of the State Board." In addition, **North Carolina General Statute 115D–20** confirms that "The trustees of each institution shall constitute the local administrative board of such institution, with such powers and duties as are provided in this Chapter and as are delegated to it by the State Board of Community Colleges."

Wayne Community College **Board of Trustees Policy 01-08** further details the Board's responsibility for developing a mission statement.

> Wayne Community College shall have a mission statement appropriate to collegiate education as well as to its own specific role, stated clearly and concisely, representative of the official posture and practice of the institution, and published in the college catalog and other official publications as appropriate. Revision of the statement of mission shall involve the efforts of the faculty, staff, administration, and governing board. The mission statement shall be approved by the Board of Trustees.

Wayne Community College reviews its mission statement at least every three years or as needed (**College Procedures Manual 09-0201**). This review ensures that educational opportunities and services are consistent with the needs of the community and appropriate for higher education. The **Board of Trustees Bylaws, Article III 14** specifically states that the Board shall "Approve the mission, vision, and values statements of Wayne Community College as needed." The latest revisions to the WCC mission statement were approved by the Board on **September 25, 2012** and **February 7, 2014** as evidenced in the minutes of each of these meetings.

Because the legal authority for the College's mission is clearly vested in the Board of Trustees and the Board exercises that authority through periodic formal review, Wayne Community College is in compliance with Comprehensive Standard 3.2.2.1.

Further information about Wayne Community College's mission statement can be found in Core Requirement 2.4 Institutional Mission and Comprehensive Standard 3.1.1 Mission.

Sources

- Board of Trustees Bylaws Article III 14
- Board of Trustees Meeting Minutes, February 7, 2014 (Page 3)
- Board of Trustees Meeting Minutes, September 25, 2012 (Page 5)
- Board of Trustees Policy (01-08) Mission Statement
- College Procedures Manual (09-0201) - Institutional Effectiveness Process
- NC General Statute (115D-20) - Powers and duties of trustees
- State Board of CC Code (1B SBCCC 300.2) - Authorization

3.2.2.2

Governance and Administration: Governing Board Control: Fiscal Stability

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.2 fiscal stability of the institution.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Legal Authority and Operating Responsibility

The Board of Trustees of Wayne Community College (Board) possesses all of the powers of a corporate body to exercise all legal functions necessary for the administration and management of the College. These responsibilities are defined in **North Carolina General Statute (NCGS) 115D-20** and stated in **Article I, Section 1** of the Bylaws of the Board of Trustees of Wayne Community College (Bylaws). The Board appoints the President, subject to approval of the State Board of Community Colleges (**Bylaws Article III-1**).

The financial affairs of Wayne Community College (WCC) are the responsibility of the Board of Trustees which delegates the administrative responsibilities to the President as stated in **Article II, Section 6** of the Bylaws:

> "The President shall have full authority and responsibility for all College operations within established Board, College and State Board of Community Colleges' policies, rules, and budgets. The President shall be elected by the Board of Trustees and shall hold office at the pleasure of the Board."
>
> "The Board shall at all times exercise its control of the College through the President. All acts of the Board of Trustees, not in conflict with state law or State Board of Community Colleges' regulations, shall be binding on the President, and it shall be the President's duty to carry out all the rules and regulations of the Board."

The Board, upon recommendation by the President, is responsible for employing a **Chief Financial Officer** (CFO) who has experience or training in handling educational business affairs sufficient to enable the Business Office to serve the educational goals of the College and to assist in furthering its stated purpose (**Bylaws Article III – 3**). Business and financial functions of the College are centralized under the CFO, who reports to the President, as noted in the College's **organizational chart**.

North Carolina General Statute 115D-54 and **115D-55** specifically task each Board of Trustees with the fiscal responsibility of preparing and submitting a budget for review by the State Board of Community Colleges and by the appropriate county Board of Commissioners. **Article III-10** of the Bylaws authorizes the Board to approve and submit current expense and capital outlay budgets. Each year, the following steps are taken to prepare and submit the budget to the appropriate entities:

- The CFO works with the President and other administrative staff to develop budget recommendations for current operating expenses and capital needs for state, local, and institutional funds.
- Budget recommendations are presented to the Board of Trustees Finance Committee (**Bylaws Article IV, Section 3-c**).
- The Finance Committee reviews and recommends the budget to the full Board with modifications, if necessary.
- WCC's Board of Trustees adopts a **budget resolution**, adhering to **NCGS 115D-56**. Minutes from the WCC Board of Trustees meetings for the past three years documenting budget approval are provided as evidence of this process (**BOT Minutes 2014 Sept 23**, **BOT Minutes 2013 Sept 24**, **BOT Minutes 2012 Sept 25**).
- After full Board approval, the overall College budget (including state, local, and institutional funds) is submitted to the appropriate entities and posted to the College's general ledger.

The Board of Trustees is responsible for ensuring the fiscal stability of WCC. The Board receives budget information at regularly scheduled meetings (**WCC Board of Trustees Policy 04-16**). Board members review College **financial reports** for accuracy to ensure that the College is fiscally sound. The Board seeks explanations as necessary and gives recommendations as appropriate. **Budget revisions** are also reported to the Board (**BOT Minutes 2014 July 22**).

Audits and Examinations

North Carolina General Statute 147.64.6 requires the North Carolina Office of the State Auditor (OSA) to conduct audits of the College at least once every five years. Current OSA guidelines provides for a full audit every other year. The audit by the North Carolina State Auditor covers all financial records and internal control processes. Most recently, the College was audited for **FY 2014**, **FY 2012**, and **FY 2010**. The College received no audit findings for any of these audits, and this information is reported to the Board (**BOT Minutes 2013 Mar 26**).

The legal authority and operating responsibilities for the fiscal stability of Wayne Community College are clearly stated as demonstrated in the North Carolina General Statutes, WCC Board of Trustee Policies and Bylaws of the Board of Trustees. Adherence to these guidelines is further evidenced by documentation of these processes in the Board of Trustee minutes. Wayne Community College is in compliance with Comprehensive Standard 3.2.2.2.

Additional information can be found in Core Requirement 2.11.1 Financial Resources and Comprehensive Standard 3.10 Financial Resources.

Sources

- Audit Report - FY 2010
- Audit Report - FY 2012
- Audit Report - FY 2014
- Board of Trustees Budget Transfers and Revisions
- Board of Trustees Bylaws 2014 - Article I - Section 1
- Board of Trustees Bylaws 2014 - Article II - Section 6
- Board of Trustees Bylaws 2014 - Article III - 1
- Board of Trustees Bylaws 2014 - Article III - 10
- Board of Trustees Bylaws 2014 - Article III - 3
- Board of Trustees Bylaws 2014 - Article IV - Section 3-c
- Board of Trustees Financial Reports, July 2014
- Board of Trustees Minutes, July 2014 (Page 2)
- Board of Trustees Minutes, March 2013 (Page 5)
- Board of Trustees Minutes, September 2012 (Page 3)
- Board of Trustees Minutes, September 2013 (Page 3)
- Board of Trustees Minutes, September 2014 (Page 3)
- Board of Trustees Policy (04-16) - Budgeting and Financial Reporting
- College Budget Resolution - Fiscal Year 2014
- Job Description - Chief Financial Officer
- NC General Statute (115D-20) - Powers and Duties of Trustees
- NC General Statute (115D-54) - Preparation and submission of institutional budget
- NC General Statute (115D-55) - Budget management
- NC General Statute (115D-56) - Final adoption of budget
- NC General Statute (147-64.6) - Duties and responsibilities
- Organizational Chart - Office of the President - CFO

3.2.2.3

Governance and Administration: Governing Board Control: Institutional Policy

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.3 institutional policy.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The legal authority and operating control of the institution are clearly defined for institutional policy

The Board of Trustees of Wayne Community College (Board) is granted the authority to govern the College by **North Carolina General Statute 115D-20** (Powers and Duties of Trustees) and by the **North Carolina State Board of Community Colleges (IB SBCCC 300.2)**.

North Carolina General Statute 115D-20 (7) specifically grants legal authority to the Board of Trustees to enact institutional policies. The Bylaws of the Board of Trustees of Wayne Community College reflect the language of the general statute by stating in **Article lll 12 and 13**, respectively, that

"The Board of Trustees shall:

Perform other acts and do such other things as may be necessary or proper for the exercise of the foregoing specific powers, including the adoption and enforcement of all reasonable rules, regulations, and bylaws for the government and operation of the college;

Adopt policies for inclusion in the Policies Manual of the Board of Trustees of Wayne Community College."

The Board of Trustees is responsible for hiring the College president to serve as the Chief Executive Officer. The **President's Job Description** lists as an essential function that the president will "submit recommended policies and public policy decisions to the Board when requested to do so by the Board or when it is deemed to be in the best interest of the college." In addition, the president is responsible for ensuring the institution adheres to the policies established by the Board of Trustees.

Recommendations for new or revised institutional and fiscal policies are made to the Board's Personnel, Student Services, and Policy Committee (Policy Committee) or to the Finance Committee as evidenced in **committee minutes** where such recommendations were made. The Policy and Finance Chairs then recommend the new or revised policies to the full Board for approval at the next regularly scheduled meeting.

The Board meets six times per calendar year and regularly reviews policies as evidenced in **Board minutes of 2012, 2013, and 2014**. In addition, the Board reviewed and amended its Bylaws in 2014 as is shown in minutes from the **November 25, 2014 Board meeting**.

All Board policies are published in the *Policies Manual of the Board of Trustees of Wayne Community College.* The complete manual is provided for Trustees and employees on the WCC Internal website.

Wayne Community College clearly defines the legal authority and operating control of the institution in the area of institutional policy and is therefore in compliance with Comprehensive Standard 3.2.2.3.

Sources

- Board Approved Policies 2012, 2013, 2014
- Board of Trustees Bylaws, Article III
- Board of Trustees Committee Meeting Minutes, September 2014 (Policy)
- Board of Trustees Minutes, November 2014
- Job Description - President
- NC General Statute (115D-20 (7)) - Powers and duties of trustees
- NC General Statute (115D-20) - Powers and duties of trustees
- State Board of CC Code (1B 300.2) - Authorization

3.2.3

Governance and Administration: Board conflict of interest

The governing board has a policy addressing conflict of interest for its members.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The governing board has a policy addressing conflict of interest for its members

The **Conflict of Interest Policy (01-10) for the Board of Trustees** of Wayne Community College (Board) is found in the Board's Policy Manual. The policy reads: "In compliance with North Carolina General Statute 115D-26 local trustees and employees of Wayne Community College will adhere to the conflict of interest provisions as stated in **GS 14-234** which prohibits public officials and firms in which they have a financial interest from conducting business with the college."

North Carolina General Statute (NCGS) 115D-26 Conflict of Interest states that "all local trustees and employees of community colleges covered under this chapter are subject to the conflict of interest provision found in GS 14-234."

Wayne Community College Board of Trustees members are also subject to the North Carolina State Government Ethics Act of 2006 (**NCGS 138A-2**) which requires elected and appointed State agency officials to "exercise their authority honestly and fairly, free from impropriety, threats, favoritism, and undue influence."

North Carolina General Statute 138A-14 further requires ethics education for each member of the board within six months of their original appointment and every two years thereafter. Community college trustees are required to attend a trustee training session sponsored by the North Carolina Association of Community College Trustees (NCACCT) where they receive *A Manual for Trustees* that describes their responsibilities regarding undue influence. Within the Manual is **Appendix A Code of Conduct for Community College Trustees, item 4** which reads, "As a trustee and keeper of the public trust, I will …Vote my honest conviction on all issues based on fact and concern for all persons affected rather than on personal bias or political or other outside pressure." The College's compliance with this requirement is evidenced by the **NCACCT Trustee Training Certifications, 2014.**

At the beginning of each Board meeting, the Chair (presiding officer) reads the following **statement** regarding conflict of interest.

"In accordance with the State Government Ethics Act, it is the duty of every Board member to avoid both conflicts of interest and appearances of conflict. Does any Board member have any known conflict of interest or appearance of conflict with respect to any matters coming before the Board today? If so, please identify the conflict or appearance of conflict and refrain from any undue participation in the particular matter involved."

There has been no occasion since the last reaffirmation in 2006 that any member of the WCC Board had to recuse him or herself from a vote because of a conflict of interest or a potential conflict of interest.

The North Carolina Government Ethics Act requires board of trustees members, presidents and chief financial officers (CFO) to file an annual Statement of Economic Interest (SEI), pursuant to **NCGS138A-22**. The individuals are required to list by April 15 of each year all public and non-public companies, organizations, and associations with which they and their immediate families are involved. **Correspondence** from the State Ethics Commission confirms submission of these documents by the WCC Board of Trustees members, the President, and CFO.

The Commission evaluates each SEI for actual and potential conflicts of interest between the individual's public duties and private interests. In the event a conflict is identified, the Ethics Commission notifies the individual and the college's Ethics Liaison so that the individual is recused from participation in such matters. At present, the President, CFO, nor any member of the Board has inappropriate contractual, employment, or personal/familial interest in the institution.

The WCC Board of Trustees has a written policy addressing conflict of interest for its members. The Board also follows the requirements regarding conflict of interest as stated in North Carolina General Statute 115D-26, the North Carolina Government Ethics Act of 2006, and the Code of Ethics of the North Carolina Association of Community College Trustees. Therefore, the College is in compliance with Comprehensive Standard 3.2.3.

Additional information can be found in Comprehensive Standard 3.2.4. External Influence.

Sources

- Board of Trustee Policy (01-10) - Conflict of Interest
- Board of Trustees Meeting Minutes, (July, Sept, Nov 2014) - Conflict of Interest
- NC Association of Community College Trustees - Trustee Training Certification
- NC Association of Community College Trustees Appendix A - Code of Ethics

- NC General Statute (115D-26) - Conflict of interest
- NC General Statute (138A-14) - Ethics education program
- NC General Statute (138A-2)
- NC General Statute (138A-22) - Statement of Economic Interest
- NC General Statute (14-234) - Public officers benefiting from public contracts
- NC State Ethics Commission-Statement of Economic Interest Form-BOT Status Sheet

3.2.4

Governance and Administration: External influence

The governing board is free from undue influence from political, religious, or other external bodies, and protects the institution from such influence.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The governing board is free from undue influence from political, religious, and other external bodies

The governing board of Wayne Community College (WCC) is free from the undue influence of political, religious or other external bodies because the external agencies that appoint the trustee members have no power to remove them. Only the State Board of Community Colleges (NCCCS) or a local Board of Trustees (58 local boards representing 58 North Carolina community colleges) may remove a trustee, as outlined in North Carolina General Statute **(NCGS) 115D-19 (b)**. This limitation of powers of the appointing agencies assures independence from undue influence from external bodies.

Wayne Community College is governed by a board consisting of 13 members as reflected on The Trustees of Wayne Community College **Board Roster**. The North Carolina General Statute **115D-12, Selection of Trustees**, provides the following mechanism for the appointment of trustees.

- Group 1 – Four trustees appointed by the Wayne County Board of Education
- Group 2 – Four trustees appointed by the Wayne County Board of Commissioners
- Group 3 - Four trustees appointed by the Governor of North Carolina
- Group 4 – One ex-officio, nonvoting trustee who is the current president of the Student Government Association

The Bylaws of the Board of Trustees of Wayne Community College (Bylaws) also speak to the membership of the local Board in **Article I, Section 2 (a)**.

Wayne Community College (WCC) trustees serve four year terms which are renewable as determined by the appointing agency. No two members appointed by each appointing entity can rotate off the Board in the same year. While the local Board of Education, local Board of Commissioners, or the Governor may choose not to reappoint a trustee, neither of these entities may remove a trustee during his or her term. Only the State Board of Community Colleges or the WCC Board may remove a trustee. More discussion on the dismissal of a trustee is found in Comprehensive Standard 3.2.5.

New and reappointed trustees are required by **NCGS 115D-19(b)** to participate "within six months of appointment in a trustee orientation and education session sponsored by the North Carolina Association of Community College Trustees." These sessions provide training on the role of a trustee, including opportunities for ethics training. The North Carolina Association of Community College Trustees' training manual, *NC Community College Trustees: Building Student Success*, Appendix A, includes a **Code of Ethics** statement which says that Board members should vote their "honest conviction on all issues based on fact and concern for all persons affected rather than on personal bias or political or other outside pressure."

In addition, the North Carolina Government Ethics Act of 2006 (**NCGS 138A-22**) requires that all members of community college boards of trustees, as public servants, file an annual Statement of Economic Interest (SEI). This document requires trustees to list all public and non-public companies with which they are associated as well as boards of nonprofit organizations, agencies and associations to which they belong. Not only do trustees need to list these relationships, they must disclose relationships that members of their immediate families have with such entities. The President and Chief Financial Officer (CFO) are also required to file an annual SEI.

A **verification list of SEI filings** for 2014 from the Ethics Commission is provided as evidence that WCC Board members comply with this requirement. There have been no reports from the Commission that WCC Trustee members have any conflicts of interest or potential conflicts of interest that would lead them to recuse themselves from a vote.

In addition, all trustees, the President and the CFO are required to attend timely ethics training (**NCGS 138A-14**). New trustees must attend this training within six months of appointment. Trustees, the President and CFO attend refresher ethics education training every two years after their initial training. The College's compliance with the Ethics requirement is evidenced by the **certifications from the Ethics Commission**.

The governing board protects the institution from undue influence from political, religious, and other external bodies

The Board Bylaws, Article I Section 1 (e), states "…the Board of Trustees must not be subject to undue pressure from political, religious or other external bodies. Furthermore, the Board should protect the administration from similar pressures."

In adhering to the above, the Wayne Community College Board protects the College from undue influence through delegation of responsibilities to the President. The Bylaws, **Article II Section 6 (a)** states, "… the President shall have full authority and responsibility for all College operations within established Board, College and State Board of Community Colleges' policies, rules, and budgets." The Board also delegates authority to employ and dismiss all personnel, except for the vice presidents and CFO, to the president (**Bylaws Article II Section 6 (d)**. The Bylaws, **Article II Section 6(b)**, states that "the President shall be responsible for all administrative and managerial aspects of the development and operation of the College."

No accusations of undue influence from political, religious, or other external bodies have been made against the WCC Board of Trustees or its members.

Wayne Community College is in compliance with Comprehensive Standard 3.2.4. The appointment process required by law, the limitation on powers of appointing agencies to remove Trustees, the standard for ensuring ethical practices, and the separation and delegation of powers stated in the Bylaws of the Board assure that trustees are free from political, religious, or other external bodies and protects the institution from such influence.

Additional information about the Board of Trustees can be found in Core Requirement 2.2 Governing Board and Comprehensive Standard 3.2.3 Board Conflict of Interest.

Sources

- Board of Trustees Bylaws - Article I
- Board of Trustees Bylaws - Article II Section 6 (a)
- Board of Trustees Bylaws - Article II Section 6 (b)
- Board of Trustees Bylaws - Article II Section 6 (d)
- Board of Trustees Roster
- Code of Ethics for Community College Trustees
- Ethics Education Report
- NC General Statute (115D-12) - Selection of trustees
- NC General Statute (115D-19) - Removal of trustees
- NC General Statute (138A-14) - Ethics education program
- NC General Statute (138A-22) - Statement of economic interest; filing required
- Trustee Training Certification

3.2.5

Governance and Administration: Board dismissal

The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The Wayne Community College Board of Trustees (Board) is the legal body with governing authority over the College as stated in **North Carolina General Statute (NCGS) 115D-14** and in the **Bylaws of the Board of Trustees of Wayne Community College, Article I, Section 1 (a)**. The College is governed by a Board of 13 members as reflected in the Trustees of Wayne Community College **Board Roster**. **NCGS 115D-12, Selection of Trustees**, provides the mechanism for the appointment of trustees as follows:

- Four trustees appointed by the Wayne County Board of Education
- Four trustees appointed by the Wayne County Board of Commissioners
- Four trustees appointed by the Governor
- One trustee who is the current president of the Student Government Association who serves as an ex-officio, non-voting member

The governing board has a policy whereby members can be dismissed only for appropriate reasons

The Trustees of Wayne Community College follow the procedures for dismissal of a member of the Board as outlined in **NCGS 115D-19 Removal of Trustees** and in the WCC **Board Bylaws, Article I Section 2.(e)**. Reasons for removal of a trustee as cited in both documents are:

- The Board member is not capable of discharging, or is not discharging, the duties of the office as required by law or lawful regulation.
- The Board member fails, without justifiable excuse, to attend an orientation session of the North Carolina Association of Community College Trustees within six months of office.
- The Board member is guilty of immoral or disreputable conduct provided under the provisions of NCGS 115D-19.
- A Board member who has not attended three consecutive, scheduled meetings without justifiable excuse.

Further reasons for dismissal may be determined under **State Government Ethics Act Chapter 138A Article 5-45**. This statute gives the North Carolina Ethics Commission the authority to investigate and properly address any violations of standards related to ethical conduct and conflicts of interest. The State Ethics Commission can remove trustees from office due to ethics violations.

The governing board has a dismissal policy that includes a fair process

Should there be cause for dismissal of a WCC Trustee, the following process would be followed.

- Per NCGS 115D-19 (a), if the State Board of Community Colleges has sufficient evidence that any member of the Board of WCC is not capable of discharging, or is not discharging, the duties of the office as required by law or lawful regulation, or is guilty of immoral or disreputable conduct, the State Board would notify the Chair of the Board. In the event the Chair is the offending member, the other members of the Board are notified.

- Upon receipt of such notice, the Board of Trustees will meet for the purpose of investigating the charges; and the alleged offending member will be given proper and adequate notice of the meeting. According to the Wayne Community College Bylaws, "Before voting on a motion to declare the office of a member vacant …(1) the Chair or the Vice Chair will give at least ten (10) days notice in writing to the Board member that the Board of Trustees will consider a motion to declare the office of the member vacant and the reasons that such motion will be considered; (2) the Board member will be given an opportunity at a meeting of the board of Trustees to respond to the allegations that serve as the basis for the motion to be considered." (**Article I, Section 2 (e)**).

- As stated in NCGS 115D-19 (a), the findings of the other Board members shall be recorded, along with action taken, in the minutes of the Board. If the charges are found to be true by an affirmative vote of two thirds of the Board members, the Board will declare the office of the member vacant.

- The Board will notify the appropriate appointing authority of any vacancy.

A review of Wayne Community College Board of Trustee minutes dating back to 1991 indicates that there have been no circumstances warranting the application of the dismissal process with a member of the Board of Trustees of Wayne Community College.

Because Wayne Community College's governing Board of Trustees has a policy whereby members can be dismissed only for appropriate reasons and by a lawful process, the College is in compliance with Comprehensive Standard 3.2.5.

Sources

- Board of Trustees Bylaws Article I Section 1 (a)
- Board of Trustees Bylaws Article I Section 2 (e)

- Board of Trustees Roster (2014-2015)
- NC General Statutes (115D-12) - Selection of Trustees
- NC General Statutes (115D-14) - Board of Trustees
- NC General Statutes (115D-19) - Removal of Trustees
- State Government Ethics Act 138A Article 5 - 45 (Violation consequences)

3.2.6

Governance and Administration: Board/administration distinction

There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

There is a clear and appropriate distinction, in writing, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy

The policy making functions of the Wayne Community College (WCC) governing board are outlined in the Bylaws of the Board of Trustees of Wayne Community College (Bylaws). **Article I Section 1 (b)** states, "The Board of Trustees has the responsibility for the development and operation of the College in accordance with the provisions of the law and the standards of the State Board of Community Colleges." In addition, **Article III 13** states that the Board of Trustees shall "…Adopt policies for inclusion in the Policies Manual of the Board of Trustees of Wayne Community College."

The authority of the Wayne Community College Board of Trustees is granted by **North Carolina General Statute (NCGS) 115D-20**. This authority includes allowing local administrative boards to elect a president for the institution. The WCC Board charges the President with the administrative responsibilities of operating the College as stated in the **Bylaws, Article II Section 6 a**.

"As chief executive officer of the College, the President shall have full authority and responsibility for all College operations within established Board, College and State Board of Community Colleges policies, rules and budgets."

The College's **Organizational Chart** shows the reporting relationship of the President to the Board and her **job description** includes essential functions such as:

- responsibility for all administrative and managerial aspects of the development and operation of the College;
- shaping and maintaining the educational policies of and the character of the college;
- carrying out all rules and regulations of the Board; and
- submitting recommended policies and public policy decisions to the Board when requested to do so by the Board or when it is deemed to be in the best interest of the College.

The distinction between the policy making function of the Board and the responsibility of the President for implementing policy is also illustrated in **College Procedures Manual (CPM) 00-0001 - Purpose and Background for College Procedures**:

"The President will provide for the execution of Board of Trustees Policies, State Board of Community College Policies, and N.C. General Statutes through the publication of College procedures. Implementation of these procedures will enhance efficient and effective management of College functional areas and the attainment of the College's mission and goals."

The President delegates authority for administration of policies and procedures to senior administrators as outlined in **CPM 01-0201 - Purpose, Membership and Authority of the President's Council**. Members of the President's Council "…Recommend/approve, implement, and disseminate policies and procedures that ensure the effective and efficient operation of the College".

WCC's **Organizational Chart** delineates the lines of authority (senior administrators) for operation of the College within each functional area on the campus (academics and student services; administrative operations; business; planning and research; and continuing education).

The distinction exists in practice

Minutes of Board of Trustee meetings show that the Board reviews and approves policies during regular meetings. Examples of the Board exercising its policy making authority follow.

- Policy 01-26 Open Admissions Exception - Safety Exception (**Board minutes 09/23/14**)
- Policy 04-11 Use of Bookstore Operating Profits (**Board minutes 11/25/14**)
- Policy 04-15 Facsimile signatures (**Board minutes 11/25/14**)
- Policy 01-01 Tobacco-free Campus (**Board minutes 11/25/08**)

In 2008, after much study and feedback from employees, students, and the community, WCC's Board made a bold step to initiate a tobacco-free campus. Subsequently, the Board's Tobacco-free policy was made procedural for employees (**College Procedures Manual 06-0503 - Tobacco Free Campus**) and for students (**General Catalog and Student Handbook - Tobacco Free Campus Policy**) as the College transitioned from designated external smoking areas to a completely tobacco free campus. Implementation of the policy has been on-going since 2008 with no issues from any College constituency. The campus provides additional notification of its policy through **campus signage** and statements in College publications (example - **Permit for Use of College Facilities form**).

- Policy 07-03 Tuition Assistance Policy (**Board minutes, 09/23/14**)

The revised Board Policy 07-03 Tuition Assistance Policy is another example of the policy making function of the governing board. The

policy necessitated the administration to revise the College's procedures related to tuition assistance (**CPM 07-0104 Tuition Assistance**). The procedural adjustments were disseminated by email to all employees through the Office of Human Resources (**HR email notification**). In addition, the change was posted electronically on the WCC College Procedures Mannual internal website. An example of an employee applying for and receiving the tuition assistance under the new policy/procedure is provided as evidence that policy is made by the Board and executed by College administration and faculty (**Application for Tuition Assistance**).

Faculty responsibilities in governance are outlined in the College Procedures Manual **03-0309 Faculty Responsibility and Authority in Academic and Governance Matters**. Faculty members are engaged in decisions related to College policies and procedures to include admissions, placement, grading, attendance, graduation requirements, curriculum development and revision, program termination, etc. **Minutes** from a Curriculum Committee meeting and a Division Chair (academic leaders) meeting provide evidence that faculty members exercise authority in these areas. Further discussion of WCC's faculty responsibilities in governance can be found in Comprehensive Standard 3.7.5.

Wayne Community College shows clear distinction in writing between the policy making functions of its Board of Trustees and the responsibility of the administration and faculty to administer and implement policy. Therefore, the College is compliant with Comprehensive Standard 3.2.6.

Sources

- Application for Tuition Assistance
- Board of Trustees Bylaws Article I Section 1 (b)
- Board of Trustees Bylaws Article II Section 6 (a)
- Board of Trustees Bylaws Article III (13)
- Board of Trustees Meeting Minutes, November 25, 2008 - Board approved policy 01-01
- Board of Trustees Meeting Minutes, November 25, 2014 - Board approved policy 04-11
- Board of Trustees Meeting Minutes, November 25, 2014 - Board approved policy 04-15
- Board of Trustees Meeting Minutes, September 23, 2014 - Board approved policy 01-26
- Board of Trustees Meeting Minutes, September 23, 2014 - Board approved policy 07-03
- Campus Signage - Tobacco Free Campus
- College Procedures Manual (00-0001) Purpose and Background for College Procedures
- College Procedures Manual (01-0201) Purpose, Membership, and Authority of the President's Council
- College Procedures Manual (03-0309) Faculty Responsibility and Authority in Academic and Governance Matters
- College Procedures Manual (06-0503) Tobacco Free Campus
- College Procedures Manual (07-0104) Tuition Assistance
- Curriculum Committee Meeting Minutes and Division Chair Meeting Minutes, Fall 2013
- General Catalog and Student Handbook - Tobacco Free Campus Policy
- Human Resource College Notification CPM 07-0104 Tuition Assistance
- Job Description - President
- NC General Statute (115D-20) - Powers and duties of trustees
- Organizational Chart President reports to Board of Trustees
- Organizational Charts - Senior Administrators
- Wayne Community College Permit for Use of College Facilities

3.2.7

Governance and Administration: Organizational structure

The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution has a clearly defined organizational structure

The Wayne Community College (WCC) Board of Trustees (Board) is responsible for developing policies in accordance with the laws and general statutes of the State of North Carolina (**North Carolina General Statute (NCGS) 115D-20**). The Board adopts policies for the operation of the College and selects the President whose job responsibilities and duties are found in the Bylaws of the Board of Trustees of Wayne Community College **Article II, Section 6**. As stated in the Bylaws, the President as chief executive officer of the College

- has full authority and responsibility for all College operations within established Board, College, and State Board of Community Colleges' policies, rules, and budgets;
- may organize, reorganize, and align administrative and instructional personnel in any manner which best serves the mission and goals of Wayne Community College; and
- is responsible for all administrative and managerial aspects of the development and operation of the College.

The institution has a published organizational structure

Wayne Community's College Procedures Manual (**CPM 01-0101**) Internal Organization outlines the process for establishing, revising, and publishing the College's organizational structure. Prior to the beginning of each academic year, or at other times deemed necessary, the President requests that members of the President's Council (**CPM 01-0201**) review the current organization of their respective areas of responsibility. After the review, members have the opportunity to make recommendations for the reorganization of their area(s) that allow for the most efficient and effective attainment of the College's mission and goals. When the reorganization is complete, the President or his/her designee designs and diagrams the internal organizational structure. Organizational Charts are posted in two formats: **position title** or **position title with name**. The charts are disseminated to the Board of Trustees (**minutes of Board meeting**), College employees (**email announcement**) and other entities from whom it is requested. Organizational charts are maintained by the Human Resource Department and are located on the College's internal website within **CPM 01-0101** and on the **College's website**.

The institution delineates responsibility for the administration of policies

By the authority of the Board and as evidenced in the College's Organizational Chart, the President delineates lines of authority in order to effectively manage and operate the College. This organization allows the College to fulfill its mission "to meet the educational, training, and cultural needs of the communities it serves."

Senior administrators are direct reports to the President (**Organizational Chart-Senior Administrators**) and have responsibility for the major areas of the College – Academic and Student Services; Administrative Services; Business and Finance; Planning and Research. As such, they administer the policies and procedures appropriate for their respective area(s). Senior administrators are also members of the President's Council (**CPM 01-0201**) whose purpose is to "act on college-wide matters relating to policies and procedures, to participate in long-range planning activities for the college, and to ensure a direct communications link between the various operating units of the college."

It should be noted that other personnel report directly to the President (Wayne Business and Industry Center Executive Director, the WCC Foundation Executive Director; the Public Information Officer). However, these employees are not considered senior-level administrators and are not members of the President's Council. They do, however, execute procedures that are relevant to their respective areas of responsibility.

The President is also responsible for the development of committees (**CPM 01-0301 - Purpose, Authority, and Membership of Standing Committees**) that assist with curriculum matters (**Curriculum Committee**), institutional effectiveness (**Planning Council**), implementation of policy and procedures (**Technology Committee**; **Limited Admissions Committee**), and that ensure that faculty and staff are active participants in the governance of the College.

Wayne Community College is in compliance with Comprehensive Standard 3.2.7 because it has a clearly defined organizational structure that delineates responsibility for the administration of policies and procedures. The College also maintains and makes available to its constituencies an organizational chart showing these lines of responsibility.

Sources

- Board of Trustees Bylaws Article II Section 6
- Board of Trustees Meeting Minutes, September 2014 (Page 4)

- College Procedures Manual (01-0101) - Internal Organization
- College Procedures Manual (01-0201) - Purpose, Membership, and Authority of the President's Council
- College Procedures Manual (01-0301) - Curriculum Committee
- College Procedures Manual (01-0301) - Limited Admissions Committee
- College Procedures Manual (01-0301) - Planning Council
- College Procedures Manual (01-0301) - Purpose, Authority, and Membership of Standing Committees
- College Procedures Manual (01-0301) - Technology Committee
- Email Notification CPM 01-0101 Internal Organization
- NC General Statute (115D-20) - Powers and duties of trustees
- Organizational Chart - Senior Administrators
- Organizational Chart by Position
- Organizational Chart-Position and Name
- Website-Organizational Chart

3.2.8

Governance and Administration: Qualified administrative/academic officers

The institution has qualified administrative and academic officers with the experience and competence to lead the institution.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution has qualified administrative and academic officers with experience to lead the institution.

The Wayne Community College Board of Trustees has the authority to elect the president or chief administrative officer of the institution. (**Bylaws, Board of Trustees Article III (1)**) The President is qualified by training, experience, habits and philosophy to "maintain a comprehensive community college of high quality in accordance with State Laws and regulation and sound public educational theory and practice." (**Bylaws, Board of Trustees Article II Section 6 (a)**)

"The President is responsible for the selection, appointment or dismissal of personnel required for the operation of the College subject to the standards established by the State Board of Community Colleges, except that the Board shall retain authority to employ and/or dismiss vice presidents and the chief financial officer upon nomination or recommendation by the President." (**Bylaws, Board of Trustees Article II Section 6 (d)**)

The President and the administrative and academic officers of Wayne Community College collectively have over 178 years of experience in the North Carolina Community College System, which allows them to use their talents, skills, and abilities to administratively lead the institution. Likewise, the academic officers boast over 95 years of educational experience which allow them to lead the College's scholastic activities. The academic preparation necessary to hold each position is clearly stated in the job descriptions on file in the Human Resources Office. Table 1 provides evidence of qualified administrative and academic officers with the competence to lead the institution.

Table 1: Administrative and Academic Officers Qualifications-Resume and Job Descriptions

Name	Title	Responsibilities	Educational Qualifications	Professional Experience
Mr. Gene Smith	Vice President, Academic and Student Services	Responsible for all curriculum and continuing education instructional and student support areas of the college.	B.S. – East Carolina University M.S. – East Carolina University	Current Position - 1 year 21 years community college experience 18 years teaching experience
Mr. Don Magoon	Chief of Administrative Services	Responsible for planning and operations for Information Technology, Educational Support Technology, Facilities and Grounds, Campus Information, Campus Police and Security, Campus Safety, Human Resources, Evening Coordination, and Capital Project Coordination functions.	B. BA – University of Massachussetts M.B.A. – Bellarmine College	Current Position and community college experience - 4 years 23 years industry experience
Mrs. Joy Kornegay	Chief Financial Officer	Manage all college financial operations to include payroll, purchasing, inventory, accounts receivable, accounts payble and scholarships	B.S. – Mount Olive College M.B.A. – Campbell University	Current Position 6.5 years 18 years community college experience 23 years financial experience
Ms. Joanna Morrisette	Associate Vice President, Academic and Student Services	Provide leadership and assistance to the Academic and Student Services area with primary responsibility for the Student Services Division.	B.A. – University of California at Riverside M.A. – Ohio State University M.A. – Ohio State University	Current Position 1 year 21 years community college experience 24 years counseling experience 18 years teaching experience
Mrs. Renita Allen Dawson	Associate Vice President, Continuing Education Services	Provide leadership and supervise the administration and implementation of all Continuing Education. programs.	B.S. BA. – East Carolina University MA. Ed. – East Carolina University	Current Position 1.5 years 19 years community college and continuing education experience 8 years teaching adults
Dr. Tracey Ivey	Director of Planning and Research	Leads and manages the institutional effectiveness processes to include planning, assessment, and data collection	B.S. –East Carolina University M.A. – East Carolina University Ed.D – East Carolina	Current Position Began Jan. 1, 2015 22 years community college experience 30 years teaching

			University	experience 3 years as Division Chair
Mrs. Patricia Pfeiffer	**Division Chair– Allied Health and Public Services**	Provide leadership and management for the Allied Health and Public Services Division of the College.	A.A.S. – Wayne Community College B.S. – East Carolina University M.S. – Central Michigan University M.S. – East Carolina University	Current position - 6.5 years 20 years community college experience 20 years teaching experience 26 years nursing experience
Mr. Brandon Jenkins	**Division Chair- Arts and Sciences**	Provide leadership and management for the Arts and Sciences Division of the College	B.S. – Mount Olive College M.S. – East Carolina University	Current Position began Jan. 1, 2015 3 years Department Chair 6 years community college experience 6 years teaching experience
Ms. Beverly Deans	**Division Chair-Public Safety**	Provide leadership and management for the Public Safety Division of the College.	B.S. – North Carolina Wesleyan University	Current position - 5.5 years 18 years community college experience 18 years teaching experience
Mrs. Elizabeth Hooks	**Division Chair- Business and Computer Technologies**	Provide leadership and management for the Business and Computer Technologies Division of the College	A.A.S. – Wayne Community College B.S. – East Carolina University M.A. – East Carolina University	Current position - 5 years 30 years community college experience 26 years teaching experience
Mr. Ernie White	**Division Chair- Applied Technologies**	Provide leadership and management for the Applied Technologies Division of the College.	A.A.S. – Lenoir Community College B.S. – Mount Olive College M.S. – Central Michigan University	Current position - 6 years 9 years community college experience 9 years teaching experience 17 years industry experience

Administrative and academic officers at WCC have the capacity to effectively lead the institution. They have the necessary credentials and experience for their positions within the College's **organizational structure**. The administrative structure of the College and the job description for each position enable each administrator to understand his/her role within that structure. They are evaluated annually for verification of the effectiveness of their performance. Additional information can be found in Comprehensive Standard 3.2.10 Administrative Staff Evaluations.

Therefore, Wayne Community College is in compliance with Comprehensive Standard 3.2.8.

Sources

- Beverly Deans, Resume
- Board of Trustees Bylaws Article II Section 6 (a)
- Board of Trustees Bylaws Article II Section 6 (d)
- Board of Trustees Bylaws Article III (1)
- Brandon Jenkins, Resume
- Don Magoon, Resume
- Elizabeth Hooks, Resume
- Ernie White, Resume
- Gene Smith, Resume
- Joanna Morrisette, Resume
- Job Description, Associate Vice President - Academic and Student Services
- Job Description, Associate Vice President - Continuing Education Services
- Job Description, Chief Financial Officer
- Job Description, Chief of Administrative Services
- Job Description, Director - Planning and Research
- Job Description, Division Chair - Allied Health and Public Services
- Job Description, Division Chair - Applied Technologies
- Job Description, Division Chair - Arts and Sciences
- Job Description, Division Chair - Business and Computer Technologies
- Job Description, Division Chair - Public Safety
- Job Description, Vice President - Academic and Student Services
- Joy Kornegay, Resume
- Organizational Chart-Position and Name
- Patty Pfeiffer, Resume
- Renita Allen Dawson, Resume
- Tracey Ivey, Resume

3.2.9

Governance and Administration: Personnel Appointment

The institution publishes policies regarding appointment, employment, and evaluation of all personnel.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution publishes policies regarding the appointment and employment of all personnel

Wayne Community College (WCC) operates under established employment procedures that ensure compliance with federal and state employment laws as outlined in the WCC **Hiring Guide** and the North Carolina State Board of Community Colleges Code (**SBCCC Chapter C**).

Personnel procedures are made available to full-time and part-time employees through the College Procedures Manual (CPM) Volume II located on the WCC internal website and the WCC Hiring Guide. New employees sign an **acknowledgment statement** indicating they understand their responsibility to comply with the College Procedures Manual.

Personnel policies are developed and approved by the Board of Trustees. The **President's Council** approves personnel procedures in consultation with the Human Resource Department. Board of Trustees **minutes** and President Council **minutes** are provided as evidence of this process. The Human Resources (HR) Director manages the document control and distribution of all College personnel policies and procedures through the College Procedures Manual (CPM). The Human Resources Director issues email **notifications** to all employees of revisions, additions or deletions of CPM items including those related to personnel.

Personnel appointments are coordinated through the Human Resources Office in conjunction with the respective vice president / division / department supervisor. A detailed process for initiating the selection process, advertising for positions, screening applications, interviewing candidates, conducting reference checks, drug screening, background checks, salary determination, and extending the employment offer is outlined in the WCC Hiring Guide. An example of WCC's hiring procedure is included as **evidence**.

Faculty members are hired according to **CPM 02-0108** - Faculty Credentials and **CPM 02-0106** - Recruitment, Employment, and Supervision of Part-time Curriculum Faculty. Wayne Community College complies with faculty qualification standards mandated by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Faculty personnel files include official transcripts, qualifications, and other evidence of competence.

Vice presidents, division, and department supervisors are also responsible for procuring part-time staff members in their respective areas. Each department employing part-time staff coordinates the hiring process with the Human Resources Office. Categories of part-time include: Part-time permanent and part-time temporary.

The institution publishes policies regarding the evaluation of all personnel

Procedures regarding evaluation of personnel are published in the College Procedures Manual (**CPM 02-0107**) - New Employee Probation and **CPM 02-0401** - Performance Appraisal.

Faculty and professional staff are considered to be on probationary status for the first nine months of employment. Newly hired support staff (example - administrative assistants) are evaluated during the first 90 days of employment. Probationary appraisals are conducted by the employee's immediate supervisor in the areas of quality of work, quantity of work, knowledge of work, attendance, dependability and cooperation. Following a new hire's probation period, annual appraisals are conducted in accordance with CPM 02-0401. Examples of the evaluation process for a **faculty** member and a **staff** member are included as evidence.

Wayne Community College publishes policies regarding appointment, employment, and evaluation of all personnel. Therefore, Wayne Community College is in compliance with Comprehensive Standard 3.2.9.

Sources

- Acknowledgment of Receipt - College Procedures Manual
- Board of Trustee Meeting Minutes, May 25, 2010
- College Procedures Manual - Notifications
- College Procedures Manual (01-0201) - Purpose, Membership, and Authority of the President's Council
- College Procedures Manual (02-0106) - Recruitment, Employment, and Supervision
- College Procedures Manual (02-0107) - New Employee Probation
- College Procedures Manual (02-0108) - Faculty Credentials
- College Procedures Manual (02-0401) - Performance Appraisals
- Faculty Probation Evaluation and Annual Evaluation

- Hiring Process - Example
- President's Council Meeting Minutes, March 24, 2014
- Staff Probation Evaluation and Annual Evaluation
- State Board of CC Code, Chapter C (Personnel)
- Wayne Community College Hiring Guide

3.2.10

Governance and Administration: Administrative staff evaluations

The institution periodically evaluates the effectiveness of its administrators.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution periodically evaluates the effectiveness of its administrators

Wayne Community College (WCC) evaluates administrative personnel on an annual basis. WCC defines administrators as individuals who serve on the **President's Council** (senior administrators) or those who report directly to the President and have responsibilities for personnel and budgets (Executive Directors of the Foundation and the Wayne Business and Industry Center). The College's **organizational chart** provides the delineation of administrators reporting directly to the President.

The President and/or Vice President of Academic and Student Services evaluate the effectiveness of administrators as outlined in the College Procedures Manual (**CPM 02-0401- Performance Appraisals**). Administrators are rated in the areas of quality/dependability, job knowledge, communication, institutional service, leadership/professionalism, and professional development. Performance appraisals are archived in the employee's personnel file overseen by the Department of Human Resources.

Examples of administrator evaluations are provided as evidence.

- **Vice President of Academic and Student Services** (Less than two years in current position)
- **Associate Vice President of Academic and Student Services** (One year in current position)
- **Associate Vice President of Continuing Education Services** (Less than two years in current position)
- **Chief Financial Officer**
- **Chief of Administrative Services**
- **Executive Director of Foundation**
- **Executive Director of Wayne Business and Industry Center**
- Director of Planning and Research (Current position as of January 1, 2015 - no evaluation until June 2015)
  Director of Planning and Research (Former Director)

The Board of Trustees evaluates the President annually in accordance with State Board of Community College Code - **1C SBCCC 300.98-Evaluation of Presidents**. The discussion of the evaluation of the chief executive officer is included in Comprehensive Standard 3.2.1.

Wayne Community College evaluates the effectiveness of its administrators on an annual basis. Therefore, the College is in compliance with Comprehensive Standard 3.2.10.

Sources

- Associate Vice President of Academic and Student Services-Evaluation
- Associate Vice President of Continuing Education Services-Evaluation
- Chief Financial Officer-Evaluations
- Chief of Administrative Services-Evaluations
- College Procedures Manual (01-0201) - Purpose, Membership, and Authority of the President's Council
- College Procedures Manual (02-0401) - Performance Appraisals
- Director of Planning and Research-Evaluations
- Executive Director of Foundation-Evaluations
- Executive Director of Wayne Business and Industry Center-Evaluations
- Organizational Chart
- State Board of CC Code (1C SBCCC 300.98) - Evaluation of Presidents
- Vice President of Academic and Student Services-Evaluation

3.2.11

Governance and Administration: Control of intercollegiate athletics

The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program.

Judgment

☐ Compliance ☐ Partial Compliance ☐ Non-Compliance ☑ Not Applicable

Narrative

Wayne Community College does not offer an intercollegiate athletics program and therefore Comprehensive Standard 3.2.11 is not applicable.

3.2.12

Governance and Administration: Fund-raising activities

The institution demonstrates that its chief executive officer controls the institution's fund-raising activities.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution demonstrates that its chief executive officer controls the institution's fund-raising activities

The President of Wayne Community College (WCC) is the chief executive officer of the College as outlined in the Bylaws of the Board of Trustees of Wayne Community College (Board) and in her **job description**. "As chief executive officer of the College, the President shall have full authority and responsibility for all College operations within established Board, College and State Board of Community Colleges' policies, rules, and budgets" (**Bylaws Article II Section 6 a**).

Additionally, the Board's Bylaws specifically state, "The President shall be authorized to control the institution's fundraising activities exclusive of institutional-related foundations that are independently and separately incorporated" (**Bylaws, Article II Section 6 l**). The Foundation of Wayne Community College, Inc. (Foundation) is an independent, separately incorporated 501(c) (3) tax-exempt corporation which serves as the primary fund-raising entity of the College. **Wayne Community College Board Policy (04-02)** Charitable Donations and **College Procedures Manual 08-0401** emphasize that gifts and other acquisitions should be channeled through the Foundation, supporting that the Foundation is the significant fundraising entity of the College. It should be noted that WCC has not received any donated assets outside of the Foundation since the last decennial review as evidenced by the **Donated Asset Account History 2007-2014** provided for review.

Since fund-raising at Wayne Community College is essentially limited to the Foundation, the President works closely with the Directors and staff of the Foundation. As stated in its Bylaws (**Bylaws Article II**), the Foundation, in consultation with the President, is responsible for:

- The planning and executing of comprehensive fund-raising and donor acquisition programs in support of Wayne Community College;
- The development of the facilities and services of Wayne Community College for broader educational opportunities for and service to its students, staff, faculty and alumni than would be available solely from tax and other governmental services;
- The awarding of scholarships and grants to students, faculty, and staff of Wayne Community College.

The Wayne Community College 2014–2015 **Organizational Chart** shows that the President directly supervises the Foundation's Executive Director. In addition, **Article IV Section 2** of the Foundation By-laws states that "the Executive Director of the Foundation shall be appointed by the President of Wayne Community College". **Article IV Section 5** reads, "With the advice of the Board, the Executive Director shall serve at the pleasure of the President of Wayne Community College."

The President's relationship to the Foundation is also described in **Board Bylaws, Article II Section 6 m**: "The President shall serve as an ex-officio, non-voting member of the Foundation of Wayne Community College and shall advance the mission and goals of the Foundation."

The **minutes** of a Foundation Executive Committee and a regular Foundation Directors meeting provide evidence of the President's participation in decisions and activities regarding funding campaigns, special events, policy development and investment procedures.

Resource Development

Wayne Community College actively seeks external funds through grants which support the institution's mission and meet the needs of students and employees of the College. The Grants Development Coordinator is directly supervised by the Director of Planning and Research who reports to the President. Grants development at WCC has a defined process that begins with a **grant prospectus** presented to the President and ends with the President's review of any proposal before providing a final authorization for the grant through signature. The Board of Trustees of Wayne Community College are provided quarterly information regarding grant activity on the campus and have final approval of **fund authorities** for each grant awarded.

The relationship of the President to the Foundation in support of fundraising and donor acquisitions and her role in grant acquisition support the College's assertion of compliance with Comprehensive Standard 3.2.12.

Sources

- Board of Trustee Policy (04-02) - Charitable Donations
- Board of Trustees Bylaws Article II Section 6 (a)
- Board of Trustees Bylaws Article II Section 6 (l)
- Board of Trustees Bylaws Article II Section 6 (m)
- College Procedures Manual (08-0401) Charitable Donations

- Donated Asset History
- Foundation Bylaws Article II (a,b,c)
- Foundation Bylaws Article IV Section 2
- Foundation Bylaws Article IV Section 5
- Foundation Meeting Minutes, August 14, 2014 and October 15, 2014
- Fund Authority - Training and Credentialing Project
- Grant Prospectus
- Job Description - President
- Organizational Chart, President supervises Foundation Director

3.2.13

Governance and Administration: Institution-related entities

For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs: (1) the legal authority and operating control of the institution is clearly defined with respect to that entity; (2) the relationship of that entity to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; and (3) the institution demonstrates that (a) the chief executive officer controls any fund-raising activities of that entity or (b) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs, the legal authority and operating control of the institution is clearly defined with respect to that entity…

To provide its mission of meeting "the educational, training, and cultural needs of the communities it serves", Wayne Community College (WCC) works collaboratively with the Foundation of Wayne Community College, Inc. (Foundation), the one entity organized separately from the institution and formed primarily for supporting the institution and its programs. The Internal Revenue Service confirmed the Foundation as a 501 (c)(3) nonprofit organization in 1987 (**IRS letter, 1991**).

The Foundation of Wayne Community College Bylaws **Article II - Purpose** states that the Foundation was "organized exclusively to carry out certain charitable, educational, literary, and scientific purposes of Wayne Community College or the Trustees of Wayne Community College…" In accordance with that statement, the purposes for which the Foundation is organized include:

- The planning and executing of comprehensive fund-raising and donor acquisition programs in support of Wayne Community College;
- The development of the facilities and services of Wayne Community College for broader educational opportunities for and service to its students, staff, faculty and alumni than would be available solely from tax and other governmental services;
- The awarding of scholarships and grants to students, faculty, and staff of Wayne Community College…

North Carolina General Statute (NCGS) 115D-20 (9) encourages North Carolina community colleges to establish "private, nonprofit corporations to support the institution" and in 1986, the Board of Trustees of Wayne Community College (Board) did so. This entity, the Foundation of Wayne Community College, Inc., is overseen by a Board of Directors consisting of "no less than three (3) nor more than thirty-five (35) directors" (**Foundation Bylaws, Article III Section 2**). The 2014–2015 Board of Directors consists of 24 members (**Foundation Board of Directors 2014-2015**).

In addition, as referenced in both the Board of Trustee Bylaws and the Foundation Bylaws, the Chairperson of the Wayne Community College Board of Trustees and the Chair of the Finance Committee of the Board of Trustees are ex officio voting directors.(Board Bylaws, **Article II Section 2** and **Article IV section 3 (c) 12** and Foundation Bylaws, **Article III Section 3**).

The relationship of that entity to the institution and the extent of liability arising out of that relationship is clearly described in a formal, written manner

The relationship between Wayne Community College and the Foundation, and the extent of any liability arising out of the relationship, is defined in a **Memorandum of Understanding (MOU)** **adopted** by the Foundation Board of Directors and the WCC Board of Trustees in 2014. This agreement clearly states that the "…primary purpose of the Foundation is to support WCC and its programs…" The MOU also reiterates the three broad purposes for which the Foundation is organized as stated in the **Articles of Incorporation**. In addition, the MOU clearly states that the "management of the foundation will be carried out by the Board of Directors of the Foundation which derives its authority from the Wayne Community College Board of Trustees."

Of significance is **MOU Item 4** which states, "WCC carries liability insurance on behalf of the Foundation which provides a limitation on the liability arising out of the relationship. Otherwise, WCC is not liable for any debt or other obligation of the Foundation." A section of the **School and Education Legal Liability Coverage policy** is provided as evidence.

The Foundation is required to submit annual audited financial statements. The most recent audits (**2012**, **2013**, and **2014**) show that the Foundation operates fairly and in accordance with generally accepted accounting principles. There have been no audit findings regarding the Foundation of Wayne Community College, Inc.

The institution demonstrates that (a) the chief executive officer controls any fund-raising activities of that entity or (b) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution

The President is the chief executive officer of Wayne Community College. As such, she works collaboratively with the Foundation's Executive Director and the Board of Directors on all fund-raising activities conducted through the Foundation. The President's involvement and ultimate control of college fund-raising are shown in the following ways:

• The Foundation's Executive Director is a direct report to the President as seen on the WCC **Organizational Chart**. The position is paid from state funds and serves under the same terms and conditions of employment as other College employees. The **Foundation Bylaws** state that the Executive Director "… shall be appointed by the President…" and "…shall serve at the pleasure of the President of Wayne Community College"

• The WCC Chief Financial Officer (CFO) also acts as the Foundation's Treasurer and reports directly to the President (**Organizational Chart**). This position is paid from state funds and serves under the same terms and conditions of employment as all College employees. A responsibility of the treasurer's position stated in the Foundation Bylaws is, "As delegated by the President, the Treasurer shall supervise generally the Executive Director's performance regarding Foundation financial matters" (**Bylaws Article IV Section 7**).

• The WCC President serves as an ex officio non-voting member of the Foundation as outlined in both the **Board Bylaws** and the **Foundation Bylaws**. As such, the position is an active part of all decisions made by the Foundation. Her involvement includes a voice in annual goal setting; selection of events and activities sponsored by the Foundation to include the annual Scholarship Invitational Golf Tournament; and selection of recipients receiving Foundation mini-grants. Evidence of the President's participation with the Foundation is found in the minutes of Foundation Executive Committee and regularly scheduled Board of Director's meetings. (**Foundation Minutes 2014 August 14**, **Foundation Minutes 2014 August 20**)

• The Foundation's Executive Director also makes a presentation at each regularly scheduled Finance Committee meeting of the Board of Trustees of Wayne Community College and then at the regular Board meeting (six times per year) where information on the fiscal stability of the Foundation, as well as the upcoming activities and events of the Foundation, are reported. Minutes of several of these Foundation reports are provided as evidence (**BOT Minutes 2012 Sept 25**, **BOT Minutes 2013 Sept 24**, **BOT Minutes 2014 Nov 25**).

The **Memorandum of Understanding (MOU)** between Wayne Community College and the Foundation of Wayne Community College, Inc. clearly states that all fundraising activities will be in support of the mission of Wayne Community College. The Foundation provides support to the College through management of student scholarships; endowments; mini-grants for instructional purposes; funds to support recognitions of outstanding faculty and staff members; and an Arts and Humanities Program which brings outstanding lectures, seminars, plays, and travel to the community at large.

Evidence of the Foundation's role in meeting the College's mission to meet the educational, training, and cultural needs of the community it serves are shown in two **2014 Arts and Humanities brochures** and employee **mini-grant awards** allowing expanded educational opportunities in the classroom.

Significantly, in 2013 and 2014 respectively, the Foundation provided 363 scholarships valued at $224,118 and 368 scholarships valued at $243,328. These awards show that the Foundation plays an integral part in meeting the education and training needs of students the College serves.

The MOU, along with the Foundation's Bylaws, provide documentation of compliance with Comprehensive Standard 3.2.13 by explaining the legal authority and operating control of Wayne Community College to its Foundation, the relationship of the Foundation to Wayne Community College, and the assurance that the fund-raising activities of the Foundation further the mission of the College.

Sources

- Arts and Humanities Brochures (2014)
- Board of Trustees Bylaws Article II Section 2
- Board of Trustees Bylaws Article II Section 6 (m)
- Board of Trustees Bylaws Article IV Section 3 (c) 12
- Board of Trustees Minutes, July 2014 (MOU with Foundation) (Page 3)
- Board of Trustees Minutes, November 2014
- Board of Trustees Minutes, September 2012
- Board of Trustees Minutes, September 2013
- Foundation Articles of Incorporation
- Foundation Audit Report 2012
- Foundation Audit Report 2013
- Foundation Audit Report 2014
- Foundation Board of Directors 2014-2015
- Foundation Bylaws Article II
- Foundation Bylaws Article III Section 2
- Foundation Bylaws Article III Section 3
- Foundation Bylaws Article IV Section 2 and Section 5
- Foundation Bylaws Article IV Section 7
- Foundation Meeting Minutes, 2014 August 14 (Goal Setting)
- Foundation Meeting Minutes, 2014 August 20 (Arts and Humanities)

- IRS Letter 501(c) October 23, 1991
- Memorandum of Understanding with Foundation
- Memorandum of Understanding with Foundation Item 4
- Mini Grant - Presidents Review, September 2014
- NC General Statute (115D -20) - Powers and Duties of Trustees
- School and Educators Legal Liability Insurance Coverage (Page 6)
- WCC Organizational Chart - Foundation and CFO

3.2.14

Governance and Administration: Intellectual property rights

The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Wayne Community College (WCC) has a clear intellectual property rights policy (**College Procedures Manual 02-0310 - Intellectual Property Policy**) that addresses the ownership of materials, compensation, copyright issues, and the use of revenue from the creation and production of all intellectual property.

The policy, which has been approved by the **Board of Trustees** of Wayne Community College and the **President's Council**, applies to all students, faculty, and staff.

As stated in the Intellectual Property Policy, "The primary purpose of this policy is to provide the necessary protections and incentives to encourage both the discovery and development of new knowledge and its transfer for the public benefit; a secondary purpose is to guide the generation of revenue for Wayne Community College and the Creators."

To date, the College has had no issues or disputes involving intellectual property. However, contained within the policy is the following procedure for resolving any dispute that may emerge regarding intellectual property.

> Upon the emergence of issues or disputes relating to intellectual property, the President will appoint an ad hoc Intellectual Property Committee, composed of equal numbers of faculty and staff, to make recommendations to the President concerning the disposition of the issue. In cases where a student is involved, a member of the Student Government Association will also be appointed to the committee. The President will make the final decision on the issue.

The Intellectual Property Policy is made available to all faculty and staff on the College's internal website (**College Procedures Manual (CPM) 02-0310 -Intellectual Property Policy**), for faculty in the **Curriculum Instructor Handbook**, and for all students in the **General Catalog and Student Handbook**, print and online versions.

Wayne Community College is in compliance with Comprehensive Standard 3.2.14 because the institution's intellectual property policy is clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property.

Sources

- Board of Trustees Minutes, September 2014
- College Procedures Manual (02-0310) - Intellectual Property
- Curriculum Instructor Handbook - Intellectual Property
- General Catalog and Student Handbook - Intellectual Property
- President Council Minutes, August 2014

3.3.1

Institutional Effectiveness

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes

3.3.1.2 administrative support services

3.3.1.3 academic and student support services

3.3.1.4 research within its mission, if appropriate

3.3.1.5 community/public service within its mission, if appropriate

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Compliance for each of the areas listed as sub-categories under Comprehensive Standard 3.3.1 is documented separately. Individual compliance certification follows.

3.3.1.1

Institutional Effectiveness: Educational Programs

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Wayne Community College (WCC) identifies expected program and student learning outcomes for its educational programs, assesses the achievement of those outcomes, and uses the results of the assessments to improve academic programs and student learning.

Wayne Community College offers 35 associate degree programs, including college transfer, 13 diploma programs, and 46 certificate programs (**WCC Programs**). While students can complete nine of these programs entirely online, none are offered exclusively through distance education. Students can also earn credits at Seymour Johnson Air Force Base and the Wayne Executive JetPort, while high school students can complete courses offered by WCC at their respective high schools. All programs and courses are assessed, no matter the instructional modality, using the same evaluation processes.

Each educational program identifies and assesses expected outcomes as part of the College's planning and evaluation process outlined in the **Strategic Plan for Institutional Effectiveness**. Outcomes include Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs). Every three years academic programs undergo an in-depth evaluation of their effectiveness through WCC's program review process outlined in the WCC Strategic Plan for Institutional Effectiveness **Program Review Guide**. Academic programs identify resources to support needs that are identified through their review process, data collection, and outcomes assessments. These resource needs are subsequently submitted as planning objectives and become part of the College's annual Operational Plan. In addition, the North Carolina Community College System (NCCCS) Performance Measures are used to assess and improve WCC academic programs.

Program Learning Outcomes

Wayne Community College's Assessment Committee is responsible for overseeing the assessment of institutional and program learning outcomes for all curriculum programs. According to the WCC's College Procedure's Manual (CPM) (**01-0301**) Purpose, Authority, and Membership of Standing Committees, the purpose of the **Assessment Committee** is "to provide direction, leadership, and oversight for the assessment process of student learning outcomes (SLO) at the institutional and program levels." The membership of the Assessment Committee includes faculty and staff from all areas of the College and is co-chaired by two faculty members. Members of this committee work with program faculty in creating outcomes and assessments and approve curriculum assessment plans. WCC's Assessment Committee also has the responsibility for ensuring that outcomes, assessments, and use of results are documented and archived. WCC's Assessment Committee maintains an **internal website** that includes resources to assist faculty with writing and assessing learning outcomes, as well as reporting the results of the assessment. Prior to 2012-2013, documentation of the outcomes, assessment, results, and action plans for each program were recorded in word processing documents and stored in the College's shared folder system. In 2013-2014, WCC began using Weave Online, a web-based outcome management system for documentation archival.

Program learning outcomes (PLO) are defined as those outcomes that students who complete a specific program of study should have mastered upon graduation. PLOs for each educational program are published in WCC's General Catalog and Student Handbook and on every course syllabus. Examples of the six PLOs in the **Business Administration Associate Degree program** and the three PLOs in the **Associate in Arts** degree are provided for review. Program learning outcomes are established and clearly defined in measurable terms (targets) by program faculty. Every PLO Assessment is completed in the same manner, no matter the instructional modality. As stated in the Strategic Plan for Institutional Effectiveness, each PLO is assessed every three years. The Computer Information Technology program example that follows shows the completion of the three year cycle of PLO assessment to include action items for the improvement of student learning.

Computer Information Systems
Program Learning Outcome #1 (2010-2011)

Computer Information Technologies (Program name change)
Program Learning Outcome #2 (2013-2014)

In addition, Program Learning Outcomes reports from the College's five academic divisions are included in Table 1 to show the process of PLO assessment including action items for the improvement of student learning.

Table1: Program Learning Outcomes Reports

Program Learning Outcomes	2011-2012	2012-2013	2013-2014	2014-2015
Allied Health: Dental Hygiene	PLO: #3	PLO: #5	PLO: #4	PLO: #3 (In Progress)
Applied Technology: Applied Animal Science Technology	PLO: #2	PLO: #4	PLO: #3	PLO: #2 (In Progress)
Arts and Sciences: Associate in Arts	PLO: #1	PLO: #2	PLO: #3	PLO: #1 (In Progress)
Business and Computer Technologies: Office Administration	PLO: #3	PLO: #4	PLO: #2	PLO: #3 (In Progress)
Public Safety: Emergency Preparedness Technology	PLO: #2	PLO: #4	PLO: #3	PLO: #2 (In Progress)

Institutional Learning Outcomes

Wayne Community College has identified seven college-level general education competencies or Institutional Learning Outcomes (ILO) which are embedded in general education courses. All WCC degree programs also include a minimum of 15 general education hours. As a result, ILOs impact all programs. Per WCC's Strategic Plan, ILOs are also assessed on a three year cycle. Wayne Community College's ILOs are included on course **syllabi** and in the **General Catalog and Student Handbook** and are listed below.

A graduate of Wayne Community College should be able to:

- Make effective oral presentations (**Communication**)
- Compose effective written documents (**Composition**)
- Analyze aspects of human culture, such as creative expressions or diverse social structures (**Humanities & Fine Arts**)
- Apply appropriate mathematics to solve real-world problems (**Mathematics**)
- Interpret or analyze natural phenomena using concepts and principles of the natural sciences (**Natural Sciences**)
- Explain social phenomena or behaviors by applying concepts and principles of the social or behavioral sciences (**Social Sciences**)
- Use computer technology to achieve academic and work related goals (**Technology**)

Since 2010, each of the seven (7) general education (institutional) outcomes has been measured. The timeline for measurement and the assessment results for the first cycle of ILO evaluations are provided in ILO Assessment Reports. Table 2 includes each of the seven ILOs with assessment results and action items for improving student learning

Table 2: ILO Reports, Signature Assignments, and Assessment Rubrics

ILO	Year Assessed	Courses Assessed (courses assessed include both traditional and distance)	Proposed Standard(Acceptable Performance) and Target (Desired Performance)	Direct Assessment(s)	Action Items (Closing the Loop)
Technology	2010-2011	CIS 110 A few programs did not require CIS 110 so they assessed technology by direct embedded assignment	Standard 70% Target 80%	83% of the students scored in the "Acceptable" range- 3 or higher on the scoring rubric	**Action Items**
Composition	2010-2011	ENG 113 ENG 114	Standard 70% Target 80%	55.8% of the students scored in the "Acceptable" range - 3 or higher on the scoring rubric	**Action Items**
Natural Sciences	2011-2012	AST 111 BIO 110 BIO 111 BIO 140 BIO 160 BIO 168 BIO 175 CHM 130 CHM 131 CHM 151	Standard 70% Target 80%	60% of students scored in the "Acceptable" range- 3 or higher on the scoring rubric	**Action Items**
Social Sciences	2011-2012	ANT 210 ECO 251 ECO 252 GEO 111 HIS 112 HIS 131 POL 120 PSY 150 PSY 241 SOC 210	Standard 70% Target 80%	29.5% of students scored in the "Acceptable" range- 3 or higher on the scoring rubric	**Action Items**
Mathematics	2012-2013	MAT 161 MAT 115 MAT 171 MAT 110	Standard 70% Target 80%	59% of students scored in the "Acceptable" range- 3 or higher on the scoring rubric	**Action Items**
Communication	2012-2013	COM 231 ENG 114	Standard 70% Target 80%	86.5% of students scored in the "Acceptable" range- 3 or higher on the scoring rubric	**Action Items**
Humanities & Fine Arts	2012-2013	ART 111 ART 114 MUS 110 DRA 111 ENG 231 ENG 232 ENG 241 ENG 261 SPA 211	Standard 70% Target 80%	56% of students scored in the "Acceptable" range- 3 or higher on the scoring rubric	**Action Items**
Technology	2013-2014	CIS 110 A few programs did	Standard 80% Target 90%	86% of the students scored in the "Acceptable" range-	**Action Items**

		not require CIS 110 so they assessed technology by direct embedded assign.		3 or higher on the scoring rubric	
Composition	2013-2014	ENG 113 ENG 114	Standard 70% Target 80%	51.2% of students scored in the "Acceptable" range- 3 or higher on the scoring rubric	**Action Items**

Program Reviews

In 2012-2013, the Planning and Research Office established a more in-depth and data driven academic program review process that would occur on a **three year cycle**. The program reviews are conducted by committees co-chaired by a department chair and a member of the College's **Planning Council**. Other committee members include faculty of the academic program and personnel external to the area under review. These reviews serve as the strategic plan for the academic program. During the program review process committee members analyze data to include information on the students being served, internal and external environments, program unit effectiveness, and available resources. The analysis of the data includes strengths, weaknesses and recommendations for improvement. Sample program reviews from each academic division are provided as evidence of WCC's academic program review process.

Table 3: Program Reviews

Academic Division	2011-2012	2013-2014	Next Review Cycle
Allied Health and Public Services	**Dental Hygiene** **Medical Assisting**	**All Programs**	2016-2017
Applied Technology	**Air Conditioning, Heating, & Refrigeration Technology** **Applied Animal Science Technology**	Not Applicable	2015-2016
Arts and Sciences	**Associate in Arts**	Not Applicable	2014-2015
Business and Computer Technologies	**Accounting** **Business Administration**	Not Applicable	2014-2015
Public Safety	**Basic Law Enforcement Training** **Criminal Justice Technology – Latent Evidence**	**All Programs**	2016-2017

Annual Operational Planning Outcomes (Planning Objectives)

As part of the College's operational planning and evaluation process, academic programs (planning units) identify areas for improvement, develop objectives and strategies, assess those strategies, and utilize the results for improvement. If an academic program unit needs additional resources, above its base budget, to address an identified need, the academic program unit is required to submit a planning objective. Planning objectives include intended outcomes and are tied to one of the four college goals.

Faculty are responsible for the development, implementation, and evaluation of planning objectives for their respective programs. In the 2012-2013 planning objective provided from **Engineering and Manufacturing**, faculty recognize that in order to increase the quality and effectiveness of its curriculum, an additive prototype machine is necessary. This machine enables students to design and build componentry in the engineering lab. Similarly, in the 2013-2014 planning objective provided from **Dental Assisting**, faculty recognize that in order to increase the quality and effectiveness of its curriculum, specific clinical equipment is necessary. The requested equipment allows for the students to better meet the needs of patient care. This is evidence of planning objectives impacting student learning.

Performance Measures

Wayne Community College also evaluates its educational programs through the North Carolina Community College System (NCCCS) Performance Measures. Mandated by the North Carolina General Assembly beginning in 1999-2000, these measures are reported annually for all 58 North Carolina community colleges. Each performance measure has a goal set by the NCCCS which is determined through the past performance of all North Carolina community colleges. The NCCCS Performance Measures for Student Success that specifically assess educational programs are: performance of college transfer students; passing rates for licensure exams; success rates of developmental students in subsequent English college-level courses; success rates of developmental students in subsequent math college-level courses; and curriculum student completion (**2013 NCCCS Performance Measure Report Summary**, **2014 NCCCS Performance Measure Report**).

In 2013-14, Wayne Community College's Planning Council created Performance Measure subcommittees consisting of faculty and staff tasked with the completion of the following items:

- Monitor each performance measure
- Recommend strategies to improve WCC performance on the measure
- Set institutional benchmarks to include a three-year goal
- Provide progress reports to the Planning Council
- Create action plans, including timelines and responsible persons
- Provide year-end reports on results
- Guide completion of action plan items
- Monitor and report on results of the action plans.

Tables 4 through 8 provide Performance Measure Year-End Reports that relate to WCC program effectiveness and student learning.

Table 4. Developmental Student Success Rate in College-level English

Purpose: To ensure remedial English and reading coursework prepares students to succeed in credit-bearing English courses

Description: Percentage of previous developmental English and/or reading students who successfully complete a credit English course with a grade of "P", "C" or better upon the first attempt

NCCCS Performance Measure Developmental Student Success Rate in College Level English	2012-2013	2013-2014
NCCCS Performance Goal	74.9%	74.9%
NCCCS Baseline	45.2%	45.2%
NCCCS Average	63.7%	64.4%
Wayne Community College	63.3%	64.7%

Student Success in College-level English Subcommittee Year End Report 2013-2014

Developmental Student Success Rate in College-level English exceeded the standard of 64.4% (NCCCS average for all community colleges) but did not meet the target (NCCCS Performance Goal) of 74.9%. There was small improvement on this measure from the previous year. Therefore, the subcommittee recommended reinforcing Strategy/Action Item that address advising and shortening the time frame between developmental course completion and enrollment in a college-level English course. A new Strategy/Action item was also implemented to increase student awareness of tutorial services in the Academic Skills department.

Table 5. Developmental Student Student Success Rate in College-level Math Courses

Purpose: To ensure remedial math coursework prepares students to succeed in credit-bearing math courses

Description: Percentage of previous developmental math students who successfully complete a credit math course with a "C" or better upon the first attempt

NCCCS Performance Measure Developmental Student Success Rate in College-Level Math	2012-2013	2013-2014
NCCCS Performance Goal	75.4%	75.4%
NCCCS Baseline	47.5%	47.5%
NCCCS Average	64.8%	64.4%
Wayne Community College	66.4%	60.3%

Student Success in College-level Math Subcommittee Year End Report 2013-14

Developmental Student Success Rate in College-level Math fell below the system's average and the College's previous year's attainment. Delayed enrollment in college-level math after successfully completing developmental math is thought to be a reason for the decrease in this student achievement measure. An action item focuses on the collection of data to determine causes of delay between developmental math completion and enrolling in a college-level math course.

Table 6. Curriculum Student Completion

Purpose: To ensure student completion and persistence toward a post-secondary credential

Description: Percentage of first-time fall credential-seeking students who graduate, transfer, or are still enrolled with 36 hours after six years

NCCCS Performance Measure Curriculum Student Completion	2012-2013	2013-2014
NCCCS Performance Goal	45.6%	45.6%
NCCCS Baseline	28.6%	28.6%
NCCCS Average	41.6%	43.6%
Wayne Community College	48.8%	51.3%

Curriculum Student Completion Subcommittee Year End Report 2013-14

Curriculum Student Completion exceeded the standard and target in both 2012-2013 and 2013-2014. The subcommittee has implemented a strategy to analyze course scheduling to determine if scheduling is a barrier to student completion.

Table 7. Licensure and Certification Passing Rate

Purpose: To ensure programmatic coursework prepares students to competently practice in their chosen profession

Description: Aggregate institutional passing rate of first time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners.

NCCCS Performance Measure Licensure and Certification Passing Rate	2012-2013	2013-2014
NCCCS Performance Goal	91.7%	91.7%
NCCCS Baseline	71.0%	71.0%
NCCCS Average	85.2%	83.3%
Wayne Community College	79.6%	83.1%

Licensure and Certification Passing Rate Subcommittee Year End Report 2013-14

Wayne Community College made gains in Licensure and Certification Passing Rates in 2013-2014. Action plans related to licensure and certification are specific to the respective training program. For example, the Associate Degree in Nursing program has placed greater emphasis on testing strategies. The Basic Law Enforcement Training (BLET) program began implementing more intensive writing assignments within the courses. All program specific action strategies are designed to improve student achievement on licensure and certification exams.

Table 8. College Transfer Performance

Purpose: To ensure the academic success of community college students at a four-year university or college

Description: Among community college associate degree completers and those who have completed 30 or more credit hours who transfer to a four-year university or college, the percentage who earn a GPA of 2.00 or better after two consecutive semesters within the academic year at the transfer institution.

NCCCS Performance Measure College Transfer Performance	2012-2013	2013-2014
NCCCS Performance Goal	93.8%	93.8%
NCCCS Baseline	71.2%	71.2%
NCCCS Average	87.6%	87.8%
Wayne Community College	83.2%	90.1%

College Transfer Success Subcommittee Year End Report 2013-14

The College Transfer Performance measure was above the standard and approaching the target of 93.8%. Action plans include increased dialogue with faculty at four-year institutions where Wayne Community College students matriculate, and improvement in advising processes. This performance measure, with action items, helped in determining the topic for WCC's Quality Enhancement Plan, OnPoint, which will focus on improving college transfer advising.

Wayne Community College identifies expected outcomes (ILOs and PLOs), assesses the extent to which it achieves these outcomes through program reviews and performance measures, and utilizes results to improve its educational programs and student learning. Therefore, Wayne Community College is in compliance with Comprehensive Standard 3.3.1.1.

Sources

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- Natural Sciences ILO Closing the Loop and Action Items-2011-12
- Natural Sciences ILO Report 2011-12
- NCCCS Performance Measure Licensure and Certification Pass Rate Year-End Summary Report
- NCCCS Performance Measures College Transfer - Year-End Summary Report
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- NCCCS Performance Measures English Developmental Success Year-End Summary Report
- NCCCS Performance Measures Math Developmental Success Year-End Summary Report
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- Office Administration, Program Learning Outcome #4 2012-13
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- Program Reviews - Three Year Assessment Cycle
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- Technology ILO Closing the Loop and Action Items-2010-11
- Technology ILO Closing the Loop and Action Items-2013-14
- Technology ILO Report 2010-11
- Technology ILO Report 2013-14

3.3.1.2

Institutional Effectiveness: Administrative Support Services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.2 administrative support service.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Wayne Community College (WCC) assesses each of its service units, including administrative support services, through the completion of a three-year review process which uses information from various sources to evaluate the effectiveness of the unit, identify needs for improvement, and implement strategies to achieve that improvement.

The following departments provide administrative support services to the institution:

- Business Office
- Campus Information
- Human Resources
- Information Technology
- Educational Support Services
- Facility Operations
- Security
- Planning & Research

WCC's Planning and Evaluation Process

Wayne Community College's systematic data-driven planning and evaluation process integrates institutional planning with administrative support service unit planning (**WCC Strategic Plan for Institutional Effectiveness**). As illustrated in WCC's **planning and evaluation diagram**, institutional and service unit planning occur simultaneously, and the results of one influences the results of the other. Service Unit Reviews, Service Unit Outcomes, and Service Unit Planning Objectives are the framework for WCC's Planning and Evaluation Process for the Administrative Support Service units.

Administrative Support Services Unit Reviews

WCC's Planning and Evaluation Process diagram demonstrates that service unit evaluation is an integral part of WCC's institutional effectiveness process. Administrative Support Service Reviews are conducted as part of the College's planning and evaluation process through the use of Student Service Surveys and Employee Service Surveys. Student Service Surveys (**2013**, **2014**) and Employee Service Surveys (**2013**, **2014**) are provided with Administrative Service questions highlighted. Although surveys play an important role in the review process, a more comprehensive external and internal review was recently determined to be needed. In 2013, an enhanced service review process, placing greater emphasis on outcomes assessment and utilization of assessment results for the improvement of services, was implemented.

As described in the WCC College Procedures Manual CPM (**09-0201**) Institutional Effectiveness and the Strategic Plan for Institutional Effectiveness, beginning in 2013, all college service units perform an assessment and improvement process on a three year cycle. The process, including the schedule for each unit, is outlined in the **Service Review Guide**. Administrative Support Services unit reviews are due to be completed in year two (2014-2015) of the cycle.

The review completed by each service unit serves as that area's three-year plan. In order to clearly tie service unit planning to institutional strategic planning, all service units identified planning unit **purpose statements** that reflect the college's mission statement. For example, the purpose of WCC's Information Technology Department is to "provide the highest quality technology-based resources and services, in the most cost-effective manner, to facilitate the College's mission as it applies to management, learning, and community service." The purpose statement is reviewed and revised every three years or as necessary as part of the review process.

Administrative Support Services Unit Outcomes

One component of the enhanced review process is the annual assessment of service unit outcomes and implementation of strategies to improve the results of those assessments. The outcomes include a method of assessment and a desired level of performance, or target. Methods of assessing service unit outcomes include student surveys, employee surveys, and unit specific data such as number of customers or services offered. Assessment results can be quantitative or qualitative.

In 2013, as part of the revised review process, all Administrative Support Service units identified outcomes, assessment strategies, and targets. Throughout the academic year, the units collected and analyzed outcomes data. Administrative Support Service units compiled the results of the outcomes data and submitted action plans which specify how the respective unit will utilize the data to make improvements.

Service units assess at least two outcomes per academic year. A sample outcome for each service unit is provided below. In addition, the complete service unit outcomes report is provided.

Business Office

The Business Office supports the mission of the college by maintaining the financial assets of the College while providing fiscal guidance and quality customer service to the students, other College departments, external agencies and the community.

Service Unit Outcome:
Improve student satisfaction with services provided by the Cashier's Office.

Assessment: Results from the 2013 and 2014 Student Satisfaction Survey

Target: Achieve an 85% satisfaction rate of students using the services provided by the Cashier's Office

Results: The Business Office satisfaction rate declined from 2013 to 2014, however, more individuals indicated that this area was not applicable to them. Due to the increase of students responding "Not Applicable", more students may be utilizing the online services.

Survey Question: I am satisfied with the services provided by the Cashier's Office.

	Spring 2013		Spring 2014	
Options	Count	Percent	Count	Percent
Strongly Agree	139	36.9%	64	29.2%
Agree	195	51.7%	112	51.1%
Disagree	8	2.1%	8	3.7%
Strongly Disagree	5	1.3%	2	0.9%
Not Applicable	30	8.0%	33	15.1%
mean	3.35		3.28	

Use of Results*:* The Business Office will continue to offer good customer service, since the survey indicated less than 5% dissatisfied customers. One of the Business Office main complaints is that WCC does not offer payment plans. Therefore, the Business office will request to offer this service during the Fall semester of 2014. It is noted that students may be dissatisfied with our service mainly because they didn't receive the answer they wanted to hear.
The Business Office's goal is to increase the total percentage of strongly agree and agree by at least 5% from spring 2014 to spring 2015.

Business Office Outcomes

Campus Information

To provide a professional, informative and pleasant front door experience for guests, students and staff via both telephone and personal encounters.

Service Unit Outcome:
Increase faculty and staff satisfaction with the R25 room reservation system.

Assessment: 2013 and 2014 Employee Satisfaction Survey

Target: Increase in mean satisfaction

Results: This outcome indicated the increase use of the R25 system and the increased satisfaction of the system by WCC employees

Survey Question : I'm satisfied with the R25 room reservation system

	2013		2014	
Options	Count	Percent	Count	Percent
Strongly Agree	15	8.4%	32	16.2%
Agree	96	53.9%	102	51.8%
Disagree	10	5.6%	19	9.6%
Strongly Disagree	2	1.1%	4	2.0%
Not Applicable	55	30.9%	40	20.3%
mean	3.01		3.03	

Use of Results: As a result of the training received by the information specialist a weekly report is disbursed to Plant Management and Security to allow a more efficient use of energy and personnel. This report has proven to be useful with some adjustments to reservation entries into the system.

Provide additional training and expand the capabilities of the R25 system, S25 is expected to be added to the system which will include

classes being available on R25 calendar

Campus Information Outcomes

Human Resources

The Human Resources Office has principle accountability for recruitment and staffing, compensation and benefits, employee relations and legal compliance, personnel policies, and procedures and practices.

Service Unit Outcome:
To increase employee satisfaction with the benefit information they receive from the Human Resources Office

***Assessment*:** 2013 and 2014 Employee Satisfaction Survey

***Target*:** Increase the percentage of respondents who agree/strongly agree by 5% annually

***Results*:** Eighty percent of respondents were satisfied with the explanation of benefits. Turnover made it difficult to maintain continuity during this time frame.

Survey Question: Benefit information is provided and explained in a manner that is easily understood.

	2013		2014	
Options	Count	Percent	Count	Percent
Strongly Agree	35	20.0%	40	20.9%
Agree	105	60.0%	111	58.1%
Disagree	27	15.4%	32	16.8%
Strongly Disagree	4	2.3%	2	1.0%
Not Applicable	4	2.3%	6	3.1%
mean	3.00		3.02	

***Use of Results*:** Human Resources has added one staff position and filled it and another in 2014 with competent individuals. One of these now focuses primarily on benefits. Human Resources will focus on improving the benefits explanation process to employees. Human Resources staff training will focus on communicating benefits information in a clear and concise manner. Human Resources will schedule monthly one hour informative sessions for employees to attend and send out email blasts.

Human Resources staff will (1) attend benefit training sessions offered by the State Health Plan and NC Flex pending availability of travel funding, (2) schedule question and answer sessions with employees and benefit representatives throughout the year and (3) provide employees with a benefits manual, vendor contact information and brochures to assist in the explanation of benefits.

Human Resources Outcomes

Information Technology

The Information Technology Department provides the highest quality technology-based resources and services, in the most cost-effective manner, to facilitate the College's mission as it applies to management, learning, and community service.

***Service Unit Outcome (Planning Objective)*:**
Users will be able to print the Datatel forms with the new software. The new software will integrate with the new SQL environment when we migrate over to it. There are benefits from Doc e Serve to Doc e Scan that will be available to users.

***Assessment**:* The software will be installed and users will be able to print forms from Datatel successfully both now and after migration to the SQL environment.

Target: Complete by June 2014

Result: The software has been purchased, installed, and implemented. All of the departments have converted to Doc-e-serve (SoftDocs) to print Colleague forms except the Business Office. They are working through an issue with the MICR toner. This should be resolved by the end of the year (2014).

Use of Results: Users will print forms from Colleague with the printing software solution required by the System Office.

Information Technology Outcomes

Educational Support Services

The Educational Support Technologies (EST) Department supports the mission of the college by introducing, providing access to, and supporting the use of technology by the college faculty and staff. Also charged with the college's publications, videography, photography, printing, and web presence, EST is committed to excellence in service to the preparation and production of quality and engaging media.

Service Unit Outcome (Planning Objective):

To replace 25 classroom ceiling projectors that are older than four years as the first installment of a new replacement plan. The projectors are located in various rooms all over campus. Provide a brighter, clearer image for students and faculty and improved power efficiency.

***Assessment*:** Employee Satisfaction Survey

***Target*:** Replace beginning fall 2013

***Results*:** 90% of those surveyed agreed or strongly agreed that the new projectors adequately met their instructional needs.

***Use of Results*:** Based on the results of the faculty survey, EST will continue to install new projectors in classrooms as part of its core standard of room equipment.

Educational Support Services Outcomes

Facility Operations

The purpose of Facility Operations is to maintain campus, buildings, and grounds in full operational and safe conditions that will directly support and enhance teaching and student learning opportunities. Provide facility and grounds support for on-campus and community events, thus contributing to their goals and success.

Service Unit Outcome:
Maintenance is performed to quality, professional standards.

***Assessment*:** 2013 and 2014 Employee Satisfaction Survey

***Target*:** Increase employee satisfaction

***Results*:** Marginal improvement was made in all areas except for one and that may be related to improper use of markers on boards and/or age deterioration of the whiteboard. Some of the modified cleaning procedures, refresher training, and increased inspection intervals are showing results.

Survey Question: Satisfaction with daily cleanliness of classrooms

	Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	mean
Classroom desks/computer workstations are clean and prepared for classes each day.	2013	23.6%	44.3%	10.3%	2.3%	19.5%	3.11
	2014	26.5%	34.9%	10.6%	2.6%	25.4%	3.14
Classroom chalkboards / marker boards are clean and prepared for classes each day.	2013	26.0%	41.0%	5.2%	2.3%	25.4%	3.22
	2014	24.3%	36.5%	7.4%	0.5%	31.2%	3.23
Classroom floors are vacuumed and/or mopped each day	2013	19.7%	37.6%	12.1%	5.2%	25.4%	2.96
	2014	22.8%	30.7%	14.3%	5.3%	27.0%	2.97
Classroom trash is emptied daily.	2013	32.7%	39.8%	2.3%	0.6%	24.6%	3.39
	2014	35.8%	35.3%	2.1%	1.6%	25.3%	3.43
Classroom windows (windows, sills, and blinds) are clean each day.	2013	19.2%	33.1%	15.7%	3.5%	28.5%	2.95
	2014	22.2%	29.6%	16.4%	4.8%	27.0%	2.95

Use of Results: Continue to place emphasis on meeting the acceptable standards of housekeeping required for educational facilities and provide the motivational stimulus to individual housekeeping employees to improve their skills.

Improve cleaning techniques along with acquiring innovative products and equipment that will enhance daily work efforts meet the established standards for a multitude of diverse building requirements such as, dental and health clinics, academic classrooms, automotive and science lab classrooms, computer labs and offices.

Facility Operations Outcomes

Security

The mission of Security is to Serve, Protect, and Create a Safe Environment to Learn and Work. This is a drug-free, weapon-free, Alcohol-free, tobacco-free school zone.

Service Unit Outcome:
Increase student satisfaction with campus security

***Assessment*:** 2013 and 2014 Student Services Survey

Target: Increase student satisfaction with security

Results: There is still room for improvements. Based on the survey I feel that the students who replied Not Applicable are possibly taking online classes and may not be aware of what this office does to ensure a safe learning environment.

Survey Question: Satisfaction with campus security

	2013		2014	
Options	Count	Percent	Count	Percent
Strongly Agree	142	37.8%	78	35.9%
Agree	181	48.1%	108	49.8%
Disagree	15	4.0%	8	3.7%
Strongly Disagree	2	0.5%	2	0.9%
Not Applicable	36	9.6%	21	9.7%
mean	3.36		3.34	

Use of Results: Continuously strive to improve safety and security for everyone, and maintaining good public relations with all students and visitors.

Improve the speed and efficiency in evacuating campus buildings during emergencies by training all law enforcement and security personnel in the proper procedures for assisting those with limit mobility to safely exit buildings. This training is provided by a member of the Campus Police, who ensures that all Security personnel have successfully completed the training.

Submit a planning objective for additional law enforcement and security personnel in order to increase their availability at peak times of campus use.

Security Outcomes

Planning & Research

The Planning and Research Department supports the mission of the college by providing information for decision making through research, guiding institutional planning, budgeting, and assessment, facilitating grants, and ensuring accountability with regional, state, and national requirements.

Service Unit Outcome:
Increase faculty and staff's satisfaction with Planning and Research's response to data requests.

***Assessment*:** Responses on 2014 Employee Services Survey

***Target*:** To obtain a mean of 3.40 regarding faculty and staff's satisfaction with Planning and Research response to data requests.

***Results*:** The mean remained the same as last year (2013), but the "not applicable" percentage increased.

Survey Question: Satisfaction with Planning and Research Office's response to data requests

	2013		2014	
Options	Count	Percent	Count	Percent
Strongly Agree	23	13.3%	29	15.6%
Agree	97	56.1%	87	46.8%
Disagree	5	2.9%	8	4.3%
Strongly Disagree	1	0.6%	2	1.1%
Not Applicable	47	27.2%	60	32.3%
mean	3.13		3.13	

Use of Results: Planning and Research will offer more data training sessions in the fall. Also, the data requests should increase with the next year of program and service review and the involvement of more people in that process. Planning and Research will also increase the visibility of the data report section on the internal website.

Planning and Research Outcomes

Administrative Support Services Operational Outcomes (Planning Objectives)

As part of the College's service unit operational planning and evaluation process, Administrative Service units identify areas for improvement, develop objectives and strategies, assess those strategies, and utilize the results for improvement. If a program or service

unit needs additional resources, above its base budget, to address an identified need, the program or service unit is required to submit a planning objective. Planning objectives include intended outcomes and are tied to a college goal.

Administrative Service units submit planning objectives in the spring of each year, utilizing the process outlined in WCC's Strategic Plan for Institutional Effectiveness. These planning objectives form the basis for the College's annual Operational Plan and contain outcomes that are assessed in mid-year and end of year reports. These reports show assessment results for the objective and a description of how those results were used for administrative unit improvement. Planning objectives submitted for 2012-2013 and 2013-2014 are provided with use of results. The **2012-2013** highlighted example is a request for a wide format laminator/mount press to laminate campus signs commonly used to advertise events. The use of this equipment has reduced print costs. The **2013-2014** highlighted example is a request for amplified classroom speakers systems and microphone systems for 15 classrooms. After installation, faculty indicated satisfaction with this upgrade in instructional technology.

Another example of identifying outcomes, assessing the extent to which the outcome is achieved, and evidence of improvement based on the results is with a facilities assessment and planning objective for student parking. A 2011 student survey revealed that 44.3% of students responding either disagreed or strongly disagreed that the amount of student parking spaces was adequate. The following factors were determined relative to this topic:

- Enrollment trends were rising.
- The first two weeks of the semester until drop/add period is over always has heavy traffic on campus. After drop/add, the need for over-flow parking decreases.
- Better communication and directions to overflow parking is needed.
- Wayne Early Middle College High School is growing year-to-year and as upper-classmen reach driving age, additional parking spaces to support these new drivers/students are required.
- Students and staff want convenient parking near their classes or offices.
- Students and staff do not always leave ample time to find the existing open spaces.
- Visual observations conducted by Campus Police noted that between 9:00 AM and 12:00 PM, there were usually a few spaces available in various lots, but very limited and overflow parking was never full.The north lots were nearly always full.
- Observations, e-mails, and verbal notices indicated that in some lots there were empty staff spaces and full student spaces or vice versa.This was easily solved by repainting some spaces to be sure the right spaces were available where needed, subject to the physical number limitations.
- Patrols have been made at the start of each semester so Campus Police will know where the potential parking capacity concerns are going to be.This has also aided in better communications to both students and staff.

As a result of the data collected, the 2011-2012 County budget included a request for a new parking lot for the north side of the campus. The new parking lot was funded and opened for service in January, 2013. The new lot added 194 net new parking spaces. Recent student surveys indicate that the new parking lot solved the student parking issues on the north side of campus.

As evidenced, each WCC administrative service area evaluates its effectiveness through the service unit review process including service unit outcomes and planning objectives.

Wayne Community College utilizes a systematic process for identifying, assessing, and utilizing the results of analysis of administrative service outcomes in order to continuously improve the quality of services provided at the College. Therefore, Wayne Community College is in compliance with Comprehensive Standard 3.3.1.2

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3.3.1.3

Institutional Effectiveness: Academic and Student Support Services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.3 academic and student support services.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Wayne Community College (WCC) assesses each of its service units, including academic and student support services, through the completion of a three-year review process which uses information from various sources to evaluate the effectiveness of the unit, identify needs for improvement, and implement strategies to achieve that improvement.

The following departments provide academic and student support services to the institution:

- Admissions & Records
- Counseling Services
- Financial Aid
- Student Activities
- Academic Skills Center
- College Transfer Advising Center
- Library Services
- Distance Education

WCC's Planning and Evaluation Process

Wayne Community College's systematic data-driven planning and evaluation process integrates institutional planning with academic and student support services unit planning (**WCC Strategic Plan for Institutional Effectiveness**). As illustrated in WCC's **Planning and Evaluative Process diagram**, institutional and academic program and service unit planning occur simultaneously, and the results of one influences the results of the other. Service Unit Reviews to include Service Unit Outcomes and Service Unit Planning Objectives are the framework for WCC's Planning and Evaluation Process for the Academic and Student Support Service units.

Academic and Student Support Services Unit Reviews

WCC's Planning and Evaluative Process diagram demonstrates that service unit evaluation is an integral part of WCC's institutional effectiveness process. Academic and Student Support Services Unit Reviews are conducted as part of the College's planning and evaluation process through the use of Student Service Surveys and Employee Service Surveys. Survey questions that apply to Academic and Student Support Services are highlighted in the Student Services Satisfaction Surveys (**2013**, **2014**) and Employee Service Satisfaction Surveys (**2013**, **2014**). Although surveys play an important role in the review process, a more comprehensive external and internal review was recently determined to be needed. In 2013, an enhanced service review process, placing greater emphasis on outcomes assessment and utilization of assessment results for the improvement of services, was implemented.

As described in the WCC College Procedures Manual CPM (**09-0201**) Institutional Effectiveness and the Strategic Plan for Institutional Effectiveness, beginning in 2013, all college service units perform an assessment and improvement process on a three year cycle. The process, including the schedule for each unit, is outlined in the **Service Review Guide**. It should be noted that the Academic Skills Center and the Library will participate in service reviews in the next review cycle.

The review completed by each service unit serves as that area's three-year plan. In order to clearly tie service unit planning to institutional strategic planning, all service units identified planning unit **purpose statements** that reflect the college's mission statement. For example, the purpose of WCC's Distance Education Department is to "create a flexible and convenient method of earning course credit or a degree online by offering high quality, well developed courses, training, and resources and by supporting students, faculty and staff." The purpose statement is reviewed and revised every three years or as necessary as part of the review process.

The reviews are conducted by committees co-chaired by the unit supervisor and a member of the College's Planning Council. Other committee members include service unit staff and personnel external to the service area. Reviews of academic and student support services include analysis of customers and customer satisfaction data, analysis of departmental processes, methods, and/or practices, identification of strengths and weaknesses, review of outcome assessments and results, and recommendations for improvement.

Academic and Student Support Service Unit Reviews and Summaries completed in 2013-2014 are provided:
Admissions and Records Service Review
Admissions and Records Service Review Summary

Counseling Services Service Review
Counseling Services Service Review Summary

Financial Aid Service Review
Financial Aid Service Review Summary

Student Activities Service Review
Student Activities Service Review Summary

College Transfer Advising Center Service Review
College Transfer Advising Center Review Summary

Distance Education Service Review
Distance Education Service Review Summary

Academic and Student Support Services Unit Outcomes

One component of the enhanced review process is the annual assessment of service unit outcomes and implementation of strategies to improve the results of those assessments. The outcomes include a method of assessment and a desired level of performance, or target. Methods of assessing service unit outcomes include student surveys, employee surveys, and unit specific data such as number of customers or services offered. Assessment results can be quantitative or qualitative.

In 2013, as part of the revised review process, all Academic and Student Support Services units identified outcomes, assessment strategies, and targets. Throughout the academic year, the units collected and analyzed outcomes data. Academic and Student Support Services units compiled the results of the outcomes data and submitted action plans which specify how the respective unit will utilize the data to make improvements.

Academic and Student Support Services units assess at least two outcomes per academic year. A sample outcome for each service unit is provided below. In addition, the complete service unit outcomes report is provided.

Admissions & Records

Purpose Statement:
The Wayne Community College Office of Admissions and Records will provide timely and accurate customer service through all aspects of admissions, registration, and maintenance of records.

Service Unit Outcome:
Increase the number of students who complete the college application process and enroll at WCC.

***Assessment*:** Wayne Community College's Admission records

Target: Increase number of applicants enrolling by 2% annually

***Results*:** Even though WCC had a 3% decrease in applicants enrolling, it is justified with the decrease in total enrollment (12%).

Table 1: Number of WCC Applicants who Enroll, 2013-14

Year	2013	2014
Applicants	2904	2135
Enrolled Applicants	1536	1060
Percent Enrolled	53%	50%

Use of Results: Admissions and Records needs to continue to review current procedures and recommend new procedures that will encourage and assist applicants in completing the enrollment process.

Additional follow-up must be made with all applicants that do not complete the admissions process in a timely manner. Admissions and Records has been using a phone reminder system with similar reminder messages for years. The reminder messages will be adjusted and the use of email and text to deliver messages will be expanded.

Admissions and Records Outcomes

Counseling Services

***Purpose Statement*:**
Wayne Community College Counseling Services maintains an open and welcoming atmosphere that encourages, supports, and assists students in their academic, personal, and vocational pursuits by providing a broad range of psychological and educational services. Additionally, Counseling Services serve as a resource for students, faculty, staff, and the community by providing training, referrals, and other resources to effectively serve the needs of all who might benefit

***Service Unit Outcome**:*
Increase satisfaction with the information and services provided to students, faculty, and staff.

Assessment: Responses on **Student Satisfaction of Services Survey** and **Employee Services Survey**

Target: Maintain dissatisfaction level at less than 5%, and lower the percentage of "not applicable" respondents – particularly from students.

***Results*:** Results validate that counselors are continuing to provide satisfactory service. However, the number of N/A responses from students are concerning. Considering that all incoming students use Counseling Services as part of the admissions process, students are not associating Counseling Services with services provided.

Table 2: Survey Question: Satisfaction with the information and services provided by Counseling Services

	Employees		Students	
Options	2013	2014	2013	2014
Total Responses	174	192	375	219
Strongly Agree	27.0%	29.2%	31.5%	28.8%
Agree	59.2%	52.6%	37.9%	40.2%
Disagree	2.3%	1.6%	3.5%	1.4%
Strongly Disagree	0.6%	0.0%	1.3%	1.8%
Not Applicable	10.9%	16.7%	25.9%	27.9%

Use of Results: Counseling Services must continue to work on describing to both students and employees the services offered in Counseling Services. Acceptance Packs with Counseling Services clearly labeled on the pack were created this year with all of the important information needed for incoming students.

Counseling Services Outcomes

Financial Aid

Purpose Statement
The Wayne Community College Financial Aid Office will strive to educate and provide excellent customer service by guiding students through the various means of obtaining and maintaining Financial Assistance in an effort to help students achieve their educational goals.

Service Unit Outcome:
Students will leave the Financial Aid Office with a clear understanding of the information they received and what they need to do next.

***Assessment*:** Responses from Student Services Survey and Employee Services Survey

***Target*:** Increase the satisfaction rate to 95%.

***Results*:** According to the Student Satisfaction Survey question: When I leave the Financial Aid Office, I have a clear understanding of the information I received and what I need to do next.

Table 3: Student Satisfaction Survey

	Spring 2013		Spring 2014	
Options	Count	Percent	Count	Percent
Strongly Agree	105	28.0%	56	25.8%
Agree	171	45.6%	98	45.2%
Disagree	25	6.7%	13	6.0%
Strongly Disagree	14	3.7%	11	5.1%
Not Applicable	60	16.0%	39	18.0%

Use of Results: As a result of the survey results, Financial Aid developed planning objectives for Financial Aid TV and SoftDocs. Both planning objectives were funded. Financial Aid TV provides students with financial aid information via online videos located on the Financial Aid website. SoftDocs is a software program that allows Financial Aid staff to scan all incoming documents for archive and retrieval. SoftDocs increased the efficiency of document archival and retrieval and thus allowed staff to serve students more efficiently.

Financial Aid Outcomes

Student Activities
The Wayne Community College Student Activities Office strives to create an environment in which all students and student organizations are encouraged and aided in the development of positive social, cultural, intellectual, recreational, and leadership programs and activities. The Student Activities staff also recognizes the proven need for fun and play while supporting programming which promotes healthy learning, personal growth, self-governance, social responsibility, student retention and understanding.

Service Unit Outcome:

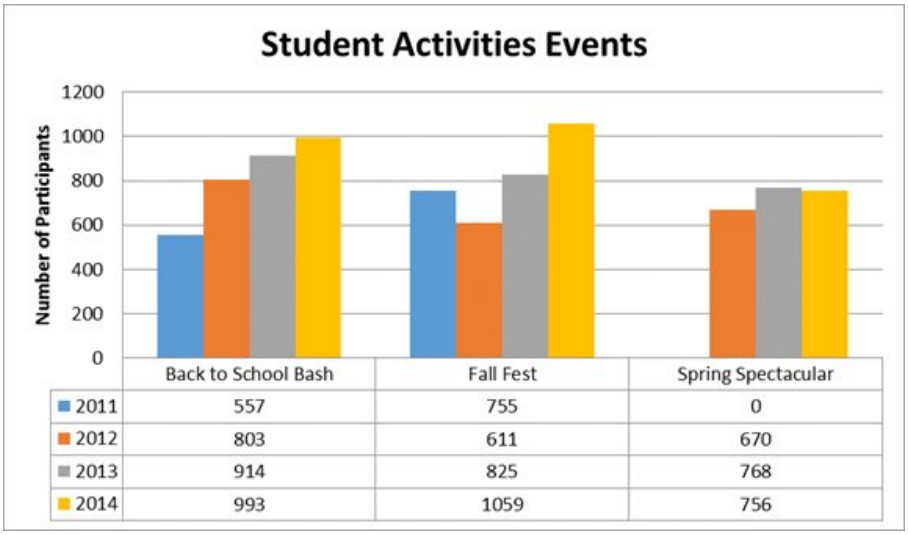
Increase the number of students who participate in student activities.

***Assessment*:** Number of students participating in major Student Activities events

***Target*:** Increase number of participants to 1000 at one of the three major events (Back to School Bash, Fall Fest, Spring Spectacular)

***Results*:** Participation rates are steadily increasing for each event. The weather, however, does play a factor in participation numbers for outside events (it was 40 degrees and rainy for 2012 Fall Fest – we had significantly lower participation.)
Participation numbers ranging from 700-900 students for fall and spring events is about 25% of the total number of students enrolled for that particular semester.

Figure 1: Student Activities Events



	Back to School Bash	Fall Fest	Spring Spectacular
2011	557	755	0
2012	803	611	670
2013	914	825	768
2014	993	1059	756

***Use of Results*:** Student Activities must continue to provide a variety of activities and events on campus for students with expanded efforts to increase number of participants as compared to the previous year's event. This will be accomplished by expanding the advertising campaign for activities (student emails, posters, yard signs around campus, emails to faculty asking them to encourage students to attend).

Student Activities' goal was to have 1,000 participants at one of our three major events (Back to School Bash, Fall Fest, Spring Spectacular) within the next two academic years. It should be noted that 1059 participants attended Fall Fest 2014!

Student Activities Outcomes

College Transfer Advising Center

Purpose Statement:
The College Transfer Advising Center offers students pursuing Associate in Arts, Associate in Science, and Associate in General Education degrees a central location to seek academic advising. The purpose of the Advising Center is to serve, guide, and support students preparing to transfer to a four-year university or preparing to apply for limited admission health science programs.

***Service Unit Outcome*:**
To improve the student transfer and graduation rates.

***Assessment*:** NCCCS College Transfer Performance Measure; WCC Informer Report

Target: 88% of WCC graduates and students with 30 or more hours who transfer to a 4-year institution in North Carolina will complete their first year with a GPA of 2.00 or higher.

***Results*:** The 2011-12 College Transfer Performance report from the NCCCS indicates that 152 students transferred in 2011/2012. Fifty six students transferred with 30 or more semester hours with 88% having a GPA > 2.00. Ninety six students transferred with an Associate Degree with 92% having GPA > 2.00. The NCCCS goal is 93.8%. Students that complete the Associate degree have a higher percentage of maintaining a 2.0 or higher at the universities that those that transfer without the degree.

Informer graduation reports indicate 132 students assigned to the center graduated during the 2013/2014 year. Graduation rates decreased for college transfer for the 2013-2014 year.

Use of Results: The Performance Measures subcommittee that examined why the number of students transferring had not been able to maintain a 2.0 or better recommended that students be encouraged to complete their science and math courses before transferring. Advisors serving in the center were made aware of this and advised students accordingly. We will continue to encourage this.

College Transfer Advising Center staff will continue to work with the ACA College Transfer Success courses to inform students of the statistical data that shows that those that complete their Associate degrees are more successful and maintain higher GPA's once they

transfer to the universities. This data will also be shared with the advisors that serve in the center. Students will be encouraged to complete their degree before transferring to the universities.

College Transfer Advising Center Outcomes

Distance Education

Purpose Statement:
The mission of the Distance Education Department of Wayne Community College is to create a flexible and convenient method of earning course credit or a degree online by offering high quality, well developed courses, training, and resources and by supporting students, faculty and staff.

Service Unit Outcome:
To increase faculty and student satisfaction with the quality of distance education courses offered.

Assessment: Responses from **Student Services Satisfaction Survey** and **Employee Student Services Satisfaction Survey**

Target: Increase the satisfaction rate for employees and students to 75%.

Results: These results indicate an overall increase in faculty and student satisfaction over the past year. The decrease in Strongly Disagree and Disagree responses for both groups is satisfying.

The results indicate that distance education efforts in faculty and student support areas are succeeding. Distance Education efforts include both training and resources shared by the Distance Education department and the online course design and teaching efforts of WCC faculty.

Table 4: Employee Survey Question: The quality of the Distance Education courses is acceptable; Student Survey Question: I am satisfied with the quality of the distance education courses offered.

	Employees		Students	
Options	2013	2014	2013	2014
Total Responses	175	195	375	218
Strongly Agree	20.0%	23.6%	19.7%	20.6%
Agree	46.9%	41.5%	40.3%	40.4%
Disagree	2.9%	1.0%	3.7%	3.2%
Strongly Disagree	0.6%	0.0%	1.1%	0.0%
Not Applicable	29.7%	33.8%	35.2%	35.8%

Use of Results: The Distance Education Department will continue to offer training opportunities for faculty and students focusing on hands-on training sessions and increasing online resources.

Distance Education Outcomes

In addition, the Distance Education Department publishes a **Distance Education End of Year Report** to assess distance education for the previous year.

Academic and Student Support Services Operational Outcomes (Planning Objectives)

As part of the College's service unit operational planning and evaluation process, academic and student support units identify areas for improvement, develop objectives and strategies, assess those strategies, and utilize the results for improvement. If a program unit needs additional resources, above its base budget, to address an identified need, the program unit is required to submit a planning objective. Planning objectives include intended outcomes and are tied to a college goal.

Academic and student support units submit planning objectives in the spring of each year, utilizing the process outlined in WCC's Strategic Plan for Institutional Effectiveness. These planning objectives form the basis for the College's annual Operational Plan and contain outcomes that are assessed in mid-year and end of year reports. These reports show assessment results for the objective and a description of how those results were used for administrative unit improvement. Academic and Student Support Services Planning Objectives submitted for 2012-2013 and 2013-2014 are provided with use of results. In the **2012-2013** example, Counseling Services requested to promote the services offering when meeting with student in the college success courses. Students surveys indicate an satisfaction rate over 95%. In the **2013-2014** example, Student Services departments requested SoftDocs scanning stations and software to increase work efficiency regarding creating, storing, and retrieving files. The end of year assessment indicated a 50% decrease in time of creating and retrieving a file. In addition, less physical storage space was required.

As evidenced, each Wayne Community College academic and student support service area utilizes a systematic process to evaluate its effectiveness through the service unit review process, service unit outcomes, and planning objectives in order to continuously improve the quality of services provided at the College. Therefore, Wayne Community College is in compliance with Comprehensive Standard 3.3.1.3

Sources

- 2013-2016 Strategic Plan for Institutional Effectiveness
- Academic Student Services - Planning Objectives - 2012-2013
- Academic Student Services - Planning Objectives - 2013-2014
- Admissions and Records - Outcomes 2013-2014
- College Procedures Manual (09-0201) - Institutional Effectiveness Process
- College Transfer Advising Center - Outcomes 2013-2014
- Counseling Services - Outcomes 2013-2014
- Distance Education - Outcomes 2013-2014
- Distance Education End of Year Report 2014
- Employee Services Survey - Academic and Student Support Services - Counseling (Spring 2014)
- Employee Services Survey - Academic and Student Support Services - Distance (2014)
- Employee Services Survey - Academic and Student Support Services - Spring 2013
- Employee Services Survey - Academic and Student Support Services - Spring 2014
- Financial Aid - Outcomes 2013-2014
- Planning and Evaluation Diagram
- Program and Service Mission Purpose Statements - Academic and Student Support Services
- Service Review - Admissions and Records - 2013-2014
- Service Review - College Transfer Advising Center - 2013-2014
- Service Review - Counseling Services - 2013-2014
- Service Review - Distance Education - 2013-2014
- Service Review - Financial Aid - 2013-2014
- Service Review - Student Activities - 2013-2014
- Service Review Guide
- Service Review Summary - Admissions and Records - 2013-2014
- Service Review Summary - College Transfer Advising Center - 2013-2014
- Service Review Summary - Counseling Services - 2013-2014
- Service Review Summary - Distance Education - 2013-2014
- Service Review Summary - Financial Aid - 2013-2014
- Service Review Summary - Student Activities - 2013-2014
- Student Activities - Outcomes 2013-2014
- Student Satisfaction Survey - Academic and Student Support Services - Counseling (Spring 2014)
- Student Satisfaction Survey - Academic and Student Support Services - Distance (Spring 2014)
- Student Satisfaction Survey - Academic and Student Support Services - Spring 2013
- Student Satisfaction Survey - Academic and Student Support Services - Spring 2014

3.3.1.4

Institutional Effectiveness: Research

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.4 research within its mission, if appropriate.

Judgment

☐ Compliance ☐ Partial Compliance ☐ Non-Compliance ☑ Not Applicable

Narrative

Wayne Community College does not conduct research activities.

3.3.1.5

Institutional Effectiveness: Community/Public Service

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.5 community/public service within its mission, if appropriate.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

"Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves." Wayne Community College (WCC) provides a variety of community and public services in support of its mission. These services generally fall under the Continuing Education Service Division and the Wayne Business and Industry Center and include the following:

Continuing Education Services

- Basic Skills Programs (BSP)
  - o Adult Basic Education (ABE)
  - o Adult High School (AHS)
  - o High School Equivalency (HSE) – It should be noted that this is the new title for all high school equivalencies, not just the GED
  - o English as a Second Language (ESL)

- Occupational Extension (OE)
  - o Human Resource Development
  - o Allied Health
  - o Applied Technology
  - o Public Safety
  - o Special Programs (example: Notary Public; Real Estate; ed2go distance learning)

- Wayne Business and Industry Center
  - o Small Business Center
  - o Customized Training
  - o WORKS initiative (CRCs and Employability Training)

In addition, a variety of "community service" courses (non-credit, self-supporting courses) are offered each semester to include sports activities, dance, art, creative writing, etc. These courses are requested by the community and are **evaluated** on a course by course basis by the participants. A 2014 **schedule** of community service offerings is provided.

Community and public service areas determine outcomes on an annual basis through the College's three year service review process and the annual operational planning processes. The outcomes for the above listed community service areas are provided in the document **Occupational Extension 2013-2014 Combined Outcomes**.

North Carolina Community College System's (NCCCS) Performance Measures

Mandated by the North Carolina General Assembly in 1999, performance measures are reported for all 58 North Carolina community colleges on an annual basis. The measures are implemented as a vehicle for public accountability and to ensure that programs and services offered by the North Carolina community colleges are of sufficient quality. These system-wide measures have undergone a number of changes since 1999 with the most recent changes occurring in 2012. Eight performance-based student success measures were adopted in 2012 for which the North Carolina Community College System (NCCCS) established system-wide "baselines" and "goals" for the purpose of incorporating performance into college's regular formula budget allocations. The measures, baselines, and goals are **published** by the NCCCS and distributed to all 58 community colleges. Each college is then required to make its constituencies aware of its own performance on the measures. Wayne Community College publishes its **results** in the General Catalog and Student Handbook (print and online versions) and on the Office of Planning and Research website.

Of the eight 2013 and 2014 North Carolina Community College System Performance Measures, two relate to student success in Basic Skills.

1. Basic Skills Student Progress
   Purpose: To ensure adults with low literacy skills are progressing academically toward basic skill attainment necessary for employment and self sufficiency

   Description: Percentage of students who progress as defined by an educational functioning level

2. GED Passing Rate
   Purpose: To ensure quality GED preparation and high levels of GED attainment

   Description: Percentage of students taking at least one GED test during a program year and who receive a GED diploma during

the program year.

Table 1 demonstrates WCC's Basic Skills and High School Equivalency programs performance in 2013 and 2014. Please note that at the time of the assessments the GED was the only high school equivalency test offered.

Table 1: Performance Measures Basic Skills

	Basic Skills Student Progress		GED Diploma Passing Rate	
	2013	2014	2013	2014
Wayne Community College	66.5%	69.8%	71.9%	74.0%
System Goal	51.2%	51.2%	82.0%	82.0%
System Baseline	20.6%	20.6%	49.3%	49.3%
Average College Percentage	41.5%	39.5%	71.1%	73.6%

Source: North Carolina Community College System 2013 and 2014 Performance Measures

WCC Basic Skills students' progress increased 3.3% from 2013 - 2014 and exceeded the System's goal of 51.2% as well as the average college percentage within the System. Although WCC's GED Diploma passing rate increased slightly (2.1%) in 2014, the College did not meet the System's goal of 82%. However, WCC's percentage passing rate was slightly higher than the average of the other 57 institutions (73.6%). In response to these results, a Basic Skills Performance Measure sub-committee was formed within the College Planning Council and continues to develop improvement strategies as shown in the **2014 Basic Skills Year End Report**.

A third NCCCS performance measure assesses the aggregate passing rate or percentage of first-time test takers from community colleges on licensure or certification exams. The data include state mandated exams which candidates must pass before becoming active practitioners. Although the results as shown on the **2014 Performance Measures Report** are for all licensure and certification requirements, only the results from detention officer (100 % passing rate in 2013) and EMT exams relate to WCC's community or public service areas. Other WCC certification/licensure results relate to curriculum training programs to include nursing, dental hygiene, basic law enforcement, and aviation – airframe and power plant.

The EMT passing rate had not been at an acceptable standard in 2012 (48%) and required review by the division. Another area requiring improvement was the EMT-I passing rate which was only 33% in 2012 but increased to 75% in 2013. The lower passing rates in these areas calculated into Wayne Community College's aggregate licensure and certification performance and therefore lowered the College's overall performance on this measure.

In response to the lower pass rates, the Public Safety Division developed multiple strategies (**EMS Year End Summary**) to improve performance in these areas to include selection of a new text, more emphasis on Technical Scope of Practice skills, more frequent testing, and a mock licensure exam. The increase from 33% to 75% on the EMT-I exam from 2012 to 2013 indicates that these improvement strategies were effective (**Licensure and Certification End of Year Report**).

WCC's Planning and Evaluation Processes

As described in the **Planning Model** of the College's Strategic Plan, Wayne Community College's planning and evaluation process is comprised of institutional/strategic planning and evaluation, academic and service review planning and evaluation, and operational planning and evaluation.

Community/Public Service Unit Reviews (Service Reviews)

The Wayne Community College Procedures Manual (**CPM 09-0201 Institutional Effectiveness**) states that WCC assesses each of its service units, including community and public services areas, through the completion of a three-year review process. The assessment uses information from various sources to evaluate the effectiveness of the unit, to identify needs for improvement, and to implement strategies to achieve that improvement. The process, including the schedule for each service unit review, is outlined in the College's **Service Review Guide**.

Community and public service unit reviews are conducted as part of the College's planning and evaluation process through the use of **employer survey** and individual **course** or **program specific assessments**. Although surveys play an important role in the review process, a more comprehensive internal and external review was determined to be needed. In 2013 an enhanced service unit review process, placing greater emphasis on outcomes assessment and utilization of assessment results for the improvement of services, was implemented.

The review completed by each service unit serves as that area's three-year plan. In order to clearly tie service unit planning to institutional strategic planning, all service units identify planning unit purpose or mission statements that reflect the College's mission. For example, the purpose/mission of the Basic Skills program is to "help adult learners fulfill their potential and become self-sufficient, contributing members of society, to provide adult learners with the skills necessary to complete a secondary school education, to find meaningful employment, and to enable adult parents to become full partners in the education of their children." The purpose or mission statement is reviewed and revised, if necessary, every three years as part of the review process.

Community/Public Services Unit Outcomes and Planning Objectives

One component of the enhanced review process is the annual assessment of service unit outcomes and implementation of strategies (action plans) to improve the results of those assessments. Each service unit, including community/public services, identifies aspects of its operations on which to focus improvements. The outcomes include a method of assessment and a desired level of performance or target. Methods of assessing service unit outcomes include student surveys, employee surveys, and unit specific data such as number of customers or services offered. Assessment results can be quantitative or qualitative.

As part of the College's service unit operational planning and evaluation process, planning units identify areas for improvement, develop objectives and strategies, assess those strategies, and utilize the results for improvement. If a program or service unit needs additional resources above its base budget to address an identified need, the program or service unit submits a planning objective. Planning objectives include intended outcomes and are tied to one of the College's four goals.

All planning units, including the community/public services units submit planning objectives, with outcomes, in the spring of each year. This process is outlined in WCC's **Strategic Plan**. The planning objectives and outcomes form the basis for the College's annual Operational Plan.

In addition, each planning unit, including the community/public service division, is required to provide the Planning and Research Office with an **end-of-year report**. These reports show assessment results for the planning objective and a description of how those results were used for unit improvement. The 2013-2014 highlighted example is a request by Continuing Education Services - Allied Health for six Hospira Plum A+ infusion pump packages for use in Nurse Aid II classes to provide infusion delivery in parental and enteral therapies on patients. With the use of this equipment, 93% of all students were deemed competent in all required skills related to infusion.

As described above, all community and public service units are evaluated through service unit reviews and operational planning objectives. Examples of the internal evaluation of community and public service units follow.

1. Basic Skills (Service Review)

The mission of the Basic Skills Program is to help adult learners fulfill their potential and become self-sufficient, contributing members of society, to provide adult learners with the skills necessary to complete a secondary school education, to find meaningful employment, and to enable adult parents to become full partners in the education of their children.

Service Unit Outcome 1:
Increase the number of AHS and GED graduates

Assessment*:* Number of Adult High School and High School Equivalency Diploma Graduates from Basic Skills data

Target: To increase AHS and GED completers by a minimum of 5% each per year.

Results: The GED graduate completion increased due to the retirement of the GED test series 2002. The number of AHS program graduates remains static.

Table 2: AHS / GED Completion

	2011-2012	2012-2013	2013-2014
Adult High School Graduates	47	44	43
High School Equivalency Diploma Graduates	245	321	367

Use of Results (action plan): Continue to focus on retention in AHS classes and more diligent student follow-up; amend attendance policies; continue emphasis on professional development to include requiring all AHS instructors to obtain the Basic Skills Core Credential by December 2014.

2. *Occupational Extension – Allied Health Services (Planning Objective)*

Occupational Extension provides tailored education and training to enhance skills for lifelong learners in the diverse communities we serve.

Service Unit Outcome:
Nurse Aide II students will acquire the knowledge and skills necessary to apply infusion delivery in parental and enteral therapies on patients. Upon completion of the Nurse Aide II and NA II Competency courses students will become certified or recertified as a NA II by the Board of Nursing and be listed on the Board of Nursing NA II registry. It is estimated that 15-20 students per semester will benefit from the requested equipment needed to develop these skill sets.

Assessment: Written exams, skills/practice performances and final competency testing will be utilized as assessment tools. 100% of students that successfully pass all competencies, course requirements and skills demonstrations will become certified and listed on the NA II registry.

Target: 100 % of NA II students will acquire competencies related to the Hospira Plum Infusion Pump (implement in Fall 2013 and Spring 2014).

Results: The Hospira Plum Infusion Pump has been purchased and is located in Magnolia Building.

Use of Results: This equipment was utilized in Fall 2013 and spring 2014. Five students (100%) of Nurse Aide II students completed the required state competency and successfully passed the course. All students have been listed on the Nurse Aide II registry.

3. Wayne Business and Industry Center (Service Review)

Wayne Business and Industry Center (WBIC) is the comprehensive community resource for business and employer training services in Wayne County. WBIC is committed to economic and workforce development in our county through strategic solutions that improve

performance, productivity and profits.

Service Unit Outcome:
Wayne Business and Industry Center will expand training opportunities to internal and external customers

Assessment: Wayne Business and Industry course and enrollment data related to Small Business Center, Customized Training, WORKS, and Career Services

Target: Increase the number of training opportunities offered

Results: In 2013 – 14, SBC maintained the number of seminars. Attendees decreased due, in part, to weather. Some seminars were cancelled due to inclement weather and not rescheduled for various reasons. Also, on the State level the number of attendees is less important than the content of the seminars and the economic impact of the Center.

Over the course of the year, the Customized Training Program (CTP) increased the number of classes from 22 to 24 (9%) and the number of trainees from 178 to 195 (9.5%).

WORKS saw significant growth due to additional soft skills training, Introduction to Manufacturing and Certified Production Technician assessments.

Career Services has seen a large increase in all areas. Number of students served increased by over 350% and the number of events by 225%.

Table 3: WBIC Training Opportunities

	2011-2012	2012-2013	2013-2014
SBC	27 seminars 346 attendees	49 seminars 960 attendees	49 seminars 699 customers
CTP	15 classes 530 trainees	22 classes 178 trainees	24 classes 195 individuals
WORKS	17 classes 289 participants	36 classes 716 participants	132 classes 4827 participants
Career Services	8 events 96 participants	16 events 267 participants	64 events 1247 participants

Use of Results: WBIC learned that by assessing the needs and offering training to meet those needs it can grow participation. Persistence and growing customer relationships result in improved participation. Career Services has a new Coordinator who has used technology and new ideas to engage students and faculty.

WBIC will continue to build on this momentum, seeking input from customers and responding to the needs presented to us. The area will also identify capacity building opportunities to train WCC staff to deliver specific training (yet to be identified).
Customized Training will continue to develop customer relationships for continued growth in projects and will continue to look for added opportunities for training outside of projects. Career Services will continue to provide direct career building resources and services to students and to implement and use new technology to meet their needs.

2013-2014 was the first year of the three year service review process for which the following targets are set:

- Over the next three years the target is a 10% growth for Small Business Center
- WORKS has lost grant funding and will seek other funds to maintain current CRC numbers and partnerships;
- With the addition of HRD duties to staff, it is anticipated that WORKS numbers may not meet this year's expectations but over the next three years, a 15% increase in classes and participants would be acceptable.
- Career Services will implement phase 1 of the CSO Software next year and increase student participation by 10% each year.

As evidenced by the examples provided in this narrative, the Occupational Extension 2013-2014 Combined Outcomes Report, and the 2013 and 2014 NCCCS Performance Measures results, Wayne Community College utilizes a systematic process for identifying and assessing community and public service outcomes in order to continuously improve the quality of these services. Therefore, the College is in compliance with Comprehensive Standard 3.3.1.5.

Sources

- 2013-2014 All End-of-Year Prioritized Planning Objectives Status Reports Continuing Educational Services
- Basic Skills - Year End Summary Report
- Career Skills Survey and Results
- College Procedures Manual (09-0201) - Institutional Effectiveness
- Continuing Education Course Evaluation Summary - Community Service Program
- Continuing Education Schedule of Courses, Spring 2014 (Community Service)
- Continuing Education Services Course & Instructor Evaluation Summary - MS Word and Excel

- EMS - Year End Summary Report
- General Catalog and Student Handbook (pages 7-8)
- Licensure and Certification Pass Rates - Year End Summary Report
- NCCCS Licensure and Certification Pass Rate Summary
- NCCCS Performance Measures Summary (2013 and 2014)
- Occupational Extension, 2013-14 Combined Outcomes
- Service Review Guide 2013-16
- Soft Skills Survey
- Wayne Community College Planning Model
- WCC Strategic Plan - Planning Objectives (Page 14)

3.3.2

Quality Enhancement Plan

The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. *(***Note**: *This requirement is not addressed by the institution in its Compliance Certification.)*

Judgment

☐ Compliance ☐ Partial Compliance ☐ Non-Compliance ☑ Not Applicable

Narrative

3.4.1

Educational Programs: All:Academic program approval

The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration

Wayne Community College (WCC) faculty and administration participate in a formal process of program review and approval through the structure of a college-wide Curriculum Committee. As stated in the WCC College Procedures Manual (**01-0301**), the purpose of the Curriculum Committee is the following:

- To review and recommend current curriculum program/course changes;
- To review and recommend requests for new curriculum programs of study or requests for curriculum deletions;
- To review and recommend articulation agreements with secondary and post-secondary institutions;
- To coordinate recommendations from advisory agencies, accrediting or certifying agencies and state offices affecting curricula
- To review, revise and recommend internal procedures/processes associated with curriculum committee functions and/or curriculum program approval.
- To ensure continuing compliance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation standards 2.7.1 (Program Length), 2.7.2 (Program Content), 2.7.3 (General Education), 2.7.4 (Course work for Degrees), 3.4.1 (Academic program approval), 3.4.4 (Acceptance of academic credit), 3.5.2 (Institutional credits for a degree), 3.5.3 (Undergraduate program requirements), 3.12.1 (Substantive Change), 4.2 (Program curriculum), and 4.4 (Program length).

The Curriculum Committee is composed of a cross-section of college faculty, staff, and administrators with authority to make curricular recommendations to the President, the President's Council (the President's administrative team), and the Curriculum Committee of the Board of Trustees.

Academic program curriculum additions, revisions, and deletions originate in the academic department affected by such changes. The curriculum approval process requires **program documentation** to be submitted to the Vice President of Academic and Student Services for submission to the Curriculum Committee. Faculty members from the appropriate department present the curriculum changes to the curriculum committee for discussion and approval. Curriculum Committee minutes involving curriculum **additions**, **changes**, or **deletions** are provided as evidence that faculty and administration are involved in academic program approval.

New program offerings and/or dissolution of existing programs require WCC Board of Trustee approval before being sent to the North Carolina Community College System for review and approval. It should be noted that new curriculum programs are developed following procedures outlined in the CPM **03-0201** and follow guidelines provided by the North Carolina Community College System's **Curriculum Program Application Procedures**. An example of WCC's curriculum application process for a new program is Sustainable Agriculture. The program was approved by the WCC Curriculum Committee in **January 2011**; by the WCC Board of Trustees in **February 2011**; and by the North Carolina Community College System in May 2011. (**Approval Letter**).

In compliance with the Commission on Colleges policy and procedures regarding substantive change, a **substantive change notification** is included as evidence that the institution follows the appropriate protocols.

Wayne Community College is in compliance with Comprehensive Standard 3.4.1 as each educational program is approved by both faculty and administration. New program applications are reviewed at all levels of the organization and approved by a faculty-led curriculum committee, which also includes administrative representation. Final institutional approval must be obtained by the College's President and Board of Trustees.

Sources

- Board of Trustees Meeting, February 2011 (New Program)
- College Procedures Manual (01-0301) - Purpose, Authority, and Membership of Standing Committees
- College Procedures Manual (03-0201) - Curriculum Program Approval
- Curriculum Change Request
- Curriculum Committee Meeting Minutes, January 2011 (Sustainable Agriculture)
- Curriculum Committee Meeting Minutes, January 2014 (Deletion)
- Curriculum Committee Meeting Minutes, March 2014 (Changes)
- Curriculum Committee Meeting Minutes, September 2014 (Addition)
- NCCCS Curriculum Procedures Reference Manual Section 3

State Board of Community Colleges - New Program Approval

Substantive Change Notification

3.4.2

Educational Programs: All:Continuing education/service programs

The institution's continuing education, outreach, and service programs are consistent with the institution's mission.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution's continuing education, outreach, and service programs are consistent with the institution's mission

Wayne Community College (WCC) provides a variety of continuing education, outreach, and service programs that are consistent with the College's mission "to meet the educational, training, and cultural needs of the communities it serves." WCC's Continuing Education Services mission is to"provide education and training to the lifelong learners in the diverse communities it serves."

Wayne Community College is one of 58 colleges in the North Carolina Community College System (NCCCS). The role and scope of continuing education programs in the NCCCS is defined by **Chapter 115D-1 General Provisions for State Administration - Statement of Purpose**. "The Community Colleges System Office is designated as the primary lead agency for delivering workforce development training, adult literacy training, and adult education programs in the State."

State Board of Community Colleges Code 300.96 Continuing Education Program Management further defines the continuing education purpose:

> "Continuing education programs shall provide lifelong learning experiences offering planned instructional responses to identified needs of targeted audiences. Instructional objectives shall specify the skills, knowledge and attitudes the learner should be able to apply upon satisfactorily completing the continuing education experience. Adequate educational facilities, instructional aids, and other instructional materials shall be provided to support continuing education courses."

To ensure that Wayne Community College meets the needs of its stakeholders and in support of the institution's mission, continuing education programs have advisory committees that meet a minimum of twice per year. These advisory committees provide a link between the College and the community. Program advisory committees are composed of local educators, business and industry representatives, and citizens from the service area who are familiar with and interested in improving the needs of students and the community. The purpose, responsibilities, and membership of advisory committees can be found in the **College Procedures Manual (CPM 01-0303)**.

A sample of advisory committee minutes are found in Table 1 and provide evidence that these committees give input on items to include course offerings and current state/local regulations and policies affecting business or industry.

Table 1: Continuing Education Services Advisory Committee Meeting Minutes (Sampling)

Advisory Committee	Minutes
Allied Health Advisory Committee	**September 2014**
EMS Advisory Board	**Spring 2014** **Fall 2014**
Fire Advisory Board	**Fall 2013** **Spring 2013** **Summer 2014**
Law Enforcement Advisory Committee	**Fall 2013** **Spring 2014**
WORKS Advisory Board	**Spring 2013** **Spring 2014** **Fall 2013**

Division of Continuing Education Services

Wayne Community College's Continuing Education Services Division offers the full range of educational programming sanctioned by the North Carolina Community College System (NCCCS) in the **State Board of Community Colleges Code 1D SBCCC 300.3**. Courses and programs are offered on WCC's main campus and 34 locations throughout the county. Locations include churches, fire stations, correctional centers, libraries, community centers, and private industries. WCC also offers non-credit distance learning opportunities delivered by a contracted company, ed2go, which provides access to a variety of courses to include accounting, Spanish, and A+ computer certification.

As shown in the College's **Organizational Chart**, the Associate Vice President for Continuing Education Services oversees the following programs: Basic Skills; Occupational Extension; Community Service-Self Support; and Workforce Investment Act (WIA).

Table 2 indicates the number of courses offered and student headcount (duplicated) for the calendar years (spring, summer, and fall) 2011 – 2014.

Table 2: Number of Courses Offered and Student Headcount for Continuing Education Services

Department	2011	2012	2013	2014
Basic Skills				
Courses Offered	305	374	405	356
Participants	6640	7579	8100	5450
Community Service Programs				
Courses Offered	105	75	85	125
Participants	1196	1012	1001	1268
Human Resources Development				
Courses Offered	312	213	187	203
Participants	5857	4724	3318	3054
Occupational Extension				
Courses Offered	501	458	720	649
Participants	8134	7666	7696	7373
Total Continuing Education Courses Offered	**1223**	**1120**	**1397**	**1333**
Total Continuing Education Enrollment	**21,827**	**20,981**	**20,115**	**17,145**

Basic Skills Program (BSP) -- The purpose of BSP is to help adult learners fulfill their potential to become self-sufficient, contributing members of society and to provide adult learners with the skills necessary to complete a secondary school education, to find meaningful employment, and to become parents who are full partners in the education of their children. The Basic Skills Program is comprised of the following programs: Adult Basic Education, Adult High School, High School Equivalency, and English as a Second Language. Each program operates in direct support of the College's mission by educating and training students at their individual levels of need.

- **Adult Basic Education** (ABE) is a competency-based curriculum focused on basic reading, writing, speaking, problem solving, and math skills. ABE provides the foundation of basic skills needed for additional studies in Adult High School (AHS) or High School Equivalency (HSE) and transition into post-secondary education. The curriculum explores ways to enhance job performance, self-esteem, critical thinking and life skills. ABE is divided into four-week modules in reading, academic vocabulary, and math which allow students to target specific academic areas in a limited amount of time.

- **Adult High School** (AHS) diploma program allows students to earn an AHS diploma by completing 15 core courses, five electives, and a Career Readiness Certification (CRC). A minimum of 10 credits must be transferred from a public or private high school. Graduates may participate in WCC's graduation ceremony where the College, in conjunction with the Local Education Agency (LEA), awards the diploma.

- The **High School Equivalency** (HSE) diploma is earned by completing a series of tests in Language Arts, Social Studies, Science and Math. The tests are closely matched with the core curriculum at a 12.9 grade level and are regularly revised to measure career and college readiness for employers and colleges.

- The **English as a Second Language** (ESL) curriculum, as part of Basic Skills, is competency based and provides individualized and group instruction for adults with limited English proficiency to acquire skills in listening, speaking, reading, writing, and comprehending the English language.

Occupational Extension (OE) provides tailored education and training to enhance skills for lifelong learners. OE Programs are the cornerstone of outreach to the College's service area, providing workforce development training in support of the mission. Examples of Wayne Community College's Occupational Extension courses are provided.

- **Human Resource Development (HRD)**
- **Allied Health** - including Medical Billing and Coding; Health Unit Secretary; Medication Aide; and Nurse Aide.
- **Applied Technology** – including Plumbing; Welding; HVAC; Certified Production Technician; and Electrical Wiring.
- **Public Safety** - including Emergency Medical Technician; Fire Service Training; and Detention Officer Certification.
- **Special Programs** – including certification/licensure in Auto Safety Inspection and Renewal; EPA Refrigerant Recovery; ed2go Distance Learning; Notary Public; On-Board Diagnostic Emission Control; OSHA Industrial Control; and Real Estate Licensing.

Human Resource Development (HRD) - The purpose of HRD courses is to educate and train people for success in the workplace by providing skill assessment services and employability skills training to unemployed or underemployed adults. In support of the College's mission, these courses extend outreach efforts by offering introductory courses at no cost to qualified individuals. Course examples include Interview, Resume, and Application (IRA); Pathways to Careers in Manufacturing; and Employability Skills for the Workplace (Soft Skills).

Community Service Programs provide outreach by offering courses that enhance cultural, civic, and intellectual growth in conjunction

with the College mission. Courses are offered on a self-supporting basis, meaning that student registration fees pay for the cost of the instructor and materials necessary to teach the course. **Examples of community service offerings** are: Defensive Driving; American Sign Language; Golf; Line Dance; Painting; Sewing; Spanish; Small Engine Repair; Interior Decorating; and Introduction to Computers.

The **Workforce Investment Act (WIA)** is a federally funded program that supports the College's mission by providing training services through the North Carolina Works Career Center for youth, adult, and/or dislocated workers. The WIA Adult Program provides core and intensive training services to individuals age 18 and older who are at or below the level of self-sufficiency. Eligibility is based upon household income. Services include financial assistance with tuition, books, and related educational expenses.

The **Workforce Investment Act (WIA) Dislocated Worker Program** serves individuals who have lost their jobs due to layoffs, downsizing, or business closure. Available services include financial assistance with tuition, books, and related educational expenses. Goals of the WIA Dislocated Worker program are to assist individuals with job attainment, job retention, and the opportunity to increase wage earnings.

Wayne Business and Industry Center

An important service area at Wayne Community College is its Wayne Business and Industry Center (WBIC), a comprehensive community resource for business and employer training services in Wayne County. Overseen by an Executive Director who reports to the President, the WBIC houses the Small Business Center (SBC), North Carolina Military Business Center, Customized Training Program, and Wayne Occupational Readiness Keys for Success (WORKS) Initiative.

- The **Small Business Center's** **(SBC)** purpose is to increase the success and number of viable small businesses in North Carolina by providing high quality, readily accessible assistance to prospective and existing small business owners and their employees. The SBC staff offers counseling and education for prospective entrepreneurs, as well as provides relevant workshops and seminars which are free to the public and include such topics as: How to Write a Business Plan; Introduction to Grant Writing; Business Basics; and Credit 101. This service supports the education and training components of the mission and reinforces the North Carolina Community College System's mission to support economic development through services to business and industry. In the 2013-2014 program year, 127 individuals received counseling services through the Small Business Center and 572 individuals attended 49 seminars and workshops.

- Wayne Community College is home to a local office of the **North Carolina Military Business Center (MBC)**, which identifies and matches local businesses with current local military and federal business opportunities. This collaborative effort between North Carolina businesses and the North Carolina Community College System Office leverages military and other federal businesses to help expand the economy, grow jobs, and improve the quality of life in North Carolina. Primary markets include products and services such as training, which supports the College mission, Information Technology, landscaping, food, medical, etc. The Wayne Business & Industry Center / NC Military Business Center serves ten counties in eastern North Carolina. In 2013, the MBC served 378 clients. From January to June, 2014, the MBC served 129 clients in its local office.

- The **Customized Training Program** at WCC supports the mission of the College, providing education, training, and support services for new, expanding, and existing business and industry in Wayne County. The goal is to foster and support job growth, technology investment, and productivity enhancement that enable employers to maintain a competitive workforce by matching training investments with capital investments. Services range from job profiling, pre-employment training, and assessment, to post-hire technical and critical soft skills training. Examples include: Occupational Safety and Health (emergency action plans, bloodborne pathogens, personal protective equipment, forklift training, and first aid / CPR); Leadership and Interpersonal Skills (communication skills, problem solving, train-the-trainer); Continuous Improvement (Lean Six Sigma, Statistical Process Control, Root Cause Resolution); Maintenance (Programmable Logic Controllers, AC/DC Variable Control Drives, Hydraulics); and other topics such as blueprint reading, math for measurement, and MasterCam. In 2013-2014, 195 individuals from 27 companies were served through the Customized Training Program. From January to June 2014, the Customized Training Program served 82 individuals through 19 companies.

- **Wayne Occupational Readiness Keys for Success (WORKS)** is a workforce and economic development initiative unique to Wayne County. It is a partnership between Wayne Community College, Wayne County Public Schools, local government, and economic development, and is housed on the WCC campus. WCC provides overall leadership for this initiative. The mission of WORKS is to develop and market a skilled workforce for Wayne County to attract and retain jobs, leading to a better quality of life for citizens. WORKS offers Career Readiness Certification (CRC) testing, job profiling, and employability-soft skills training. The Career Readiness Certification (CRC) helps to ensure a community workforce that is prepared for the jobs of the future as well as for the jobs that sustain the current economic base. The CRC is a recognizable skills credential that facilitates job placement, retention, and advancement. The total number of CRC's earned in Wayne County since the project's 2008 inception is 14,403. This equates to 25% of the county's workforce. As a result of the CRC's earned and the strong community partnership, Wayne County was recognized as the state's first Certified Work Ready Community in 2013.

Accountability

The North Carolina State Board of Community Colleges requires each of the 58 community colleges to have an Accountability and Credibility Policy for all continuing education programs. The Internal Audit Accountability and Credibility Plan ensures that continuing education courses offered by the colleges are regularly audited and evaluated and include administrative procedures to guarantee the proper use of public funds. The audit includes class visits, student membership verification, instructor verification / compensation,

institutional approval process for conducting continuing education classes, and institutional responsibility for accuracy in reporting practices. Wayne Community College revised its **Internal Audit Accountability and Credibility Plan** in November 2013. The President provides the WCC Board of Trustees an update on the College's accountability process at the end of each semester, as evidenced by board minutes (**February 2014**, **May 2014**, **September 2014**).

In 2013, the North Carolina Community College System added Basic Skills Student Progress and GED Diploma Passing Rate to its annual **Performance Measures for Student Success**. This annual performance report is based on data compiled for the previous year and serves to inform colleges and the public on the performance of the 58 North Carolina Community College System colleges. Of the eight North Carolina Community College System performance measures, two relate to Basic Skills. Table 3 shows how WCC's Basic Skills and High School Equivalency programs performed in the 2013 and 2014 performance time frame.

Table 3: Performance Measures

	Basic Skills Student Progress		GED Diploma Passing Rate	
	2013	2014	2013	2014
Wayne Community College	**66.5%**	**69.8%**	**71.9%**	**74.0%**
System Goal	**51.2%**	**51.2%**	**82.0%**	**82.0%**
System Baseline	**20.6%**	**20.6%**	**49.3%**	**49.3%**
Average College Percentage	**41.0%**	**41.3%**	**71.1%**	**73.6%**

Source: North Carolina Community College System 2014 Performance Measures

WCC Basic Skills students' progress increased 3.3% from 2013 - 2014 and exceeded the System's baseline of 20.6% and the average college percentage within the System. Although WCC's GED Diploma passing increased slightly (2.1%) in 2014, the College did not meet the System's goal of 82%. However, WCC's percentage passing rate was slightly higher than the average of the other 57 institutions (73.6%).

To ensure program quality, all continuing education courses and instructors are evaluated by students who state their satisfaction with the instruction and the degree to which course objectives are met. Evidence of this evaluation process is shown in **continuing education course and instructor evaluation summaries**.

Wayne Community College is in compliance with Comprehensive Standard 3.4.2. The institution's continuing education, outreach, and service programs offer a variety of education and training opportunities that are consistent with the College's mission.

Sources

- Allied Health Advisory Committee Meeting Minutes, September 2014
- Board of Trustee Meeting Minutes, February 2014
- Board of Trustee Meeting Minutes, May 2014
- Board of Trustee Meeting Minutes, September 2014
- College Procedures Manual (01-0303) - Curriculum and Continuing Education Advisory Committees
- Continuing Education Schedule of Courses - Fall 2014 (Applied Tech)
- Continuing Education Schedule of Courses - Spring 2014 (Special Programs)
- Continuing Education Schedule of Courses, Fall 2014 (HRD)
- Continuing Education Schedule of Courses, Fall 2014 (Public Safety)
- Continuing Education Schedule of Courses, Spring 2014 (Allied Health)
- Continuing Education Schedule of Courses, Spring 2014 (Community Service)
- Continuing Education Schedule of Courses, Summer 2014 (Small Business Center)
- Continuing Education Services Course Summary
- Customized Training Program Brochure
- Emergency Medical Services Advisory Board Committee Meeting Minutes, Spring 2014
- Emergency Medical Services Advisory Committee Meeting Minutes, Fall 2014
- Fire Advisory Board Committee Meeting Minutes, Fall 2013
- Fire Services Advisory Committee, Spring 2013
- Firefighters Association Training Committee Meeting Minutes, Summer 2014
- Internal Audit Accountability and Credibility Plan
- Law Enforcement Advisory Meeting Minutes, Fall 2013
- Law Enforcement Advisory Meeting Minutes, Spring 2014
- NC General Statute (115D-1) General Provisions for State Administration - Statement of Purpose
- NCCCS Performance Measures Report (2013)
- State Board of CC Code (1D SBCCC 300.3) - Program Classification

- State Board of CC Code (1D SBCCC 300.96) - Continuing Education Program Management
- Wayne Community College Organizational Chart - Continuing Education
- WORKS Advisory Board Meeting Minutes, Fall 2013
- WORKS Advisory Board Meeting Minutes, Spring 2013
- WORKS Advisory Board Meeting Minutes, Spring 2014
- WORKS Update 2014

3.4.3

Educational Programs: All:Admission policies

The institution publishes admissions policies consistent with its mission.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution publishes admission policies that are consistent with its mission

Wayne Community College (WCC) publishes and adheres to admissions policies that are consistent with the following mission: Wayne Community College is a learning centered, public, associate degree granting institution with an open door admissions policy. Wayne Community College is located in Goldsboro, North Carolina and is part of the North Carolina Community College System. Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves. The College's mission statement is published in the **General Catalog and Student Handbook**, in print and online, the **Curriculum Schedule of Courses**, on the College's **website**, and in **marketing brochures**.

In accordance with State Board of Community Colleges Code **1D SBCC 400.2** and the Wayne Community College Board of Trustees policy **01-25**. Wayne Community College subscribes to an "open door" college admission policy. As described in **College Procedures Manual 05-0101**, the College admits all applicants who are high school graduates or equivalent or at least eighteen years of age. Wayne Community College serves all persons in the communities it serves who desire education, job training, or cultural enrichment regardless of race, color, sex, creed, national origin, age, or disability.

A safety exception to the open door admissions policy has been set forth by State Board of Community Colleges Code **1D SBCCC 400.2 (e) and (f)** for the purpose of giving "North Carolina community colleges the ability to provide a method of protection to their campuses from safety threats by applicants while simultaneously protecting the integrity of the 'open door' admissions philosophy". Wayne Community College has incorporated the State Board Code safety exception in the Board of Trustees Policy (**01-26**) and in the College Procedures Manual **05-0102**.

In addition, the College concurrently admits actively enrolled high school students in accordance with State Board of Community Colleges Code **1D SBCCC 200.95** for the purpose of enrichment and learning beyond levels available within local high schools. This **Career & College Promise** dual enrollment program provides educational opportunities for eligible North Carolina high school students to accelerate the completion of college pathways leading to college transfer or provide entry-level job skills.

The institution publishes admissions policies

Admission information is available on the College website's **Admissions page** and the College's **Distance Education website**, where links are provided to online applications, placement test information, and student support services. Because it is published in multiple formats, the College's admission policies are available to potential traditional and distance learning students.

Admission to the College's curriculum programs is a six-step **admissions process** which is outlined on the College's website. In addition, the "**Are You Ready to Register**?" checklist helps guide students through this process. Students complete the admission process by:

1. Completing an Application for Admission, which is available both in print and online;
2. Applying for Financial Aid and scholarships by completing an online Free Application for Federal Student Aid (FAFSA) (http://www.fafsa.ed.gov/) which can be accessed from the College's Financial Aid website;
3. Requesting official copies of high school and college transcripts to be forwarded to the Admissions and Records Office;
4. Registering for math, reading, English, and/or computer placement testing, if needed;
5. Completing an admission counseling session to review placement scores, review/complete the Student Admissions Package, and be assigned a program advisor with whom the student will register for classes; and
6. Attending a New Student Orientation session which is available face-to-face or online for both traditional and distance education students.

While admission to the College is "open door" for most curriculum programs, entrance to limited admission programs is not guaranteed. All students have the opportunity to meet minimum requirements to enter these space-limited programs. Students interested in limited admission programs are referred to information packets that include the published admission policies for each specific program. Wayne Community College's limited admission programs are **Associate Degree Nursing**, **Practical Nursing**, **Dental Assisting**, **Dental Hygiene**, **Medical Assisting**, **Medical Laboratory Technology**, **Pharmacy Technology**, **Phlebotomy**, and **Basic Law Enforcement Training** as designated on the **Application for Admission** in the **General Catalog and Student Handbook**, and on the College's **website**.

Wayne Community College publishes admission policies consistent with the College's mission and is, therefore, in compliance with Comprehensive Standard 3.4.3.

Sources

- Admissions - website
- Admissions Process
- Application for Admission
- Board of Trustees Policy (01-25) - Admission to College
- Board of Trustees Policy (01-26) - Open Admissions Safety Exception
- Career and College Promise Booklet
- College Procedures Manual (05-0101) - Admitting Curriculum Students
- College Procedures Manual (05-0102) - Open Admissions Safety Exception
- College Transfer Program Brochure
- Curriculum Schedule of Courses - Mission Statement
- Distance Education - website
- General Catalog and Student Handbook - Limited Admissions
- General Catalog and Student Handbook - Mission, Values, and Goals
- Limited Admissions Packet - Associate Degree Nursing
- Limited Admissions Packet - BLET
- Limited Admissions Packet - Dental Assisting
- Limited Admissions Packet - Dental Hygiene
- Limited Admissions Packet - Medical Assisting
- Limited Admissions Packet - Medical Laboratory Technology
- Limited Admissions Packet - Pharmacy Technology
- Limited Admissions Packet - Phlebotomy
- Limited Admissions Packet - Practical Nursing
- Mission Statement - website
- Ready to Register Checklist
- State Board of CC Code (1D SBCCC 200.95) - Education Services for Minors
- State Board of CC Code (1D SBCCC 400.2) - Safety Exception
- State Board of CC Code (1D SBCCC 400.2) - Admission to Colleges

3.4.4

Educational Programs: All: Acceptance of academic credit

The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. (*See the Commission policy "Collaborative Academic Arrangements: Policy and Procedures.")* (**Note:** *Although not listed as a reference in the Principles of Accreditation, see also the Commission policy "The Quality and Integrity of Undergraduate Degrees.")*

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, Advanced Placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript.

Wayne Community College (WCC) publishes academic policies concerning the awarding of credit for degree programs offered by the institution. These academic policies are consistent with the **mission** of the institution.

Semester Hours

Academic credit awarded for courses is controlled through the North Carolina Community College System **Combined Course Library**. The amount of credit, the level of credit, and the distribution of credit are published for all courses as part of the Combined Course Library. The amount of credit hours awarded is determined by North Carolina **State Board of Community Colleges Code** and defines one semester hour of credit for each:

- 16 hours of classroom instruction
- 32 hours of experiential laboratory work
- 48 hours of faculty-directed laboratory work
- 48 hours of clinical practice in health programs
- 160 hours of work experience

This information is published in the **College Procedures Manual (05-0104)** and in the Wayne Community College **General Catalog and Student Handbook**, available in print and online.

Transfer of Credits

Wayne Community College's policy for **accepting transfer credit** is published in print and online in the General Catalog and Student Handbook. As stated in the policy, "Educational work taken at a regionally accredited institution in which a grade of "C" or better was earned may be accepted in transfer." An example of the transfer credit process is provided, including receipt of **external transcript** and **awarding of transfer credit** on the Wayne Community College transcript.

Course work Completed at Non-Accredited Institutions

Course work completed at institutions that are not regionally accredited is not accepted for transfer credit. Students may challenge these non-approved courses by utilizing Credit by Examination.

Credit by Examination

Wayne Community College's policy on **Credit by Examination**, as published in the General Catalog and Student Handbook, states that "Credit by examination may be allowed for a given course if a regularly enrolled student can demonstrate the required level of proficiency ("C" or better) as a result of independent study and experience. Credit will be based on a departmental examination under the direction of the department chair in which the course is offered." An example of the Credit by Examination process is provided, including **Application for Credit by Exam** indicating advisor and department chair approval for the student to take the examination, **Credit by Exam Approval** from the department chair indicating successful completion of the examination, and **awarding of credit** for the course on the Wayne Community College transcript.

Experiential Learning

Wayne Community College offers students the opportunity to integrate their classroom studies with practical experience in their programs of study through the **Work-Based Learning Program** (WBL). Nineteen of the College's associate degree programs offer mandatory or elective work-based learning in their programs of study. Students must meet eligibility requirements and follow application and registration procedures outlined in the **General Catalog and Student Handbook**. Students who successfully complete WBL courses are awarded one credit hour for 160 hours and two credit hours for 320 hours worked. An example of the WBL process is provided with the **awarding of WBL course credit** on the Wayne Community College transcript.

Advanced Placement (AP)

For Advanced Placement tests administered by the College Board, the College awards credit using the **AP (Advanced Placement) Credit Chart** which is based on College Board recommendations. An example of the Advanced Placement credit process is provided, including **AP scores** and **awarding of credit** on the Wayne Community College transcript.

Professional Certificates

Emergency Management credits may be awarded based upon faculty recommendations following review of documentation from agencies such as FEMA, Department of Defense, and Office of the State Fire Marshal. An example of professional certification credit is provided, including the **EPT Advanced Standing Credit Evaluation Form** with faculty advisor and division chair approval, **professional certifications**, and **awarding of credit** on the Wayne Community College transcript.

High School Articulation

Students entering WCC from North Carolina public high schools may be awarded articulated credit as provided in the **state agreement**. In addition, the College and the Wayne County public school system have their own **local agreement**. An example of High School Articulation credit is provided, including the **high school transcript** indicating appropriate coursework and test score and **awarding of credit** on the Wayne Community College transcript.

College Level Examination Program (CLEP)

The College awards credit for appropriate scores on the CLEP General Examination and CLEP subject examinations. The **CLEP Chart**, based on American Council on Education recommendations, is used as the standard for determining credit. An example of the CLEP credit process is provided, including **CLEP scores** and **awarding of credit** on the Wayne Community College transcript.

Military Training

Because of its proximity to Seymour Johnson Air Force Base, WCC is an institutional member of Servicemen's Opportunity Colleges (SOC). As a member of this group, the College uses **SOC guidelines** to award appropriate credit for military service. An example of the Military Training credit process is provided, including a **Community College of the Air Force transcript** showing completion of Basic Training and **awarding of physical education credit** on the Wayne Community College transcript.

Transfer/Articulation Agreement

Wayne Community College participates in the **Comprehensive Articulation Agreement** between the University of North Carolina System and the North Carolina Community College System. This statewide agreement defines the general education transfer core, which includes course descriptions, prerequisite requirements, credit hours, and curriculum standards.

The institution ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs and assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript

In evaluating whether course work and learning outcomes from other institutions, from experiential learning, or from articulation agreements are consistent with college-level expectations, WCC uses its own courses and learning outcomes as a gauge. All WCC courses have demonstrated their achievement of college-level standards by meeting guidelines established by the North Carolina Community College System **Curriculum Review Committee**. This statewide committee evaluates new course approvals, course revisions, course reclassifications, and student learning outcomes for all courses contained in the Combined Course Library.

The **Combined Course Library**, a curriculum standards repository for the North Carolina Community College System, serves as a tool for course standardization across the state. New courses, course terminations, and course revisions are updated in the CCL after approval by the Curriculum Review Committee.

The institution ensures that course work and learning outcomes are at the collegiate level by requiring that educational work completed outside of the North Carolina Community System be taken at regionally accredited institutions as verified on the **U.S. Department of Education's Database of Accredited Postsecondary Institutions and Programs**. To be accepted for transfer, the student must have earned a grade of "C" or better. If there is any question about the acceptability of the course, the course description and content are reviewed by the appropriate faculty department chair before transfer credit can be awarded. An example of **faculty evaluation and approval of transfer credit** is provided.

Wayne Community College publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, Advanced Placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. Therefore, Wayne Community College is in compliance with Comprehensive Standard 3.4.4.

Sources

- Advanced Placement Credit Chart
- Advanced Placement Scores

- Advanced Placement Transcript - Credit Awarded
- CLEP - Transcript - Credit Awarded
- CLEP Credit Chart
- CLEP Scores
- College Procedures Manual (05-0104) - Definition of Credit Hours
- Combined Course Library
- Comprehensive Articulation Agreement
- Credit by Examination - Application
- Credit by Examination - Approval
- Credit By Examination - Transcript - Credit Awarded
- Curriculum Review Committee - Reference Manual
- General Catalog and Student Handbook - Credit by Examination
- General Catalog and Student Handbook - Credit Hour
- General Catalog and Student Handbook - Transfer of Credits
- High School Articulation - High School Transcript
- High School Articulation - Local Agreement
- High School Articulation - State Agreement
- High School Articulation - Transcript - Credits Awarded
- Military Training - CCAF Transcript
- Military Training - Servicemembers Opportunity Colleges Consortium - Guidelines
- Military Transcript - Transcript - Awarding of CCAF Credit
- Mission Statement and Goals
- Professional Certificates - EPT Advanced Standing - Transcript - Credit Awarded
- Professional Certificates - EPT Advanced Standing Credit Evaluation Form
- Professional Certifications
- State Board of CC Code (1G SBCCC 100.1) - Definition Credit Hours
- Transfer Credit - Faculty Approval
- Transfer of Credits - External Transcript
- Transfer of Credits - Transcript - Credits Awarded
- U.S. Department of Education - Database of Accredited Post-secondary Institutions
- Work-Based Learning - Application and Registration Procedures
- Work-Based Learning - Transcript - Credit Awarded
- Work-Based Learning Program

3.4.5

Educational Programs: All:Academic policies

The institution publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution publishes academic policies that adhere to principles of good educational practice

Wayne Community College (WCC) publishes academic policies that adhere to the principles of good academic practice and are consistent with the College's **mission**. Academic policies are developed in accordance with the rules and regulations set forth by the North Carolina Community College System, the U.S. Department of Education, professional memberships and affiliations, and external accrediting agencies.

Academic Policy Development and Approval

As outlined in the **College Procedures Manual (00-0004)**,

> "Recommendations for new, revised or the deletion of a college procedure shall be presented to the **President's Council** by the administrator responsible for the procedures volume. The President's Council has the authority to accept, deny, or revise the recommended procedure.
>
> Upon final approval by the Council, the responsible administrator will send the new, revised, or deleted procedure to the Human Resources Director who is responsible for the electronic dissemination of the procedure to all College personnel. In addition, the online version of the College Procedures Manual will reflect the change.
>
> A complete review of the College Procedures Manual will occur every five years. However, recommendations for procedure changes may occur at any time deemed necessary."

An example of an academic policy change is provided as evidence.

- Associate Vice President of Academic and Student Services presented **College Procedures Manual 05-0208 - Student Requirements for Graduation** with suggested changes to faculty division chairs
- Associate Vice President of Academic and Student Services presented College Procedures Manual (CPM 05-0208 - Requirements for Graduation) with revisions to President's Council for approval
- President's Council approved suggested changes as noted in the **minutes**
- Human Resources Director sent the revised CPM to all College personnel via email and **published** the revised College Procedure Manual item on the College's internal website
- Changes were made to the Requirements for Graduation section of the **General Catalog and Student Handbook**

Academic policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution

The College publishes its academic policies in the College Procedures Manual (CPM) and the General Catalog and Student Handbook, available in print and online.

The CPM is reviewed and revised according to a process and timetable delineated in **College Procedures Manual 00-0004 - Review and Approval of College Procedures**. The CPM is available to College personnel via the **internal website**.

The General Catalog and Student Handbook is reviewed and updated annually and is available in print and online. The review process, as outlined in **College Procedures Manual 08-0105 - Publication Guidelines**, ensures accurate representation of the programs and services of the College. Print copies are published and distributed to faculty and staff prior to the beginning of each academic year. Print copies are distributed to students during new student orientation and advising sessions and are also available in Student Services. Students, faculty, staff, and all other interested parties have access to the General Catalog and Student Handbook online via the College's **website**.

Wayne Community College publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution. Therefore, Wayne Community College is in compliance with Comprehensive Standard 3.4.5.

Sources

College Procedures Manual (00-0004) - Review and Approval of College Procedures

- College Procedures Manual (01-0201) - President's Council
- College Procedures Manual (05-0208) - Student Requirements for Graduation
- College Procedures Manual (05-0208) - Student Requirements for Graduation
- College Procedures Manual (08-0105) - Publication Guidelines
- General Catalog and Student Handbook - Graduation Requirements
- Internal Website - College Procedures Manual - Access
- Mission Statement and Goals
- President's Council Meeting Minutes - May 2014
- Website - General Catalog and Student Handbook - Access

3.4.6

Educational Programs: All: Practices for awarding credit

The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses regardless of format or mode of delivery

Academic credit awarded for courses is controlled through the North Carolina Community College System **Combined Course Library**. The amount of credit, the level of credit, and the distribution of credit are published for all courses, regardless of format or mode of delivery, as part of the Combined Course Library. The amount of credit hours awarded is determined by North Carolina **State Board of Community Colleges Code (1G SBCCC 100.1 - Credit Hours)** and defines one semester hour of credit for each:

- 16 hours of classroom instruction
- 32 hours of experiential laboratory work
- 48 hours of faculty-directed laboratory work
- 48 hours of clinical practice in health programs
- 160 hours of work experience

This information is published in the **College Procedures Manual (05-0104)** and in the Wayne Community College **General Catalog and Student Handbook**, available in print and online.

At the state level, the **North Carolina Community College System Curriculum Review Committee** is responsible for approving course additions, revising existing courses, or modifying course-defined student learning outcomes.

At the local level, Wayne Community College faculty make recommendations for course and program changes through the College's **Curriculum Committee**. As an example of this process, in Fall 2014 the Department Chair of Business and Accounting proposed deleting MAT 115 - Mathematical Models and adding MAT 143 - Quantitative Literacy to the Accounting program by submitting a Wayne Community College **Curriculum Change Request Form** to the Curriculum Committee. With the committee's approval, as noted on the form, the request was sent to the North Carolina Community College System Office for state-level **approval**.

Wayne Community College offers four week, eight week, ten week, and 16 week courses delivered face-to-face, online, hybrid, and web-assisted as described in the **Curriculum Schedule of Courses**. A standard **syllabus template** is used for all curriculum courses regardless of delivery method or type of course. The College does not indicate the mode of delivery on **transcripts** nor is a distinction made in the amount of credit awarded by mode of delivery.

Wayne Community College employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery, and is therefore in compliance with Comprehensive Standard 3.4.6.

Sources

- College Procedures Manual (01-0301) - Purpose, Authority, and Membership of Standing Committees
- College Procedures Manual (05-0104) - Definition of Credit Hours
- Curriculum Change Request Form
- Curriculum Schedule of Courses - Instructional Methods
- General Catalog and Student Handbook - Credit Hour
- NCCCS - Approval
- NCCCS - Curriculum Review Committee Procedures
- NCCCS Combined Course Library
- State Board of CC Code (1G SBCCC 100.1) - Definition Credit Hours
- Syllabus Template
- Transcript

3.4.7

Educational Programs: All:Consortial relationships/contractual agreements

The institution ensures the quality of educational programs/courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the *Principles*, and periodically evaluates the consortial relationship and/or agreement against the mission of the institution. (*See the Commission policy "Collaborative Academic Arrangements.")*

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution ensures the quality of educational programs/courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the *Principles*, and periodically evaluates the consortial relationship and/or agreement against the mission of the institution.

Wayne Community College (WCC) participates in two collaborative agreements (Level III Instructional Service Agreement as outlined in the **North Carolina Community College Curriculum Procedures Reference Manual Section 6**) with Pitt Community College (PCC), another member of the North Carolina Community College System. Students take general education courses at WCC that transfer to PCC where the associate degrees in Biotechnology and Healthcare Management Technology are awarded. The Instructional Service Agreements for **Biotechnology** and **Healthcare Management Technology** are provided. Biotechnology was more recently updated in Fall 2014 due to changes in the terms of the agreement. Meeting minutes of the most recent communication regarding these agreements are provided (**Biotechnology**, **Healthcare Management Technology**).

Wayne Community College maintains the quality of all courses and programs offered through consortium arrangements. The Instructional Services Agreements are initially approved by the North Carolina Community College System and are reviewed annually by participating colleges. Courses offered by WCC are monitored by department chairs who are responsible for ensuring quality and curriculum integrity based upon the standards held by the College. Qualified and experienced faculty members teach all courses. Pitt Community College is also accredited by the Southern Association of Colleges Commission on Colleges (SACSCOC).

It should be noted that Wayne Community College does not participate in consortial relationship or contract agreements with any institutions in which a joint degree or a dual degree is awarded. Therefore, Wayne Community College is in compliance with Comprehensive Standard 3.4.7.

Sources

- Biotechnology - Meeting Minutes
- Healthcare Management Technology - Meeting Minutes
- ISA Biotechnology Wayne Community College Pitt Community College
- ISA Healthcare Management Technology Wayne Community College Pitt Community College
- NCCCS - Curriculum Procedures Reference Manual Section 6 - Instructional Service Agreement

3.4.8

Educational Programs: All: Noncredit to credit

The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution awards credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience

Wayne Community College follows established procedures to ensure that academic integrity is maintained when awarding credit for course work taken on a noncredit basis. Academic credit is awarded only when there is sufficient documentation to demonstrate that a student has achieved all outcomes for a specific course in a program of study. WCC does not currently accept continuing education units (CEUs) for curriculum credit. However, there are other opportunities for students to convert appropriate knowledge and experience to curriculum credit.

Credit by Examination

Students may request a Credit by Examination in an effort to receive credit for knowledge gained through noncredit coursework or experience. Wayne Community College's policy on **Credit by Examination**, as published in the General Catalog and Student Handbook, states that "Credit by examination may be allowed for a given course if a regularly enrolled student can demonstrate the required level of proficiency ("C" or better) as a result of independent study and experience. Credit will be based on a departmental examination under the direction of the department chair in which the course is offered." An example of the Credit by Examination process is provided, including **Application for Credit by Exam** indicating advisor and department chair approval for the student to take the examination, **credit by exam approval** from the department chair indicating successful completion of the examination, and **awarding of credit** for the course on the Wayne Community College transcript.

Advanced Placement (AP)

For Advanced Placement tests administered by the College Board, the College awards credit using the **AP (Advanced Placement) Credit Chart** which is based on College Board recommendations. An example of the Advanced Placement credit process is provided, including **AP scores** and **awarding of credit** on the Wayne Community College transcript.

College Level Examination Program (CLEP)

The College awards credit for appropriate scores on the CLEP General Examination and CLEP subject examinations. The **CLEP Chart**, based on American Council on Education recommendations, is used as the standard for determining credit. An example of the CLEP credit process is provided, including **CLEP scores** and **awarding of credit** on the Wayne Community College transcript.

Professional Certificates

Emergency Management credits may be awarded based upon faculty recommendations following review of documentation from agencies such as FEMA, Department of Defense, and Office of the State Fire Marshal. An example of professional certification credit is provided, including the **EPT Advanced Standing Credit Evaluation Form** with faculty advisor and division chair approval, **professional certifications**, and **awarding of credit** on the WCC transcript.

High School Articulation

Students entering WCC from North Carolina public high schools may be awarded articulated credit as provided in the **state agreement**. In addition, the College and the Wayne County school system have their own **local agreement**. An example of High School Articulation credit is provided, including the **high school transcript** indicating appropriate coursework and test score and **awarding of credit** on the Wayne Community College transcript.

Military Training

Because of its proximity to Seymour Johnson Air Force Base, WCC is an institutional member of Servicemembers Opportunity Colleges Consortium (SOC). As a member of this group, the College uses **SOC guidelines** to award appropriate credit for military service. An example of the Military Training credit process is provided, including a **Community College of the Air Force transcript** showing completion of Basic Training and **awarding of physical education credit** on the Wayne Community College transcript.

Wayne Community College awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience. Therefore, Wayne Community College is in compliance with Comprehensive Standard 3.4.8.

Sources

- Advanced Placement Credit Chart
- Advanced Placement Scores
- Advanced Placement Transcript - Credit Awarded
- CLEP - Transcript - Credit Awarded
- CLEP Credit Chart
- CLEP Scores
- Credit by Examination - Application
- Credit by Examination - Approval
- Credit By Examination - Transcript - Credit Awarded
- General Catalog and Student Handbook - Credit by Examination
- High School Articulation - High School Transcript
- High School Articulation - Local Agreement
- High School Articulation - State Agreement
- High School Articulation - Transcript - Credits Awarded
- Military Training - CCAF Transcript
- Military Training - Servicemembers Opportunity Colleges Consortium - Guidelines
- Military Training - Transcript - Awarding of CCAF Credit
- Professional Certificates - EPT Advanced Standing - Transcript - Credit Awarded
- Professional Certificates - EPT Advanced Standing Credit Evaluation Form
- Professional Certifications

3.4.9

Educational Programs: All:Academic support services

The institution provides appropriate academic support services.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution provides appropriate academic support services

In support of its **mission**, Wayne Community College (WCC) provides a positive learning environment by offering a variety of academic support services. These services assist students with the development of skills necessary for academic achievement, as well as personal and professional development. WCC offers academic support as soon as students enter the College through the Office of Admissions, through Counseling Services and through Placement Assessment. Students are provided appropriate information regarding **admissions**, **steps to apply**, **placement**, **academic programs**, **financial aid**, **career planning**, and a WCC General Catalog and Student Handbook.

The College ensures that it meets the academic and student support needs of its students and faculty through a Service Review process which occur once every three-years, or as needed. Student Satisfaction Surveys (**2013**, **2014**) and Employee Satisfaction Surveys (**2013**, **2014**) indicate that the majority of its respondents strongly agree or agree that the Student Services and Academic Support Services offered at Wayne Community College support their needs.

Academic Support Services

Career Services

Career Services offers guidance to students through a variety of personalized interactions including face-to-face appointments, workshops, and seminars. Self-directed, web-based resources are also utilized to assist students in making informed decisions concerning their education and career paths. Individual assistance and online resources are also available for resume writing, interview strategies, job applications, cover letters, thank-you letters, use of social media in a job search, and the development of a **career portfolio**. Table 1 indicates the frequency of usage by students and community businesses.

Table 1: Career Services Usage

	2011-2012	2012-2013	2013-2014
Students	496	Not Reported	1320
Businesses	82	60	185

Open Computer Lab

The Open Computer Lab is available to all students, faculty, and staff and has 50 networked computers with a scanner, color printer, and three black and white printers. Table 2 indicates the frequency of usage by students.

Table 2: Open Computer Lab Student Usage

Semester	Fall	Spring	Summer
Year			
2012	21,421	18,793	2,567
2013	21,084	19,526	2,514
2014	16,937	16,487	2,182

Counseling Services

Counseling Services assist students, including those with special needs, with academic and career planning. Counselors also assist students with progress toward success with placement testing, helping students deal with academic pressures, adjustment concerns, and other social or individual issues that may arise. Counseling services are available for distance students via email, phone, or Skype. The Counseling Services Table 3 indicates the number of students served by Counseling Services by semester.

Table 3: Counseling Services Student Usage

Counseling Services (Student Served by Semester)	
Fall 2013	2,888
Spring 2014	3,836
Summer 2014	4,891

Counseling Services utilized phone and email to assist distance education students. Admissions interviews, change of major and registration assistance are provided via the telephone and email. Each Counselor has the capability to Skype with a student. Counseling Services also provides access to an online form entitled "Because You Asked" that enables students to ask questions concerning mental

health issues. This online form is limited to mental health issues for WCC students only. Not all questions can be addressed through the online forum, nor is this meant to replace a face to face meeting with a mental health professional. On-campus and off-campus referral sources are made to students as necessary.

Disability Services

Wayne Community College is committed to ensuring that students with disabilities have equal access to and participation in all programs of study. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, students receive reasonable accommodations to ensure equal access to all programs and activities. Services and accommodations for students with disabilities at WCC are coordinated by the **Disabilities Services** Counselor. Table 4 indicates the frequency of usage by students for disability services.

Table 4: Students with Documented Disabilities

	Total students enrolled	Total students with disability	Percentage of students with disability
2011-2012	4,849	252	5.2%
2012-2013	5,091	263	5.2%
2013-2014	5,167	188	3.6%

Academic Skills Center

The **Academic Skills Center** (ASC) is an educational support service available to WCC students and community patrons. The ASC provides an informal environment for students to study with assistance from professional staff and peer tutors. The ASC offers supplementary instruction through a Developmental Math Supplemental Instruction Lab, a Foreign Language Lab, and an Accounting Lab. Students may work in groups or receive one-on-one instruction in subject-specific open labs or use course-related software and worksheets. In addition to assisting students in understanding concepts taught in curriculum courses, the staff also assists students in improving their study skills and in becoming independent learners. Table 5 provides data regarding the number of students that utilize the Academic Skills Center, by semester.

Table 5: Academic Skills Center Usage, 2011-2014

Semester	Number of Students Receiving Peer Tutoring	Number of Hours Spent in Peer Tutoring	Number of Students Attending Academic Skills	Number of Hours Spent in Academic Skills
Fall 2011	172	2110.88	376	3796.40
Spring 2012	135	2082.06	368	4086.14
Fall 2012	118	1443.61	376	4225.35
Spring 2013	82	837.03	313	3371.65
Fall 2013	86	841.15	323	3536.34
Spring 2014	74	557.08	249	2620.66

Writing Center

The **Writing Center** offers individual assistance in the writing process to curriculum students in all programs, both in person and online. The Writing Center is an open lab in which staff members work individually with students on a first-come, first-served basis. The center aims to help students improve their critical thinking and writing skills. Table 6 indicates the student usage in the Writing Center and includes both face-to-face and online services.

Table 6: Writing Center Usage, 2011-2014

Semester	# of Students Utilizing the Writing Center	# of Hours Spent in Writing Center
Fall 2011	179	140.34
Spring 2012	194	371.69
Fall 2012	199	458.54
Spring 2013	152	318.97
Fall 2013	135	376.93
Spring 2014	126	242.60

Online Tutoring

The Academic Skills Center (ASC) offers an **online tutoring service** to all WCC curriculum students. This service uses students' WCC Google accounts and is equivalent to face-to-face tutoring. Tutoring sessions are schedule by appointment and conducted with Google Talk and Hangouts utilizing chat, voice, video, and whiteboard features. Eight students have utilized this resource since it has been offered.

Financial Aid TV

The College provides **Financial Aid TV** to assist students with financial aid information. This easy-to-use technology makes the large body of financial aid information comprehensible and digestible to students through online video. A summary report of the **Financial Aid TV student usage** is provided.

Minority Male Mentoring Program (3MP)

The **Minority Male Mentoring Program (3MP)** is an academic support program that provides academic support and enrichment for minority males. Students are assigned mentors that assist the participants with the many resources available on campus. This program offers focused activities to improve students' college experience. Table 7 indicates the number of Minority Male Program participants by academic year. It should be noted that the number of participants has purposely been reduced in 2013 - 2014 in order to more strategically assist this cohort of students with their grade point averages, graduation targets, and transfer capability.

Table 7: Minority Male Participants

Academic Year	Minority Male Participants
2011-2012	90
2012-2013	86
2013-2014	19

Clyde A. Erwin, Jr. Library

Wayne Community College's **Clyde Erwin, Jr. Library** is located in the Wayne Learning Center and is part of the Community College Libraries in North Carolina (CCLINC) consortium, with a shared online catalog and on campus print collection that includes over 32,000 books and more than 30 print periodical and newspaper subscriptions. Accessible through the WCC Single Search discovery service are nearly 25,000 streaming videos, as well as thousands of electronic books, articles and images from 29 research databases in addition to those subscribed to through NC LIVE, an online consortium of North Carolina libraries that provides digital content and services to public and academic libraries statewide. WCC usage data can be found in the **National Center for Education Statistics - Erwin Library 2012 Report** and the **North Carolina Higher Education Department - Erwin Library 2013 Report**. Additional data is located in Core Requirement 2.9

TurnitIn™

The web resource, TurnItIn™, is available to instructors to support the Colleges' academic honesty policy. Faculty members ask students to submit assignments to this service to ensure proper citation practices and to check for plagiarism. A diagnostic tool is also provided to improve student writing and research. This resource was purchased during fall 2013 and the usage data is provided in Table 8.

Table 8: TurnItIn™ Usage

Semester	Student Usage
Fall 2013	420
Spring 2014	523
Summer 2014	59

College Transfer Advising Center

The **College Transfer Advising Center** offers students pursing the Associate in Arts, Associate in Science, and Associate in General Education degrees a central location to seek academic advising. Table 9 indicates the student usage of the College Transfer Advising Center in 2013 - 2014.

Table 9: College Transfer Advising Center Usage

Semester	Student Usage
Fall 2013	2,823
Spring 2014	1,685
Summer 2014	1,379
Fall 2014	2,053

Educational Support Technologies

Education Support Technologies (EST) offers training on various instructional technologies and software platforms for faculty, staff and students. Training may be one-on-one and/or through group sessions scheduled throughout the year. EST staff assist faculty in using instructional technologies for teaching and learning. EST also maintains the Faculty Resource Center (FRC) that provides a state-of-the-art computer connected to a local network and to the internet. WCC Educational Support Technologies also provides faculty access to other multimedia to include scanners, digital cameras, color printers, and CD-ROM reader/writers. EST also provides training to students on the use of Gmail, Moodle, and WedAdvisor.

HelpDesk for Distance Education and Webadvisor

The **Helpdesk for Distance Education and Webadvisor** provides a 24 hour, 7 days per week contact point for students having issues with either the WCC Learning Management System (Moodle) or the student information portal, **Webadvisor**. WCC staff operates the helpdesk and provides students, faculty, and staff with phone and email contact information for the Distance Education (DE) department staff, hours of operations and location. The Helpdesk answers student questions ranging from locating their online, hybrid, and traditional (web-assisted) courses in Moodle to operational questions such as how to submit an assignment. Faculty contact the Helpdesk for assistance in course design, Moodle operations, and pedagogical recommendations.

WCC provides academic support services for faculty and staff

The College provides faculty and staff academic support services on established policies and procedures; support for instruction, including use of technology; and a wide variety of opportunities for professional development.

New Employee Orientation

New Employee Orientation provides employees with a proper introduction to WCC, what is expected of them and where they fit into the mission and goals of the College. Orientation is designed to equip the employee for maximum performance for the organization and maximum fulfillment for the employee. A **New Employee Orientation agenda** is provided.

Adjunct Instructor Orientation

Adjunct Instructor Orientation is provided to inform adjunct instructors of important administrative topics and provide safety information. An Adjunct Instructor Orientation **agenda** is provided. An **agenda** for the Public Safety Division Adjunct Instructor Meeting is also included.

Professional Development Opportunities

As stated in WCC College Procedures Manual **07-0101** Professional Development Program, WCC recognizes that the professional development of faculty and staff is a critical component of the College goals of increasing student access, improving student success, and ensuring program excellence and institutional quality. The purpose of professional development is to promote personal and professional growth for faculty and staff through continuous campus professional development opportunities. Professional development opportunities are planned programs and events that provide for, and contribute to, the personal and professional growth of Wayne Community College (WCC) employees. The WCC **Professional Development Plan** provides a framework for the development, dissemination, implementation, and evaluation of WCC employees' professional development opportunities. The **Professional Development Log** demonstrates faculty and staff participation in and institutional support of professional development

Distance Education

Distance Education Academic Support for Students

Distance Education (DE) department staff members provide student support by phone, email (WCC DE Help desk or direct email to DE department staff), online and in-person, ensuring that all students have the same level of access to DE support. Department hours and contact information are available online via the **Staff and Contacts page**. Online student support includes technical requirements and skills, study strategies and Moodle familiarization tools. For example, the following tools provide an online orientation for distance students: **What is Distance Education**?, **Is it for Me? Online Learning Readiness Questionnaire**, and **Moodle Student Help and Student Support Information**. The **WCC Moodle Demo Course** provides students with experience accessing and navigating in Moodle, which is WCC's Learning Management System. Using the WCC guest account credentials, upon accessing the demo course, students can take a quiz, post to a discussion forum, and submit an assignment. Recent additions to the Moodle Demo Course include sample units from the Business Department and Simulation and Game Development departments. In the 2.5 years the course has been available, there have been 230 distinct visitors, excluding staff **[Moodle Demo Course Visits].** A **Distance Education Online Course information web page** is provided to give students a chance to preview the course requirements and topics prior to enrollment. The DE Department hosts Moodle Assistance Sessions during the first 2 days of each semester. These walk-in sessions afford students the opportunity for one-on-one or small group familiarization with Moodle operations. DE departmental staff also provides live presentations on WCC Mail, Moodle and Webadvisor to College Success and College Transfer classes.

Distance Education Academic Support for Faculty

The Distance Education department staff members provide faculty support by phone, email, online, and in-person and are located online on the **Staff and Contacts page**. These contact methods ensure all faculty members have access to the same level of support regardless of method of instruction or employment status.

New faculty members receive a **DE welcome message**, informing them of training resources and requirements and DE staff contact information. This welcome message sets the tone for open communication between faculty members and DE staff.
Online resources include administrative assistance and Moodle processes and are located in the **Moodle Faculty Help Web Content** located online.

All full- and part-time faculty must complete specific **Moodle training requirements**. The DE department provides professional development sessions throughout the year (**DE Department Training tally**). Since 2012, the department has hosted 30 sessions on topics ranging from Accessibility to Course Quality with over 1,500 full- and part-time faculty members attending sessions. Topics for training sessions are recommended by faculty and influenced by trends and best practices in distance education.

As indicated by the number of academic services described above, WCC provides appropriate academic support services to students, faculty, and staff and is in compliance with Comprehensive Standard 3.4.9.

Sources

- Academic Programs - (WCC Info Sheet Marketing Access Pack 2014)
- Academic Skills Center
- Adjunct Instructor Evening Convocation Agenda

- Admissions
- Career Services
- Career Services Brochure 2014
- Career Services Portfolio Example
- Clyde Erwin Jr. Library
- College Procedures Manual (07-0101) - Professional Development
- College Transfer
- Counseling
- Disability Services
- Distance Education
- Distance Education - Is it for Me
- Distance Education - What is Distance Ed
- Distance Education Department Training Tally
- Distance Education Online Course Information
- Distance Education Training Letter-Fulltime Faculty
- Education Support Technologies (EST)
- Employee Services Satisfaction Survey Academic and Student Support Services Spring 2013
- Employee Services Satisfaction Survey Academic and Student Support Services Spring 2014
- Erwin Library NCES Stats Comparison Libraries (2012)
- Erwin Library NCHED Stats Comparison Libraries (2013)
- Faculty Moodle Training Requirements
- Financial Aid Brochure - 2014-15
- Financial Aid TV
- Financial Aid TV Usage
- Minority Male Mentoring Program
- Mission Statement
- Moodle and Distance Education Help Desk
- Moodle Demo Course Example
- Moodle Demo Course Visits
- Moodle Faculty Help
- New Employee Orientation
- Online Tutoring
- Placement Test Card - (Marketing Access Pack 2014)
- Professional Development Log (Sample, Applied Technology)
- Public Safety Instructor Meeting Agenda
- Staff and Contacts
- Steps to Apply - (Marketing Access Pack 2014)
- Student Satisfaction Survey Academic and Student Support Services Spring 2013
- Student Satisfaction Survey Academic and Student Support Services Spring 2014
- Wayne Community College Professional Development Plan
- Webadvisor Tutorial
- Writing Center

3.4.10

Educational Programs: All:Responsibility for curriculum

The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Wayne Community College (WCC) places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty. As described in the WCC **faculty job description**, faculty responsibilities include:

- Develop courses and syllabi as assigned, revising as needed.
- Use innovative instructional strategies and new technology appropriate for courses and learners.
- Use methods of evaluation that measure students' attainment of stated competencies; review with students the evaluation of their performance.
- Maintain a safe and orderly instructional environment in class, lab, shop and/or clinical settings.
- Model professional behaviors in the classroom, on the campus, and in the community.
- Assist in the evaluation and acquisition of instructional materials, current technology, audio-visual aids, equipment, textbooks, and library holdings.
- Participate in college, division, and departmental planning processes.

Faculty Responsibility for Content

Program planning is a critical component of WCC's mission to meet the educational, training and cultural needs of the communities it serves. New program development is always in response to local and regional labor market needs and student demand. Faculty are involved at every step of program development and the approval process. All programs have been developed by the WCC faculty and approved through the College and North Carolina Community College System (NCCCS) processes. Each program of study offered at Wayne Community College complies with the North Carolina Community College System's **Curriculum Standards** and is based on fields of study appropriate to higher education and meet the appropriate accrediting requirements. Examples of curriculum standards from the NCCCS website are provided for **Associate in Arts**, **Dental Hygiene**, and **Computer Information Technology**. Faculty members, including department and division chairs of respective academic areas, develop the programs of study for WCC programs based upon the specific North Carolina Community College curriculum standard and follow the curriculum program approval process outlined in the WCC College Procedures Manual (**03-0201**) Curriculum Program Approval. In addition to new programs, program and courses changes are sent to the WCC Curriculum Committee for approval.

According to Wayne Community College Procedures Manual (**01-0301**) Purpose, Membership, and Authority of Standing Committees, the Curriculum Committee **WCC's Curriculum Committee**, composed of faculty from each academic division and staff representing all areas of the campus, reviews and recommends current curriculum program/course changes; reviews and recommends requests for new curriculum programs of study or requests for curriculum deletions; reviews and recommends articulation agreements with secondary and post-secondary institutions; coordinates recommendations from advisory agencies, accrediting or certifying agencies and state offices affecting curricula; reviews, revises and recommends internal procedures/processes associated with curriculum committee functions and/or curriculum program approval.

For new programs and upon recommendation by the Curriculum Committee, the Curriculum Committee of the Board of Trustees reviews the documents and presents the program of study request to the full Board for its approval. After approval by the WCC Board, the program of study is sent to the North Carolina Community College System for its review process.

An example of faculty responsibility for program development is demonstrated in the recent Mechatronics Engineering Technology program application process. The step-wise process is summarized below:

1. The need to develop a Mechatronics Engineering Technology program was discussed at an **Advisory Committee meeting**.
2. The Department Chair for Engineering Technologies (Todd King) informally presented the need to develop a Mechatronics Engineering Technology program to the President and Vice President of Academic and Student Services.
3. Upon administrative support of the new program proposal, the planning process was initiated to include a NCCCS system-wide **program planning notification** with Division Chair (Ernie White) as the contact for WCC.
4. The academic Division Chair (Ernie White) completed the NCCCS new program application process.
5. The draft of the curriculum program application was presented to the President and Vice President of Academic and Student Services for approval and to proceed through the College level approval process.
6. The Division Chair (Ernie White) then submitted a **Curriculum Change Request form** to the Curriculum Committee and **Substantive Change Request form** to the Director of Planning and Research per CPM (**09-0202**) Substantive Change Notification. The Director of Planning and Research (SACSCOC) liaison ensures the appropriate **notification** procedure by SACSCOC prior to implementation.
7. Upon approval at the **Curriculum Committee**, the program application was submitted to the President's Council and WCC Board of Trustees for **approval**.
8. The new **curriculum program application** was submitted to NCCCS for State Board approval.

Additional Curriculum Committee minutes demonstrate faculty responsibility for content, quality and effectiveness for all programs in the curriculum changes that are proposed at every curriculum committee meeting. Curriculum Committee meeting minutes for **January 13, 2014**; **March 10, 2014**; **September 15, 2014**; **October 20, 2014**; and **December 1, 2014** are provided as evidence.

Once the curriculum requirements for each program of study are approved through the College and NCCCS processes, or courses changes are approved by the Curriculum Committee, the faculty are responsible for development of the courses to include courses learning outcomes, course content, instructional strategies, and evaluation methods for the courses.

The curriculum requirements for WCC' educational programs are defined and published annually in the online copy and hard copy of the **WCC General Catalog and Student Handbook** and in individual **degree plans**. Course requirements are specified on **course syllabi**.

Faculty responsibility for the Quality and Effectiveness

Faculty are engaged in evaluation of the quality and effectiveness of curriculum through a multidimensional approach. Faculty serve on advisory committees; define and assess program learning outcomes; complete program reviews; participation in the College's planning process; utilize feedback from student evaluation of instruction for course improvement; participation in improving North Carolina Community College Performance Measures; develop distance education courses and assessment; and participate in state-wide curriculum improvement projects.

Wayne Community College Advisory Committees

Every WCC degree program has an Advisory Committee. Wayne Community College CPM (**01-0303**) Curriculum and Continuing Education Advisory Committees states that advisory committees recommend changes in programs and courses and assists with program review, evaluating program effectiveness and making recommendations for improvement. The advisory committees are comprised of business, industrial, and professional representatives of the respective academic programs. Faculty, students and recent graduates also comprise committee membership. The committee meets at least twice each academic year. WCC department chairs and program directors use suggestions from the advisory committee members to reflect the needs of employers and to respond to advances in the respective program. Advisory Committee meeting minutes for **Mechatronics Engineering Technology** and **Forestry Management Technology** are provided as evidence of advisory committee working with faculty to recommend changes to the academic program.

Program Learning Outcomes

Faculty are engaged in the development and assessment of program learning outcomes as evidence of their responsibility for the content, quality, and effectiveness of the curriculum. Program learning outcomes (PLO) are established and clearly defined in measurable terms (target) by program faculty. As stated in the Strategic Plan for Institutional Effectiveness, PLOs are reviewed every three years as part of the Academic Program Review, or as needed. Program faculty members assess their PLOs through the use of a variety of methods including signature assignments, specific questions of exams, or laboratory skill checks. Each method is assessed with the use of a rubric. The method of assessment for each PLO is described in the program's assessment plan or with the program learning outcomes in Weave Online, Wayne Community College's assessment repository and assessment software.

In addition, Program Learning Outcomes reports from the College's five academic divisions are included in Table 1 to show the process of PLO assessment including action items for the improvement of student learning.

Table1: Program Learning Outcomes Reports

Program Learning Outcomes	2011-2012	2012-2013	2013-2014	2014-2015
Allied Health: Dental Hygiene	**PLO: #3**	**PLO: #5**	**PLO: #4**	PLO: #3 (In Progress)
Applied Technology: Applied Animal Science Technology	**PLO: #2**	**PLO: #4**	**PLO: #3**	PLO: #2 (In Progress)
Arts and Sciences: Associate in Arts	**PLO: #1**	**PLO: #2**	**PLO: #3**	PLO: #1 (In Progress)
Business and Computer Technologies: Office Administration	**PLO: #3**	**PLO: #4**	**PLO: #2**	PLO: #3 (In Progress)
Public Safety: Emergency Preparedness Technology	**PLO: #2**	**PLO: #4**	**PLO: #3**	PLO: #2 (In Progress)

Faculty also develop Program Learning Outcome (PLO) matrices that indicate which courses are used for assessment of both Institutional Learning Outcomes and Program Learning Outcomes. Example matrices are provided for the following programs: **Electronics Engineering Technology**, **Industrial Systems Technology**, and **Sustainability Technology.**

In addition, faculty developed PLOs are included on each course syllabus. Examples from an online **Business course syllabus** and a traditional **Nursing course syllabus** is provided as evidence.

Wayne Community College Assessment Committee

Wayne Community College's Assessment Committee is responsible for overseeing the assessment of program learning outcomes and program outcomes for all curriculum programs. According to the WCC's College Procedure's Manual (CPM) (**01-0301**) Purpose, Authority, and Membership of Standing Committees, the purpose of the Assessment Committee is "to provide direction, leadership, and oversight for the assessment process of student learning outcomes (SLO) at the institutional and program levels." The membership of the Assessment Committee includes faculty and staff from all areas of the College, and is co-chaired by two faculty members. Members of this committee work with program faculty in creating outcomes and assessments, and approve curriculum assessment plans. WCC's Assessment Committee also has the responsibility for assuring that outcomes, assessments, and use of results are documented and archived.

Program Reviews

Faculty are responsible for their respective academic program reviews. Every three years, each academic program undergoes an in-depth, data-driven Academic Program Review, as stated in the Strategic Plan for Institutional Effectiveness **Program Review Guide**. The reviews are conducted by committees co-chaired by the respective department chair or program director and a member of the College's Planning Council. Other program review committee members include faculty members of the academic program and personnel external to the program under review. The program review serves as the strategic plan for the academic program.

To demonstrate faculty involvement in the program review process, the following program reviews are provided.
Dental Assisting
Early Childhood Education
Emergency Management Technology
Human Services Technology

Annual Operational Planning Outcomes (Planning Objectives)

As part of the College's operational planning and evaluation process, academic programs identify areas for improvement, develop objectives and strategies, assess those strategies, and utilize the results for improvement. If a program needs additional resources, above its base budget, to address an identified need, the academic program unit is required to submit a planning objective. Planning objectives include intended outcomes and are tied to one of the four college goals. Faculty are responsible for the development, implementation, and evaluation of planning objectives for their respective programs. In the 2012-2013 planning objective provided from **Engineering and Manufacturing**, faculty recognize that in order to increase the quality and effectiveness of its curriculum, an additive prototype machine is necessary. This machine enables students to design and build componentry in the engineering lab. Similarly, in the 2013-2014 planning objective provided from **Dental Assisting**, faculty recognize that in order to increase the quality and effectiveness of its curriculum, specific clinical equipment is necessary. The requested equipment allows for the students to better meet the needs of patient care. Faculty involvement in the development, implementation, and evaluation of planning objectives to support student learning is evidence of faculty responsibility for the content, quality, and effectiveness of the curriculum.

Faculty Evaluation by Students

Student evaluation of faculty is another mechanism to ascertain quality and effectiveness of curriculum instruction. As part of the faculty evaluation, full-time faculty members are evaluated by students in at least two classes per year. If an instructor teaches both online and seated courses, he/she is evaluated in each modality. Examples of student evaluation of faculty are provided as evidence (Business Faculty **2012**, **2013**, **2014**; English Faculty **2012**, **2013**, **2014**). Supervisors use the data compiled from the student evaluations as part of the faculty performance appraisal process described in Comprehensive Standard 3.7.2. Evaluations for part-time instructors, regardless of modality of instruction, are on a course-by-course basis, conducted by the appropriate department chair, using student evaluations and in-class or online observation processes. Part-time instruction student evaluations are provided as evidence (**Automotive Technology**, **Office Systems Technology**).

Performance Measures

Wayne Community College also evaluates its educational programs through the use of North Carolina Community College System (NCCCS) Performance Measures. Mandated by the North Carolina General Assembly beginning in 1999-2000, these measures are reported annually for all 58 North Carolina community colleges. Each performance measure has a goal set by the NCCCS and determined through the past performance of all North Carolina community colleges. The NCCCS measures of success that assess educational programs are: (1) performance of college transfer students; (2) passing rates for licensure exams; (3) success rates of developmental students in subsequent college-level courses; and (4) curriculum completion rates (**NCCCS 2013 Performance Measure Report Summary**, **NCCCS 2014 Performance Measure Report Summary**).

In 2013-14, Wayne Community College's Planning Council was used to create Performance Measure subcommittees that consist of **faculty** and staff and were tasked to complete the following items:

- Monitor the performance measure
- Recommend strategies to improve WCC performance
- Set institutional benchmarks to include a three-year goal
- Provide progress reports to the Planning Council
- Create action plans, including timelines and responsible persons
- Provide year-end reports
- Guide completion of action plan items
- Monitor and report on results of the action plans.

The following Performance Measure Year-End Reports summarize the work of the Performance Measure subcommittees that relate to effectiveness of the curriculum:

Developmental Student Success Rate in College-Level English Courses

Developmental Student Success Rate in College-Level Math Courses

Licensure and Certification Pass Rates

First Year Progression

Distance Education
Faculty responsibility for content, quality, and effectiveness of its curriculum for all programs is also evident in the Online Course Program Effectiveness **section** and the Course Quality **section** of the Wayne Community College **Distance Education Strategic Plan**. Faculty are responsible for the development, review, and continuous use of new instructional strategies in their online courses. Department chairs and division chairs review and document all WCC online courses for quality with the use of the **Online Course Assessment form**. The effectiveness of online instruction is summarized in the Wayne Community College **2014 Distance Education End-of-Year Report**.

Wayne Community College offers a variety of curriculum courses via distance education. Faculty are responsible for developing and coordinating courses in the same manner no matter the instructional modality. Distance education is integrated into all WCC programs and is not identified as a separate program. Identical course expectations, academic standards, criteria, content, and quality apply to distance education courses as to all other college courses. Course numbering and semester credit hours are identical for all course types no matter the mode of instruction. Evidence is provided in the WCC **Course Schedule** for CIS 110 (01) which is a traditional course and CIS 110 (40) which is an online course. Both courses consist of the same number of semester credit hours (3) and contact hours (3).

Faculty Participation in State-wide Curriculum Improvement Projects
Wayne Community College faculty members serve on statewide curriculum improvement project (CIP) committees to provide input into the redesign of North Carolina Curriculum Standards, as evidenced in the attached documentation for the Math CIP Project and the Code Green Super CIP. These projects involve faculty members from the 58 North Carolina Community Colleges who collaborate and recommend changes to existing curricula and courses. Once recommendations are made, all colleges in the North Carolina Community College System that offer the program vote on acceptance of proposed changes before approval by the State Board of Community Colleges. Meeting minutes are provided as evidence that WCC faculty members Laura Buddin (Math) and Kevin Jordan (Automotive Technology) recently participated in state-wide curriculum improvement projects for the **CIP Math** (**CIP Math WCC Participation**) and the **Code Green Super CIP**.

Wayne Community College places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty as demonstrated in the examples provided. Therefore, Wayne Community College is in compliance with Comprehensive Standard 3.4.10.

Sources

- 2014-2015 Committee List-Curriculum Committee
- AA Degree Plan
- Advisory Commitee Meeting Minutes Mechatronics Technology
- Advisory Committee Minutes Forest Management Technology
- Applied Animal Science-Program Learning Outcome 2 2011-12
- Applied Animal Science-Program Learning Outcome 3 2013-14
- Applied Animal Science-Program Learning Outcome 4 2012-13
- Associate in Arts-Program Learning Outcome 1 2011-12
- Associate in Arts-Program Learning Outcome 2 2012-13
- Associate in Arts-Program Learning Outcome 3 2013-14
- Board of Trustees Minutes Mechatronics Program Approval
- CIP Math WCC Participation
- CIS 110 Fall 2014 Course Schedule
- Code Green Super CIP Meeting Minutes
- College Procedures Manual (01-0301) - Standing Committees (Assessment)
- College Procedures Manual (01-0301) - Standing Committees (Curriculum)
- College Procedures Manual (01-0303) - Curriculum and Con. Ed. Advisory Committees
- College Procedures Manual (03-0201) - Curriculum Program Approval
- College Procedures Manual (09-0202) - Substantive Change Notification
- Course Syllabus
- Curriculum Change Request Form Mechatronics
- Curriculum Committee Minutes Mechatronics
- Curriculum Committee Minutes, December 2014
- Curriculum Committee Minutes, January 2014
- Curriculum Committee Minutes, March 2014
- Curriculum Committee Minutes, October 2014
- Curriculum Committee Minutes, September 2014
- Curriculum Improvement Project - Math

- Curriculum Standard Associate in Arts
- Curriculum Standard Computer Information Technology
- Curriculum Standard Dental Hygiene
- Dental Hygiene-Program Learning Outcome 3 2011-12
- Dental Hygiene-Program Learning Outcome 4 2013-14
- Dental Hygiene-Program Learning Outcome 5 2012-13
- Distance Education End of Year Report 2014
- Distance Education Plan Course Effectiveness
- Distance Education Plan Course Quality
- Distance Education Strategic Plan
- Emergency Preparedness Technology-Program Learning Outcome 2 2011-12
- Emergency Preparedness Technology-Program Learning Outcome 3 2013-14
- Emergency Preparedness Technology-Program Learning Outcome 4 2012-13
- General Catalog and Student Handbook - Programs
- Job Description - S. Granberry
- NCCCS 2013 Performance Measures Report Summary
- NCCCS 2014 Performance Measures Report Summary
- NCCCS Curriculum Standards Web
- NCCCS Performance Measure Licensure and Certification Pass Rate Year-End Report
- NCCCS Performance Measures English Developmental Success Year-End Report
- NCCCS Performance Measures First Year Progression Year-End Report
- NCCCS Performance Measures Math Developmental Success Year-End Report
- Office Administration-Program Learning Outcome 2 2013-14
- Office Administration-Program Learning Outcome 3 2011-12
- Office Administration-Program Learning Outcome 4 2012-13
- Online Course Checklist
- Planning Objectives 2012-2013 Engineering and Manufacturing
- Planning Objectives 2013-2014 Dental
- PLO Matrix Electronics Engineering
- PLO Matrix Industrial Systems
- PLO Matrix Sustainability Technology
- PLO Syllabus BUS 110-40 Online
- PLO Syllabus NUR 102 Spring 2014
- Program Application Mechatronics
- Program Planning Notification Mechatronics
- Program Review Dental Assisting 2014
- Program Review Early Childhood Education 2014
- Program Review Emergency Management 2014
- Program Review Guide
- Program Review Human Services 2014
- SACSCOC Susbstantive Notification Mechatronics
- Student Evaluations - Erin LeGrand 2011-2012
- Student Evaluations - Erin LeGrand 2012-2013
- Student Evaluations - Erin LeGrand 2013-2014
- Student Evaluations - Jeff Williams 2011-2012
- Student Evaluations - Jeff Williams 2012-2013
- Student Evaluations - Jeff Williams 2013-2014
- Student Evaluations - PT Online Christine Culbreth FA2014
- Student Evaluations - PT Ronnie Woodard SP2014
- Substantive Change Form Mechatronics Technology

WCC Planning Council Performance Measures Subcommittees

3.4.11

Educational Programs: All: Academic program coordination

For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

WCC assigns responsibility for program coordination and curriculum development/review

Wayne Community College (WCC) employs instructional personnel who are both academically qualified and competent in their field of study. WCC's Vice President of Academic and Student Services (**WCC Organizational Chart**) assigns responsibility for program coordination, curriculum development, and curriculum review to academically qualified division chairs, department chairs, program directors, and lead instructors for each program and discipline. As stated in **College Procedures Manual (CPM) 03-0309** - Faculty Responsibility and Authority in Academic and Governance Matters, "it is the intent of the faculty to be active participants with the administration in making recommendations and implementing procedures relating to the College's academic affairs, including, but not limited to procedures with limited admissions, placement, grading, attendance, graduation requirements, dismissals, suspensions and readmissions, curriculum development/revision, and academic funding through the planning process." Program coordination is administered by respective division chairs, department chairs, program directors, and lead instructors in the same manner for all learning modalities.

In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration

In Associate in Arts, Associate in General Education, and Associate in Science degree programs, no majors are identified. However, lead instructors are designated for each academic discipline. Job descriptions are provided for each faculty level (**Division Chair**, **Department Chair**, **Program Director**, and **Lead Instructor**) outlining the responsibilities associated with program coordination and curriculum development and review. Division chairs, department chairs, program directors, and lead instructors are responsible for all course offerings in the program or discipline, including courses taught through traditional, hybrid or distance education modalities. Division chairs are responsible for general oversight of programs, faculty, and budgets within their division. Department chairs are responsible for review of departmental curricula for compliance with the North Carolina Community College System (**NCCCS Curriculum Standards**, **Combined Course Library**) and other accrediting agency standards. Lead instructors are expected to develop and revise courses and syllabi as stated in **CPM 03-0310** - Lead Instructors.

Table 1 provides as an example the credentials for the division chair, department chairs, and lead instructors of the Business and Computer Technologies Division.

Table 1: Credentials - Business and Computer Technologies

Instructor	Division / Department / Program / Discipline	Position	Academic Preparation (Degree, Major, Institution)
Hooks, Beth	Business and Computer Technologies	Division Chair	MA (Business Education) East Carolina University; BS (Business Education) East Carolina University; AAS (Medical Secretarial Science) Wayne Community College
Schmeltzer, Tracy	Business and Accounting	Department Chair	MSA (Accounting) East Carolina University; BS (Accounting) East Carolina University
Royster, Glenn	Information Systems Technology	Department Chair	MS (General Administration) Central Michigan University; BS (Computer Information Systems) North Carolina Wesleyan College; BS (Business Administration) North Carolina Wesleyan College
Lassiter, Vicky	Medical and Office Administration	Department Chair	MS (Industrial Technology) East Carolina University; BS (Computer Science/Business Administration) North Carolina Wesleyan College; AAS (Accounting) Wayne Community College
Herndon, Martha	Accounting	Lead Instructor	MSA (Accounting) University of North Carolina-Greensboro; MBA (Business) University of North Carolina-Greensboro
Legrand, Erin	Business Administration	Lead Instructor	MBA (Business Administration) Indiana Wesleyan Univeristy; BS (Business Adminstration) East Carolina University
Reid, Demarcus	Computer Information Technology	Lead Instructor	MS (Information Technology) University of Management and Technology; BS (Computer Information Systems) North Carolina Wesleyan College; BS (Business Administration) North Carolina Wesleyan College
Royster, Glenn	Information Systems Technology	Lead Instructor	MS (General Administration) Central Michigan University; BS (Computer Information Systems) North Carolina Wesleyan College; BS (Business Administration) North Carolina Wesleyan College
Vinciguerra, David	Simulation and Game Development	Lead Instructor	MS (Instructional Technology) East Carolina University; BS (Communications/Computer Science) East Carolina University
Evans, Heather	Medical Office Administration	Lead Instructor	BS (Healthcare Management) Mt. Olive College; AAS (Medical Assisting) Johnston Community College
Lassiter, Vicky	Office Administration	Lead Instructor	MS (Industrial Technology) East Carolina University; BS (Computer Science/Business Administration) North Carolina Wesleyan College; AAS (Accounting) Wayne Community College

The credentials for the division chair, department chairs, and lead instructors of the remaining divisions are provided.

- **Allied Health and Public Services Division**
- **Applied Technologies Division**
- **Arts and Sciences Division**
- **Public Safety Division**

Wayne Community College has a formal employee appraisal process that calls for annual evaluation of effectiveness of each faculty member. The complete process, available to faculty, is outlined in **CPM 02-0401** - Performance Appraisal. The faculty performance appraisal process includes information gathered from students, the faculty member, and the faculty member's supervisor. An example

from the Allied Health and Public Services (**Department Chair**) and Business and Computer Technologies Division (**Lead Instructor**) is provided.

Curriculum Review
According to **CPM 01-0301** - Purpose, Authority, and Membership of Standing Committees, the purpose of the Curriculum Committee is "review and recommend current curriculum programs/course changes, review and recommend requests for new curriculum programs of study or request curriculum deletions, to review and recommend articulation agreements with secondary and postsecondary institutions, and to coordinate recommendations from advisory agencies, accrediting or certifying agencies and state offices affecting curricula, and to review, revise and recommend internal procedures/processes associated with curriculum committee functions and/or curriculum program approval. Membership consists of faculty throughout the academic divisions and other academic services staff. In the **Curriculum Committee minutes** provided, faculty are highlighted in each action item to demonstrate their active participation in program coordination to include curriculum development and review.

Program Review
As stated in the **Program Review Guide** located in the WCC Strategic Plan for Institutional Effectiveness, program reviews are conducted by small committees consisting of the program chair and faculty, the division chair, a planning council member, and another employee outside of the division being reviewed. Examples of program reviews from **Criminal Justice-Latent Evidence**, **School Age Education**, and **Associate Degree Nursing** are provided as evidence of program coordination and review. Additional program reviews can be found in Comprehensive Standard 3.3.1.1.

The College is in compliance with Comprehensive Standard 3.4.11 by assigning academically qualified personnel the responsibility for program coordination, curriculum development and review.

Sources

- College Procedures Manual (01-0301) - Standing Committees - Curriculum Committee
- College Procedures Manual (02-0401) - Performance Appraisals
- College Procedures Manual (03-0309) - Faculty Responsibilities
- College Procedures Manual (03-0310) - Lead Instructors
- Curriculum Committee Minutes, September 2014
- Faculty Credentials - Allied Health and Public Services
- Faculty Credentials - Applied Technologies
- Faculty Credentials - Arts and Sciences
- Faculty Credentials - Public Safety
- Job Description - Department Chair
- Job Description - Division Chair
- Job Description - Lead Instructor
- Job Description - Program Director
- NCCCS Combined Course Library
- NCCCS Curriculum Standards
- Organizational Charts
- Performance Appraisal - Department Chair
- Performance Appraisal - Lead Instructor
- Program Review Guide
- Program Review Summary (ADN) 2013-2014
- Program Review Summary (Latent Evidence) 2013-2014
- Program Review Summary (School Age Education) 2013-2014

3.4.12

Educational Programs: All:Technology use

The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Technology Overview at Wayne Community College

Technology at Wayne Community College (WCC) permeates throughout the College's mission, core values, goals, and institutional learning outcomes. Students and guests at Wayne Community College have access to the technologies needed to meet the educational, training, and cultural needs of the communities served by the College. Technology touches every program or College experience in some manner, from general classroom experiences, specialized laboratories and technological tools, to the sound and lighting systems and digital signage that promotes and presents cultural events in the College's auditorium or other facilities.

A strong technology infrastructure is in place to appropriately serve both on campus and off-campus needs. As indicated in the Wayne Community College **Strategic Plan for Technology**, College goals are supported through the development of specific technology goals and strategies. The Wayne Community College **Information Technology (IT) Standards and Procedures Manual** informs and guides the IT Department in providing and maintaining the College's technology infrastructure.

The College uses technology to increase student access for college entrance including admissions, financial aid, counseling and placement testing processes. Students sign in on digital kiosks for many of the services they require. Assistance is given as needed and for students who do not have access at home to electronic devices required for these services. In addition, a sufficient number of computers are available on campus.

Administrative, student, and support services have the technology needed to support the College's vision, mission, and goals. Wayne Community College operates a network infrastructure with fiber optic connectivity between all buildings on the main campus. Internet bandwidth provided by Microelectronics Center of North Carolina (MCNC) is adequate at 250 megabytes (mb), burstable to 1 gigabyte (gb). Internet bandwidth is adequate based upon **MCNC Monthly Utilization** reports and is increased as needed to cover both average demand and spike demand. Two server rooms with partial redundant operations and fully redundant cooling systems serve the campus. Local backups are made daily on all College data with a second backup sent to a Barracuda cloud storage site, which has its own disaster recovery backup plan. A backup of Ellucian Colleague data is also produced daily to an MCNC off-site storage facility, which has its own disaster recovery backup plan. UPS units at each server room supply power for emergency situations to enable short-term operation and orderly shutdowns.

The bring-your-own-device (BYOD) trend has required WCC's Information Technology (IT) staff to monitor wireless usage and bandwidth allocation. BYOD has also required facilities maintenance staff to provide furniture layouts that enable access to available power in classrooms. In the past five years, wireless technology has been fully implemented and expanded once. Internet access at the off-campus airport classroom building at the Wayne Executive Jetport has been provided using DSL service from AT&T (6mb X 1mb download/upload). In 2014, demand dictated expansion to a Time Warner Cable connection, increasing bandwidth to 50mb X 5mb (download/upload). At the hangar building off-site, an Educational Broadband Service (EBS) modem has been installed to permit wireless access. This new requirement became evident once students had access to an iPad cart, which allowed fast searches from anywhere for aircraft technical specification documents instead of traditional micro-fiche searches. This was an easy and inexpensive means of providing service at the off-campus site with bandwidth of 5mb X 1mb (download/upload). Internet service at the Watkins-Das Education Center at Seymour Johnson Air Force Base is provided by the U.S. Air Force.

The Information Technology (IT) Department operates and maintains over 2500 computers, switches, wireless access devices, servers and mobile devices. The Educational Support Technology (EST) Department operates and maintains several hundred classroom technology and other media devices. These assets are evidenced in the **IT-EST asset summary**.

Every general classroom and many of the College's labs are equipped with technology allowing instructors to present engaging learning content. All classrooms (90) have an instructor's computer connected to an LED/LCD projector. Many have other devices such as digital televisions, Apple TVs (11), smart boards (4), smart podiums (23), Mimio Interactive/Teach/Tablet devices (52 available), microphone/speaker systems (35), document cameras (15), interactive response devices and other program specific technologies. In addition, lecture-capture systems, live streaming point-to-point or multi-point and other technologies are available as-needed and can be moved about campus. Screen recording, audio and video recording, transcription and close captioning services are also available.

The College has appropriate technology to enhance student learning and meet program objectives

Program excellence includes rigor, relevance and quality including the use of appropriate technology to ensure successful completion, competitive position in the workforce or continued educational attainment. In many College programs students leave with job-ready credentials that aid them in a global economy, including some specific **third-party credentials** certifying competencies in various job-specific technologies.

Wayne Community College's use of technology enriches student learning in all modes of instruction (traditional, hybrid and online). WCC provides its students access to and training in the use of technology, therefore supporting the WCC Institutional Learning Outcome (ILO) 7 "Use of computer technology to achieve academic and work related goals". Instructional labs with computers are located in the following

buildings: Airport (2), Azalea (2), Hocutt (2 including one specifically for Wayne Early Middle High School students), Holly (1 – dental clinic), Magnolia (5), Pine (1-Nursing), Spruce (7), Walnut (4), and Wayne Learning Center (6), plus three (3) test labs in Wayne Learning Center. In addition to these labs, netbook, Kindle, **laptop** and iPad carts have been added to or are accessible to each building to accommodate occasional demand in several more rooms and at the SJAFB Education Center. Cascaded computers are also available for Continuing Education and Human Resource Development training at several off-campus locations. Nine mobile-device charging stations were added in 2014-2015.

Through distance education, students have access to eight associate degree programs, four diploma, and six certificate programs, all of which may be taken completely on-line. Students may also take individual courses via internet, hybrid, and traditional/web-assisted course formats in partial fulfillment of many other program requirements. In the spring semester of 2013, among the 875 courses offered at WCC, there were a total of 101 hybrid courses, 2 telecourses, 182 internet courses, and 550 traditional/web-assisted courses in which students could enroll, as well as 40 cooperative education experiences. With the College's ample bandwidth, it has no problem hosting this range of distance education courses.

Students taking advantage of WCC's Distance Education offerings are able to do so without ever visiting the campus. Support services available on-site are also available to distance students, including but not limited to counseling, financial aid, admissions, advising, new student orientation, and tutoring. Internet, e-mail, phone, SKYPE, and FaceTime are among the options that are available for students to conduct official business with WCC. Once enrolled, the student receives a College e-mail account, access to **Webadvisor** (portal), WayneCC Alert system, **Moodle**, and any other instructional systems required by their course of study. Students are provided training in the use of this technology in College Success courses (ACA 111 and ACA 122) either in person or via a video link. The **script** to the presentation is provided. The WCC **Distance Education for Students webpage** provides assistance for all students in the use of technology. In addition to Moodle, WCC also has software or subscription services that faculty often use with distance education courses. For example, Camtasia is a screen capture software that records onscreen activity, audio and video. Faculty members use it to narrate existing PowerPoint presentations. Captioning and transcribing content may be done using the College's access to the *3 Play Media* service. The MyMediasite subscription streamlines lecture recording and is used for editing and transcribing the narratives. Vimeo stores photos and videos for College and student access. The **Moodle Faculty Help webpage** also provides access to information useful in online instruction.

Student Training in Industry Specific Technology

In addition to the traditional teaching technology tools such as personal computers, printers, and projectors, WCC also provides student access to and training in specialized technology that correlate to industry standards as described in the examples from various academic divisions below. The list of the **College's assets over $5000** gives a comprehensive view of the technologies employed in addition to a wide variety of assets costing less than $5000 that are also used daily.

Examples of industry specific technology in each academic division is provided.

Applied Technologies Division

- Fortus 250mc Rapid Prototyping Machine - Students using this 3D printer gain experience with acrylonitrile butadiene styrene (ABS) plastic deposit based prototyping of mechanical designs. The Fortus 250mc build envelope is 12" x 12" x 10".
- Fortus 400mc Rapid Prototyping Machine – Using this 3D printer provides students with 3D printing experience using different plastic types. With a build envelope of 16" x 14" x 16", this 3D printer can produce clear ABS and polycarbonate parts.
- Creaform 3D Scanning Equipment- Using this technology, students gain skills in reverse engineering complex parts. These handheld 3D scanners allow students to scan, re-model, and then print a copy of the original part.
- Subtractive Prototype Machines- Students use this technology to create prototype parts by removing unwanted material from a standard size piece. Students write machine code telling the machine where and how much material to remove on the X, Y, and Z-axes.
- Subtractive Turning Machine - Students build skills in programming and producing parts using this machine to remove unwanted material while the part is rotating about its axis.
- Festo Automated Manufacturing Line –Using this automated manufacturing line, students study programming logic, Programmer Logic Controller (PLC) program troubleshooting, sensor controls, conveyor systems, Radio Frequency Identification (RFID) technology, assembly line integration, computer control of production, autonomous robots, and logistical control systems.
- FANUC CertCell - Students use these robotic trainers to understand robotic control system programming as well as automation control.
- Lincoln Electric VRTEX 360 Welding Simulators offers students a realistic welding experience without the burning and safety risk associated with live sparks. Using the welding simulator saves consumables and materials costs, while giving students realistic views and sound effects of welding workshops and construction sites.

Business and Computer Technologies Division

- ShapeWrap III Motion Capture System – Students use the motion capture suit to create animations by wearing the suit, which translates all movements into animation sequences in real time. Students then apply these movements to created computer generated models.
- Chroma-Key (Green Screen) Technology – Students use Chroma key technology to remove objects and backgrounds from scenes in graphic design and audio/video courses.
- Nine academy programs that prepare students to use leading workplace technologies (**IT Academies**).

Public Safety Division

- Virtual reality and computer simulations train future law enforcement officers through scenarios that are as realistic as possible. Through Use of Force simulations, officers make simulated arrests and implement a level of force necessary to gain compliance of a subject. This training allows officers to practice valuable decision making and critical thinking skills (**Technology in the Classroom**).

- Computerized wireless training manikins and Laerdal Sim manikins to simulate patient conditions they may deal with in the field. The manikins can sweat, vomit, and even have a pulse if appropriate to the training scenario.

Allied Health and Public Service Division (Nursing Department)

- Low-, mid-, and high- fidelity simulations to teach students best practices in nursing care. The department uses SimMan 3-G manikins in several training scenarios. CPR mannequins and VitaSim arm simulators add realism to training exercises.

Arts and Sciences Division (Science Department)

- Vernier probeware is incorporated into all science labs to register temperature, oxygen, gas pressure, velocity, light wavelength and many other levels. The probes work either with LabQuest devices or via USB cable hook-up to computers running LoggerPro software. This technology allows biology students to perform experiments in cellular respiration and photosynthesis, and see real time changes in a closed environment.

Qualified faculty and staff with experience/training in the area of technology

As shown in the **Organizational Chart**, the information technology infrastructure is managed by an IT Director who reports to the Chief of Administrative Services. The IT department has five Computer Technicians, two of whom oversee the network, servers, switches, and telecommunications. Another technician serves as the College's Systems Administrator, while the remaining technicians specialize in hardware and software support. The Open Computer Lab is managed by a Lab Coordinator and one or more Lab Assistants.

The Educational Support Technology Department (EST) is also depicted in the **Organizational Chart**. EST supports the media and technology equipment used in classrooms, labs and meeting spaces, including the sound, light, videography and photography services, graphics, publications and printing functions.

The Distance Education Department is staffed by two qualified **Distance Education Specialists**.

Professional development opportunities are available for both faculty and staff in the use of technology. Staff members participate in training for the Ellucian Colleague enterprise resource planning system, R25 reservation system, Informer, Webadvisor, and other specific software systems that each may use as appropriate. The North Carolina Community College System also offers support via subject matter experts on various topics. Staff members participate in groups such as the Association of Community College Business Officers, the Association of Community College Facilities Operations, and the Institutional Information Processing Systems user group. Each of these groups sponsor conferences, including technology training at least annually.

Technical support and training is available via phone, email, online and in person depending on individual needs. The WCC Educational Support Technology (EST), Distance Education (DE) and Information Technology (IT) staff members provide a wide variety of onsite and online technology training opportunities for faculty members including:

- Completion of the Moodle learning platform training course
- WEAVE (Write outcomes, Establish criteria, Assess performance, View results, Effect improvement) assessment and planning management software training
- **WCC IT Computer Security Awareness Training**
- **Online/Hybrid Course Standards, Guidelines, and Course Checklist**
- **Fundamentals of Accessibility (ADA)**
- **Universal Design for Learning Advising WCC Students for Online/Hybrid Courses training**
- Google Apps for Education
- SoftDocs

Wayne Community College provides faculty access and training to technology that supports student learning. For example, two faculty members traveled to Germany to train on the Festo manufacturing simulation equipment implemented in 2014. Automotive instructors attend General Motors Automotive Service Educational Program (GM ASEP) training and certification programs. Nursing instructors train on a range of topics including operation of the high-fidelity automated mannequins.

Access to technology laboratories, student networking, presentation technologies

An open computer lab is available to all students in the Magnolia Building. The lab operates both day and evening year round and on Saturday during spring and fall semester. It houses 50 networked computers with access to the software students need in their educational programs, as well as internet access, printing, and scanning capabilities. Qualified lab staff are available to help with most applications, password resetting, and basic computing.

Table 1 shows the Open Computer Lab Student Usage Data for 2012, 2013, and 2014. The average visits per semester is 21,252 for the fall semester, 18,268 for the spring semester, and 2,421 for the summer semester.

Table 1: Open Computer Lab (MAG 215) Student Usage Data

Visits per Semester 2012-2014	Fall Semester	Spring Semester	Summer Semester
2012	21,421	18,793	2,567
2013	21,084	19,526	2,514
2014	16,937	16,487	2,182

Included in the instructional computer labs listed in this narrative are a **writing center**, a peer tutor math lab/foreign language lab, a small open lab for nursing students, an open lab for aviation students at the Wayne Executive Jetport, a gaming and simulation shared classroom and open lab, and an open lab in the **Academic Skills Center**. Open Access computers are also available in the library for general-purpose use and in the Financial Aid Department and Admissions and Records for those functions.

Wayne Community College Students have access to **NC LIVE**, the on-line catalog for North Carolina library resources, the North Carolina Research and Education Network (**NCREN**), and (**CCLINC**), the Community College Libraries in North Carolina. The WCC website contains easy access to a variety of student resources, including the current General Catalog and Student Handbook, calendar and course schedules, bookstore, transcript requests, WayneCC Alert system, and quick links to e-mail, **Webadvisor** (portal for registering and other functions), and **Moodle**. The Moodle learning management system platform is a hosted environment with sufficient resources to support students anywhere. The WayneCC Alert system, Webadvisor, Gmail service, and Moodle all require a single Active Directory sign-in supported by WCC. WCC's website has quick links to various social media sites. Many of the College's instructors utilize tools such as course web sites, blogs, and Google Hangouts, which support and encourage student networking and sharing.

Policies and Procedures for use of technology

Student procedures and information pertinent to the use of technology are found in the **2014-2015 General Catalog and Student Handbook** on various pages including reference to the College's Technology Acceptable Use Procedure in the Student Code of Conduct.

Several procedures in Wayne Community College Procedures Manual refer to various aspects of technology:

03-0106 - Distance Education
03-0401 - Library Resources, Services, and Access
06-0202 - Technology Acceptable Use (TAUP)
06-0205 - Requests for Information Systems Services
06-0207 - Software Procedure
06-0209 - Computer Hardware
06-0210 - User System Security and Responsibilities
06-0211 - iPad Procedures
06-0301 - Telephones
06-0413 - Web and Digital Communications
06-0419 - Recording and Privacy

Other procedures address e-mail archiving, checking out or purchasing audio visual/media equipment, and various Educational Support Technology services.

Assessment of student competencies in the use of technology

WCC assesses student competence in the use of technology through institutional and program learning outcomes.

The course titled Introduction to Computer Technologies (CIS 110) is used to assess Institutional Learning Outcome (ILO) #7 (Use of computer technology to achieve academic and work related goals). This course is taken by students across multiple degree programs. Evidence used to evaluate achievement includes project assignments using Microsoft Word, PowerPoint, and Excel completed with the use of Skills Assessment Management (SAM) software. In programs that do not offer CIS 110, alternative assessment methods are utilized. Evidence of student competence in the use of technology is provided in the **ILO data**.

The Practical Nursing Program assesses the competency of its students in the use of technology through a Program Learning Outcome (PLO) 4: Technology in the delivery of nursing care, students will utilize established policies, procedures, practice and technology in the delivery of nursing care. **PLO # 4 Assignment and Rubric** demonstrates WCC's Practical Nursing students' competence in this area.

Technology use to enhance student learning is demonstrated in BIO 110 and BIO 112 course sections which compare student performance in standard labs to labs using the Vernier probe ware. Results indicate significant improvement in student grades when the technology is utilized (**Vernier Science**).

Wayne Community College surveys students and employees regarding their satisfaction with technology. The **2013-2014 Student Services Survey** results indicate that student satisfaction with classroom technology increased from 87.3% in 2013 to 88.5% in 2014. Responses from 2013 and 2014 indicate **employee satisfaction** levels run consistently high regarding technology availability (95.4%/94.2%) and IT service and support (95.4%/94.8%). Staff and faculty feedback helps determine what current and future technologies are appropriate. For example, faculty demand for document cameras and classroom speaker systems led directly to using the WCC planning process through a **planning objective** to purchase those items. The addition of cameras and speakers support student learning by allowing richer visual and audio classroom experiences.

Evidence of the institution's monitoring of technology resources

The **Information Technology Replacement Plan for 2011-2016** reflects a goal established to maintain current technology (5 year life) at both the main campus and off-campus sites. WCC has cascaded technology equipment to meet program needs. High-end computers are purchased as needed for applications such as gaming and simulation, computer aided design, and other programs with specific memory, processor, storage, and graphics required for these applications. Those computers are later cascaded down to more general uses, such as teaching Microsoft Office or for use in English classes for writing papers or simply for accessing the internet. As computers near the end of their useful life on campus, they may be cascaded again for very basic computing needs at continuing education sites for tasks such as writing resumes and learning very basic computer skills or keyboarding in Human Resource Development training.

Technology changes have added some equipment to the campus and have also allowed the College to make better long-term use of some technology assets. Kindle readers, iPads and virtual server technologies provide good examples of this. In some cases, students can access the internet, read and do many basic functions with a Kindle, iPad or netbook in lieu of a desktop computer or laptop. Use of these mobile devices has grown significantly as the technology has improved. A review of computer lab usage in 2012 resulted in the reduction of a couple large labs and the establishment of laptop carts strategically placed around campus so they are available to those programs and courses that only require occasional computing resources. This move added flexibility in lab scheduling and better utilized lab equipment resources that were no longer being tied up by courses that did not require the resources daily. Virtualization also allows older terminals to be used more like a dumb terminal, where all of the real computing power is available on the virtual server.

Evidence of constant monitoring of technology needs also exists in the summary of the College's equipment planning objectives, whereby objectives are quantified and equipment funds are allocated for both replacement and new equipment. The **summary of technology purchases** for the academic years 2012-2013, 2013-2014, and 2014-2015 reflect both information technology and program specific technologies, the student, employee, or infrastructure nature of the purchase and whether it was new or replacement.

In addition, WCC sought grants to support the use of technology to enhance student learning. The success of WCC's Advanced Manufacturing course offerings has been enhanced tremendously by the grants associated with technology reflected in the **quarterly grants report**. The Festo manufacturing simulation equipment, a water-jet metal cutting machine, and a welding simulator are examples of grant-funded equipment that are enhancing technology today at WCC. Faculty and staff at WCC not only monitor the status and condition of the equipment at the College, they also monitor the current state of technology in the marketplace to ensure the students and staff remain competitive in a global economy. The Festo simulation equipment is the prime example of this, as it is latest technology and the only equipment of its kind anywhere.

Wayne Community College demonstrates the use of technology to enhance student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology. Therefore, Wayne Community College is in compliance with Comprehensive Standard 3.4.12.

Sources

- Academic Skills Center and Writing Center
- Academic Skills Center and Writing Center (Page 2)
- College Procedures Manual (03-0106) - Distance Education
- College Procedures Manual (03-0401) - Library Resources, Services, Access
- College Procedures Manual (06-0202) - Technology Acceptable Use (TAUP)
- College Procedures Manual (06-0205) - Requests for Information Systems Services
- College Procedures Manual (06-0207) - Software Procedure
- College Procedures Manual (06-0209) - Computer Hardware
- College Procedures Manual (06-0210) - User System Security and Responsibilities
- College Procedures Manual (06-0211) - iPad Procedures
- College Procedures Manual (06-0301) - Telephones
- College Procedures Manual (06-0413) - Web and Digital Communications
- College Procedures Manual (06-0419) - Recording and Privacy
- Community College Libraries In North Carolina (CCLINC)
- Distance Education Specialist Qualifications
- Distance Education Student Web Page
- Employee Technology Surveys 2013-2014
- Equipment Inventory by Asset Number
- Fundamentals of Accessibility (ADA)
- General Catalog and Student Handbook - Technology Topics
- Information Technology Academies
- Information Technology and Educational Support Technology Asset Summary
- Information Technology Replacement Plan 2011-2016
- Institutional Learning Outcome 7 Report 2014 9-24

- Instructional Laptops Carts
- Monthly Utilization Report for MCNC Bandwidth
- Moodle Faculty Help
- Moodle Student Help and Student Support Information Page
- NC LIVE Homepage
- North Carolina Research and Education Network (NCREN)
- Online Services - Webadvisor Tutorials
- Online/Hybrid Course Standards, Guidelines, and Evaluation Tool
- Organization Chart - Educational Support Technology
- Organization Chart - Information Technology
- Prioritized Planning Objectives - Administrative Services (2013-2014)
- Program Learning Outcome (PLO) 4 Assignment and Rubric
- Quarterly Grant Report - Grants Including Technology
- Script ACA Distance Education Presentation
- Student Technology Surveys 2013-2014
- Summary of Technology Purchases - FY 2013-FY2015
- Technology in the Classroom
- Third Party Credentials
- Universal Design for Learning Guidelines
- Vernier Science
- Wayne Community College IT Computer Security Awareness Training
- Wayne Community College Strategic Plan for Technology 2014-2019
- WCC Information Technology Standards and Procedures Manual
- Webadvisor Tutorials

3.5.1

Educational Programs: Undergraduate:General Education Competencies

The institution identifies college-level general education competencies and the extent to which students have attained them.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution identifies college-level general education competencies

Wayne Community College (WCC) curriculum degree and diploma programs include requirements for student achievement of college-level outcomes in general education competencies. WCC identifies college-level general education competencies as Institutional Learning Outcomes (ILO). Institutional Learning Outcomes are embedded in general education courses which are selected from the North Carolina Community College Combined Course Library (CCL). General education courses in the North Carolina Community College System (NCCCS) are approved for transfer by the **Comprehensive Articulation Agreement** (CAA), a statewide agreement governing the transfer of credits between community colleges and institutions in the University of North Carolina System. General education classes offered via distance education adhere to the same guidelines and require the same Institutional Learning Outcomes (general education competencies) as those set forth in a face-to-face environment.

Institutional Learning Outcomes (ILO) are listed in the WCC **General Catalog and Student Handbook** and on course syllabi. Sample **syllabi** are provided as evidence. Wayne Community College's Institutional Learning Outcomes (general education competencies) follow.

A graduate of Wayne Community College should be able to:

1. Make effective oral presentations (**Communication**)
2. Compose effective written documents (**Composition**)
3. Analyze aspects of human culture, such as creative expressions or diverse social structures (**Humanities & Fine Arts**)
4. Apply appropriate mathematics to solve real-world problems (**Mathematics**)
5. Interpret or analyze natural phenomena using concepts and principles of the natural sciences (**Natural Sciences**)
6. Explain social phenomena or behaviors by applying concepts and principles of the social or behavioral sciences (**Social Sciences**)
7. Use computer technology to achieve academic and work related goals (**Technology**)

The institution identifies the extent to which students have attained general education competencies

In Spring 2010, Wayne Community College developed an Institutional Learning Outcomes Assessment Plan (**Current Plan**). Faculty teams of 4-6 members from multiple disciplines, including general education and technical areas, were involved in development of the general education competencies (WCC outcomes) and the current ILO assessment model. The plan indicates a three year cycle of ILO assessment. Faculty reviewed their curriculum map entries related to the general education competencies to determine where each competency was introduced, developed and mastered. It was then decided which course(s) the competencies would be assessed. Faculty teams developed the signature/template assignment (evidence) the student would produce for ILO assessment. In addition, the faculty team created an analytic or holistic rubric used to score these assignments. Standards (acceptable performance) were set at an appropriate level based upon the rationale that 70% attainment (Grade of C) allows students to transfer courses to a four-year institution. The assessment process for ILOs has been identified as a strategic priority in the **Strategic Plan Year-End Report 2013-2014** in order to evaluate the Institutional Learning Outcomes Assessment Plan.

Wayne Community College has an **Assessment Committee** which provides direction, leadership and oversight for assessing WCC Institutional Learning Outcomes (general education competencies) and works closely with faculty teams. Each Institutional Learning Outcome is assessed by the faculty team assigned to the specific ILO. Signature assignments (evidence) are collected during the fall semester by using a proportional stratified random sample of students from courses offered in each instructional modality. Faculty teams then develop action plans for improvement which are implemented in the next semester the course(s) are taught. Wayne Community College uses the Weave online assessment management system to house the ILOs, signature assignments, rubrics, findings, and action plans.

Table 1: ILO Reports, Signature Assignments, and Assessment Rubrics

ILO	Year Assessed	Courses Assessed (courses assessed include both traditional and distance)	Proposed Standard(Acceptable Performance) and Target (Desired Performance)	Direct Assessment(s)	Action Items (Closing the Loop)
Technology	2010-2011	CIS 110 A few programs did not require CIS 110 so they assessed technology by direct embedded assignment	Standard 70% Target 80%	83% of the students scored in the "Acceptable" range- 3 or higher on the scoring rubric	Action Items
Composition	2010-2011	ENG 113 ENG 114	Standard 70% Target 80%	55.8% of the students scored in the "Acceptable" range - 3 or higher on the scoring rubric	Action Items
Natural Sciences	2011-2012	AST 111 BIO 110 BIO 111 BIO 140 BIO 160 BIO 168 BIO 175 CHM 130 CHM 131 CHM 151	Standard 70% Target 80%	60% of students scored in the "Acceptable" range-3 or higher on the scoring rubric	Action Items
Social Sciences	2011-2012	ANT 210 ECO 251 ECO 252 GEO 111 HIS 112 HIS 131 POL 120 PSY 150 PSY 241 SOC 210	Standard 70% Target 80%	29.5% of students scored in the "Acceptable" range-3 or higher on the scoring rubric	Action Items
Mathematics	2012-2013	MAT 161 MAT 115 MAT 171 MAT 110	Standard 70% Target 80%	59% of students scored in the "Acceptable" range-3 or higher on the scoring rubric	Action Items
Communication	2012-2013	COM 231 ENG 114	Standard 70% Target 80%	86.5% of students scored in the "Acceptable" range-3 or higher on the scoring rubric	Action Items
Humanities & Fine Arts	2012-2013	ART 111 ART 114 MUS 110 DRA 111 ENG 231 ENG 232	Standard 70% Target 80%	56% of students scored in the "Acceptable" range-3 or higher on the scoring rubric	Action Items

		ENG 241 ENG 261 SPA 211			
Technology	2013-2014	CIS 110 A few programs did not require CIS 110 so they assessed technology by direct embedded assign.	Standard 80% Target 90%	86% of the students scored in the "Acceptable" range- 3 or higher on the scoring rubric	**Action Items**
Composition	2013-2014	ENG 113 ENG 114	Standard 70% Target 80%	51.2% of students scored in the "Acceptable" range-3 or higher on the scoring rubric	**Action Items**

This comprehensive and systemic approach to assessment ensures that the College identifies college-level-general education competencies and the extent to which students have attained them. Therefore, Wayne Community College is in compliance with Comprehensive Standard 3.5.1.

Sources

- College Procedures Manual (01-0301) - Assessment Committee
- Communication ILO Closing the Loop and Action Items (2012-13)
- Communication ILO Report 2012-13
- Composition ILO Closing the Loop and Action Items-2010-11
- Composition ILO Closing the Loop and Action Items-2013-14
- Composition ILO Report 2010-11
- Composition ILO Report 2013-14
- Comprehensive Articulation Agreement
- General Catalog Student Handbook - Institutional Learning Outcomes
- Humanities and Fine Arts ILO Closing the Loop and Action Items-2012-13
- Humanities and Fine Arts ILO Report 2012-13
- Institutional Learning Outcomes-Assessment Plan
- Mathematics ILO Closing the Loop and Action Items-2012-13
- Mathematics ILO Report 2012-13
- Natural Sciences ILO Closing the Loop and Action Items-2011-12
- Natural Sciences ILO Report 2011-12
- Social Sciences ILO Closing the Loop and Action Items-2011-12
- Social Sciences ILO Report 2011-12
- Syllabi-Institutional Learning Outcomes
- Technology ILO Closing the Loop and Action Items-2010-11
- Technology ILO Closing the Loop and Action Items-2013-14
- Technology ILO Report 2010-11
- Technology ILO Report 2013-14
- Wayne Community College Strategic Plan Year-End Report 2013-14

3.5.2

Educational Programs: Undergraduate: Institutional credits for a degree

At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. (*See the Commission policy "Collaborative Academic Arrangements.")*

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree

Wayne Community College (WCC) awards degrees to students who have earned at least 25 percent of the credit hours required for the degree through instruction offered at the College. Wayne Community College's graduation requirements include the following statement in the **General Catalog and Student Handbook**: "A minimum of 25 percent of semester hours in residence with a minimum of 9 semester hours in the major area is required for graduation." This policy applies to all credit programs, regardless of instructional modality. Requirements for graduation are published in both print and online versions of the catalog as well as in the College Procedures Manual **05-0208** - Student Requirements for Graduation.

The graduation application process ensures fulfillment of the College's graduation requirement of 25 percent of institution course credit. When a student submits an Application for Graduation, an advisor reviews the student's graduation status using the Degree Evaluation Audit Report (EVAL) in the Colleague college information system. The EVAL shows minimum credit hours required to meet the 25 percent requirement as well as all credits earned. Any coursework that has been accepted as transfer credit is clearly indicated on the EVAL with *TE (transfer equivalency). The Coordinator of Admissions and Records, under direction of the Director of Admissions and Records, makes the final verification that the student has met the established criteria for graduation, including that the maximum percentage of credit hours transferred in has not exceeded 75 percent.

An example of the process by which Wayne Community College ensures graduates complete at least 25 percent of their coursework at the College is provided as evidence.

- student submitted **Application for Graduation** for Associate in General Education degree (minimum of 64 credit hours required for graduation; at least 16 credit hours (25%) must be completed at Wayne Community College);
- advisor reviewed **EVAL** to verify graduation requirements have been satisfied; saw that a minimum of 16 credits must be earned at the institution, student has earned 55 credits at Wayne Community College; saw that student has a total of 80 credits earned, 15 credits have been accepted as transfer credit;
- Coordinator of Admissions and Records reviewed EVAL to verify graduation requirements have been satisfied; **approved** Application for Graduation.

Because Wayne Community College requires that students receiving a degree, diploma, or certificate must complete at least 25 percent of their coursework at the College, Wayne Community College is in compliance with Comprehensive Standard 3.5.2.

Sources

- Application for Graduation - Completed
- Application for Graduation - Final Approval
- College Procedures Manual (05-0208) - Student Requirements for Graduation
- Evaluation (EVAL) - Advisor Approval
- General Catalog and Student Handbook - Graduation Requirements

3.5.3

Educational Programs: Undergraduate: Undergraduate program requirements

The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. (*See the Commission policy "The Quality and Integrity of Undergraduate Degrees."*)

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution publishes requirements for its undergraduate programs, including its general education components

Wayne Community College (WCC) defines and publishes requirements for its degree, diploma, and certificate programs, including general education components. The College's requirements conform to commonly accepted standards and practices for degree programs as defined by the North Carolina Community College System (NCCCS) and State Board of Community Colleges Code **(1D SBCCC 400.97)**. A complete listing of programs offered at WCC and each program's detailed requirements, including general education components, are published in the **General Catalog and Student Handbook** which is available in print and online. The College also publishes program requirements on the Wayne Community College **website**.

These requirements conform to commonly accepted standards and practices for degree programs

Wayne Community College develops all curriculum programs in strict accordance with the **North Carolina Community College System Curriculum Standards**, which require general education, major hours, and other required courses.

For AAS degree programs, the North Carolina Community College System outlines Curriculum Standards to include the following:

I. General Education. Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.

II. Major Hours. AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work experience, including cooperative education, practicums, and internships, may be included in a degree or diploma program up to a maximum of 8 semester hours and in a certificate program up to a maximum of 2 semester hours.

III. Other Required Hours. A college may require other subjects or courses to complete graduation requirements. These requirements may include electives, orientation, study skills courses, or other graduation requirements.

For AA/AS degree programs, the North Carolina Community College System outlines Curriculum Standards to include the following:

I. General Education. Degree programs must contain a minimum of 32-34 semester hours including 6 semester hours of English composition, 6-9 semester hours of communications/humanities/fine arts, 6-9 semester hours of social/behavioral sciences, 3-8 semester hours of math, and 4-8 semester hours of natural sciences.

II. Additional General Education. Degree programs must minimally contain an additional 11-13 semester hours from courses classified as general education. These courses should be selected based on a student's intended major and transfer university.

III. Other Required Hours. Degree programs must contain 1 semester hour of ACA 122 - College Transfer Success. An additional 14 semester hours should be selected from courses classified as pre-major, elective, or general education based on a student's intended major and transfer university.

Each NCCCS curriculum standard identifies the courses which may be included in the program of study. College faculty develop each program of study from the approved course listing of the curriculum standard.

Wayne Community College's curriculum programs of study comply with the North Carolina Community College System curriculum standards which conform to commonly accepted standards and practices for degree programs.

Examples of Programs of Study, including both state standards and the College's programs, are provided as evidence.
AAS - **Accounting**
AAS - **Electronics Engineering**
AAS - **Medical Office Administration**
AA - **Associate in Arts**

The College's **Curriculum Committee** ensures that all programs offered at WCC abide by the State Curriculum Standards. The Curriculum Committee's responsibilities include reviewing and approving program additions (**College Procedures Manual 03-0201 - Curriculum Program Approval**), deletions (**College Procedures Manual 03-0202 - Curriculum Program Termination Approval**), and changes (**College Procedures Manual 03-0203 - Curriculum Change Request**), based upon the NCCCS curriculum standards. Following review and approval by the North Carolina Community College System Office, new and revised programs of study are published in the General Catalog and Student Handbook, available in print and online.

An example of this process is provided.

- Department/Division Chair brought **proposed change** in Accounting program to Curriculum Committee
- Curriculum Committee reviewed requested change, ensured change is consistent with North Carolina Community College System curriculum standard, **approved change**
- Change sent to North Carolina Community College System Office for review
- North Carolina Community College System Office ensured change is consistent with North Carolina Community College System curriculum standard, **approved change**

Because the institution publishes all undergraduate program requirements in its catalog and on its website, and because the College strictly adheres to the state curriculum requirements, Wayne Community College is in compliance with Comprehensive Standard 3.5.3.

Sources

- College Procedures Manual (01-0301) - Purpose, Authority, and Membership of Standing Committees
- College Procedures Manual (03-0201) - Curriculum Program Approval
- College Procedures Manual (03-0202) - Curriculum Program Termination Approval
- College Procedures Manual (03-0203) - Curriculum Change Request
- Curriculum Change Request Form - Accounting
- Curriculum Committee Minutes, September 2014 - Approved Change - Accounting
- Curriculum Standard - Accounting
- Curriculum Standard - Associate in Arts
- Curriculum Standard - Electronics Engineering
- Curriculum Standard - Medical Office Administration
- Curriculum Standards
- General Catalog and Student Handbook - Programs of Study
- NCCCS - Program Approval - Accounting
- State Board of CC Code (1D SBCCC 400.97) - Courses and Standards for Curriculum Programs
- Wayne Community College Website - Degrees, Diplomas, Certificates

3.5.4

Educational Programs: Undergraduate:Terminal degrees of faculty

At least 25 percent of the course hours in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree—usually the earned doctorate or the equivalent of the terminal degree.

Judgment

☐ Compliance ☐ Partial Compliance ☐ Non-Compliance ☑ Not Applicable

Narrative

Wayne Community College does not offer post-baccalaureate, master's, or doctoral programs.

3.6.1

Educational Programs: Graduate/Post-Baccalaureate:Post-baccalaureate program rigor

The institution's post-baccalaureate professional degree programs, master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs.

Judgment

☐ Compliance ☐ Partial Compliance ☐ Non-Compliance ☑ Not Applicable

Narrative

Wayne Community College does not offer post-baccalaureate, master's, or doctoral programs.

3.6.2

Educational Programs: Graduate/Post-Baccalaureate:Graduate curriculum

The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.

Judgment

☐ Compliance ☐ Partial Compliance ☐ Non-Compliance ☑ Not Applicable

Narrative

Wayne Community College does not offer graduate or post-baccalaureate professional degree programs.

3.6.3

Educational Programs: Graduate/Post-Baccalaureate:Institutional credits for a graduate degree

At least one-third of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. (See Commission policy "Collaborative Academic Arrangements".)

Judgment

☐ Compliance ☐ Partial Compliance ☐ Non-Compliance ☑ Not Applicable

Narrative

Wayne Community College does not offer graduate or post-baccalaureate professional degree programs.

3.6.4

Educational Programs: Graduate/Post-Baccalaureate:Post-baccalaureate program requirements

The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs.

Judgment

☐ Compliance ☐ Partial Compliance ☐ Non-Compliance ☑ Not Applicable

Narrative

Wayne Community College does not offer graduate or post-baccalaureate professional degree programs.

3.7.1

Faculty: Faculty competence

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (*See the Commission guidelines "Faculty Credentials.")*

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution

Wayne Community College (WCC) employs competent faculty members qualified to accomplish its **mission and goals**. The College has adopted minimum requirements for use in hiring instructors to teach curriculum (credit) courses, determined by course classification. Wayne Community College's employment criteria for faculty are based on the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) criteria for credentials. Faculty credential guidelines are communicated to faculty, department chairs, and division chairs through the WCC College Procedures Manual (**CPM 02-0108**) -Faculty Credentials. Faculty credential guidelines apply to full-time and part-time faculty members.

College Procedures Manual (**CPM 02-0101**) - Employment Procedures defines the College's procedures for the employment of personnel. Wayne Community College's ***Hiring Guide*** addresses the process of employing qualified faculty and staff to accomplish the mission and goals of the institution. This process begins with the approval of the position, the legal responsibilities associated with hiring, and the appropriate advertisement which includes requirements and credentials necessary for the position.

When the decision to hire a full-time instructor is approved by the president of the College, a **job vacancy announcement** is written by the appropriate department chair and approved by the Department of Human Resources. Job vacancy announcements include the requirements and credentials for faculty positions. Upon hire, a **Faculty Credential Datasheet** is completed on full and part-time faculty and placed, along with official transcripts, in their personnel file. An example of a recent hire is provided as evidence that Wayne Community College follows the appropriate procedures to ensure that faculty qualifications are vetted and appropriate for the faculty position. (**Psychology Instructor**)

College Procedures Manual (**CPM 02-0106**) - Recruitment, Employment, and Supervision of Part-time Curriculum Faculty defines the employment process for part-time faculty. Faculty positions that are advertised as part-time follow the same process of posting the **job vacancy announcement** with requirements and credentials listed. A Faculty Credential Datasheet, along with official transcripts, is filed in the part-time faculty member's personnel file. An example of a part-time hire is provided as evidence. (Early Childhood Education Instructor)

When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline

Credential guidelines outlined in **CPM 02-0108** address the following teaching situations:

- Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline (See **Credentialing by Exception-CPM 02-0108**).
- Faculty teaching certification/diploma courses: college credential at similar level in program area, or certification/licensure in the program area and documentation of demonstrated competencies that includes letters from employers in areas related to the teaching discipline.
- Faculty teaching developmental education courses: a baccalaureate degree in the teaching discipline, or baccalaureate degree in related field with at least 12 Credit hours in the discipline; or a recognized state teacher certification in secondary education in the discipline.

The institution justifies and documents the qualifications of its faculty

The official roster of all full-time and part-time curriculum faculty for the Spring 2014, Summer 2014, and Fall 2014 provides details for all instructors, their assigned courses, their college/university degree(s), diplomas, and/or certifications, as well as where appropriate, coursework, professional licensures/certifications, and related work experience.

Allied Health and Public Services - Curriculum Faculty Roster
Arts & Sciences - Curriculum Faculty Roster
Applied Technology - Curriculum Faculty Roster
Public Safety - Curriculum Faculty Roster

Business and Computer Technologies - Curriculum Faculty Roster

Wayne Community College employs competent faculty members qualified to accomplish the mission and goals of the institution. Therefore, Wayne Community College is in compliance with Comprehensive Standard 3.7.1.

Sources

- Allied Health & Public Services
- Applied Technologies Division
- Arts & Sciences
- Business & Computer Technologies
- College Procedures Manual (02-0101) - Employment Procedures
- College Procedures Manual (02-0106) - Part-Time Curriculum Faculty
- College Procedures Manual (02-0108) - Faculty Credentials
- College Procedures Manual (02-0108) - Faculty Credentials (by Exception)
- College Procedures Manual (02-0108) - Faculty Credentials (Purpose)
- Faculty Credential Datasheets
- Hiring Process - Example
- Job Vacancy Announcement
- Job Vacancy Announcement - Part Time
- Mission Statement
- Public Safety
- Wayne Community College Hiring Guide

3.7.2

Faculty: Faculty evaluation

The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status

Wayne Community College has a formal employee appraisal process that calls for annual evaluation of effectiveness of each faculty member. The complete process, available to faculty, is outlined in the **College Procedures Manual (CPM) (02-0401) - Performance Appraisal**. The faculty performance appraisal process includes information gathered from students, the faculty member, and the faculty member's supervisor. There is no tenure at Wayne Community College nor in the North Carolina Community College System.

A new faculty member is considered to be on probationary appointment for the first nine months of employment and is appraised by the immediate supervisor at the end of the first, second, and third quarters of employment. At the end of the probation period, the President may remove the probationary status, continue the probationary status, or terminate the employee. **Evaluations** for a new faculty member are included as evidence of this process.

Full-time faculty members are evaluated by students, both **online** and **seated**, in at least two classes per year as seen in the Student Evaluation of Faculty and Instruction examples. If an instructor teaches both online and seated courses, they are evaluated in each modality, again as shown in the examples provided. Supervisors use the data compiled from the student evaluations as part of the performance appraisal process in addition to in class observations and/or online observations. Department chairs evaluate individual faculty in their areas, division chairs evaluate department chairs, and the Vice President of Academic and Student Services evaluates division chairs. The annual Performance Appraisal summarizes the faculty member's efforts for the year on performance of assigned job functions and additional responsibilities, accomplishment of annual objectives, and professional development accomplishments.

Examples of Full-time Faculty Evaluations for the period 2011-2014:

- Allied Health and Public Services -**2011-12**; **2012-13**; **2013-14**
- Applied Technologies - **2011-12**; **2012-13**; **2013-14**
- Arts & Sciences -**2011-12**; **2012-13**; **2013-14**
- Business and Computer Technologies -**2011-12**; **2012-13**; **2013-14**
- Public Safety -**2011-12**; **2012-13**; **2013-14**

Evaluations for part-time instructors, regardless of modality of instruction, are on a course-by-course basis, conducted by the appropriate department chair, using student evaluations and in-class or online observation processes. Examples of student evaluations and observations are provided as evidence that the institution evaluates part-time faculty. In the examples provided, there is a difference in forms used in the Spring 2014 and those used in the Fall 2014. In August 2014, a new **Observation Form** was created for both full and part-time performance appraisals. The part-time evaluation process is included in CPM 02-0401 and is available to faculty on the College's internal website. Unlike full-time faculty who are typically employed for an extended period of time, part-time faculty are employed on a semester by semester basis so evaluation examples are not longitudinal.

Examples of Part-Time Faculty Evaluations:

- Allied Heath and Public Services -**Fa 2014-Online Class**
- Applied Technologies -**Sp 2014-Seated Class**
- Arts & Sciences - **Sp 2014-Seated-Night Class**
- Business and Computer Technologies -**Fa 2014-Online Class**
- Public Safety -**Sp 2014-Seated**

Wayne Community College regularly evaluates the effectiveness of each faculty member in accord with published criteria. Therefore, Wayne Community College is in compliance with Core Requirement 3.7.2.

Sources

- College Procedures Manual (02-0401) - Performance Appraisal
- Evaluation-Everhart, Duane-2011-2012
- Evaluation-Everhart, Duane-2012-2013
- Evaluation-Everhart, Duane-2013-2014
- Evaluation-Jordan, Kevin-2011-2012

- Evaluation-Jordan, Kevin-2012-2013
- Evaluation-Jordan, Kevin-2013-2014
- Evaluation-Lee, Nancy-2011-2012
- Evaluation-Lee, Nancy-2012-2013
- Evaluation-Lee, Nancy-2013-2014
- Evaluation-LeGrand, Erin-2011-2012
- Evaluation-LeGrand, Erin-2012-2013
- Evaluation-LeGrand, Erin-2013-2014
- Evaluations-New Faculty Member
- Evaluation-Williams, Jeff-2011-2012
- Evaluation-Williams, Jeff-2012-2013
- Evaluation-Williams, Jeff-2013-2014
- Faculty Observation Form - New
- Part Time Evaluation-Allied Health and Public Services
- Part Time Evaluation-Applied Technology
- Part Time Evaluation-Arts & Sciences
- Part Time Evaluation-Business and Computer Technologies
- Part Time Evaluation-Public Safety
- Student Evaluations-Online Class
- Student Evaluations-Seated Class

3.7.3

Faculty: Faculty development

The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution provides opportunities for the ongoing professional development of faculty as teachers, scholars, and practitioners

Wayne Community College (WCC) recognizes that the professional development of faculty is a critical component of the College goals of increasing student success and ensuring program excellence (**College Procedures Manual 07-0101-Professional Development Program**). Faculty members are at the core of institutional teaching, learning, scholarship, and must stay current, improve their knowledge and skills, and have the opportunity to engage in continued professional development. Faculty, therefore, must have a voice in the college's professional development organization and implementation. This is accomplished through the **Professional Development Committee** whose purpose, authority, and membership are outlined in the College Procedures Manual **01-0301-Purpose, Authority, and Membership of Standing Committees**).

College-Sponsored Professional Development Opportunities

Policies and Procedures

The **Professional Development Plan**, developed by the Professional Development Committee, provides a framework for the development, dissemination, implementation, and evaluation of WCC faculty professional development opportunities. To stay current with trends and to ensure appropriate support for the training needs of all academic and support services on campus, the Professional Development Committee annually surveys (**faculty surveys** and **staff surveys**) all employees for their professional development interests and needs. The education and training priorities identified in the surveys are then considered for campus-wide opportunities. Examples of College sponsored professional development opportunities are provided as **evidence**.

Professional development opportunities are primarily supported through departmental budgets, pending funding availability, and in conjunction with the WCC planning and budgeting process. Planning units (departments) submit annual budgets including funding requests for individual or group professional development. A **Budget Request Summary form** from the Dental Hygiene area is an example of this process. In addition, the College provides funding for faculty and staff **tuition assistance** which is used by faculty and staff enrolled in degree programs at regionally accredited institutions. The guidelines for tuition assistance are outlined in the CPM (**07-0104**) Tuition Assistance. The opportunity for educational leave with pay (**CPM 07-0103 - Educational Leave**) is available for full-time employees to pursue training and education that meets a specific College need.

Table 1 provides a brief overview of the College's financial commitment to faculty professional development over the past three years.

Table 1: College Financial Support for Professional Development

	2011-2012	2012-2013	2013-2014
Professional Development Expenditures	$197,577.36	$214,066.52	$199,233.08
Tuition Assistance Expenditures	$4,598.28	$5,451.58	$2,130.00

Professional Development Activities

Each faculty member is required to obtain a **minimum number of professional development hours** within the annual performance appraisal period (August-July). Evaluation of professional development participation is documented in the professional development section of the **performance appraisal**.

Faculty engage in professional development through a variety of activities to ensure diversity in state-of-practice information and skills gained. The **categories** of professional development listed in the Professional Development Plan define Wayne Community College's acceptable professional development activities. In addition to local, in-state, and out-of-state professional development, the College provides on campus activities such as the Fall 2014 Professional Development Day. The **agenda** for that day's activities is provided as evidence of the diversity of faculty development.

The Distance Education (DE) department over the past three years has provided numerous required and voluntary professional development trainings for full and part-time faculty. Much of the training was done in response to the analysis of data that compared WCC student success in online and traditional classes. For example, data from 2011 - 2014 indicated that students' persistence and success in online course sections lagged behind student performance in seated sections of the same course (**Persistence and Success by Method of Instruction**). To address the gap, and as part of its action plan for improvement, the DE department presented 31 in-house professional development events, attended by 1541 faculty members (duplicated headcount) over the past three years (**DE Department Training Tally**). Topics included plagarism detection, rubric design, the use of various Learning Management System tools, and accessibility. To ensure continued professional development, in fall 2014, DE training materials were made available to all full and part-time faculty through Moodle. During the spring of 2015, department and course level data will be analyzed to determine how to

specifically meet individual "departmental" DE training needs.

Sharing Training and Notification of Professional Development Opportunities

There are a variety of ways that Wayne Community College faculty members share professional development experiences. The **Math Department** and the Enrollment Management Committee have read books together and engaged in discussion of their readings. The College Transfer faculty participate in multiple "lunch and learns" on topics related to student success initiatives. The Basic Skills faculty meet on Fridays in a "Huddle" to share professional development experiences and to discuss ways to implement these experiences. Individual faculty members have participated in multiple off-campus "Train the Trainer" professional development activities and implement the training when returning to campus. For example, two of WCC's faculty members traveled to Germany in 2012 and 2013 to learn to use new equipment that the College purchased for its Industrial Systems and Mechatronics programs. These faculty then trained three additional faculty and those faculty have, in turn, taken that training into their classrooms. Faculty members who receive **Foundation awards** for travel are required to present the outcomes of their travel abroad to faculty, students, and community. Faculty who participate in state-wide Curriculum Improvement Projects (CIPs) sponsored by the North Carolina Community College System (NCCCS) "share" the results of the CIP (new courses; new technologies) within their departments. Wayne Community College, for example, was the lead institution for an Automotive Technology Systems CIP in 2010-2012. Not only did our faculty representatives share within the WCC Automotive Department, but they shared with the faculty in automotive education across the 58 colleges in the NCCCS. The Chair of the WCC Developmental (Pre-curriculum) Studies Department was a faculty representative on a state-wide initiative to transform developmental education in the NCCCS. The results of this two-year task force was that each representative on the team (our department chair, for example), trained their own faculty members as well as faculty across the state in the multiple changes made to developmental education.

Faculty members are made aware of external professional development through email, their respective professional organizations and/or accrediting agencies, and mailings. Faculty are alerted to on-campus professional development activities through an online **calendar** located on the College's internal professional development **website**. The calendar is maintained by the Professional Development Committee, in conjunction with key college departments (i.e. Human Resources, Information Technology, Educational Support Technologies, Administrative Services, Planning and Research, College Committee Chairs). Professional development opportunities are also announced at formal events like WCC Convocation and divisional and department meetings.

Professional Development Documentation

Prior to the Fall of 2014, all academic departments kept a log of its faculty's professional development as shown in the 2012-13 and 2013-14 activities listed below. In 2014, a centralized tracking process was implemented to create consistency and transparency in reporting professional development activities. Records of professional development activities are provided below.

Fall 2014 - Academic Divisions - Professional Development Activities
Allied Health
Applied Technology
Arts & Sciences
Business and Computer Technologies
Public Safety

2013-2014 - Academic Divisions/Department Examples - Professional Development Activities
Allied Health & Public Services
Applied Technologies
Arts & Sciences
Business and Computer Technologies
Public Safety

2012-2013 - Academic Divisions/Department Examples - Professional Development Activities
Allied Health & Public Services
Applied Technologies
Arts & Sciences
Business and Computer Technologies
Public Safety

Wayne Community College provides opportunities and resources for the ongoing professional development of faculty. Therefore, Wayne Community College is in compliance with Comprehensive Standard 3.7.3.

Sources

- 2014-15 Professional Development Committee
- Allied Health - Professional Development Tracking Form
- Allied Health & Public Services Professional Development 2012-13
- Allied Health & Public Services Professional Development 2013-14
- Applied Technology Professional Development 2012-13
- Applied Technology Professional Development 2013-14
- Applied Technology Professional Development Tracking Form
- Arts and Sciences Professional Development 2012-2013

- Arts and Sciences Professional Development 2013-2014
- Arts and Sciences Professional Development Tracking Form
- Budget Request Summary Form
- Business & Computer Technology Professional Development 2012-13
- Business & Computer Technology Professional Development 2013-14
- Business and Computer Technology Professional Development Tracking Form
- College Procedures Manual (01-0301) Standing Committees (Professional Development)
- College Procedures Manual (07-0101) - Professional Development Program
- College Procedures Manual (07-0103) - Educational Leave with Pay
- College Procedures Manual (07-0104) - Tuition Assistance
- Distance Education Training Tally
- Evidence of College Sponsored Activities
- Faculty Needs Assessment Survey Analysis
- Foundation Award Recipients
- Math Department Meeting Minutes, November 2014
- Performance Appraisal-2013-2014
- Persistence and Success by Method of Instruction
- Professional Development Calendar
- Professional Development Categories
- Professional Development Homepage
- Professional Development Plan
- Professional Development Tables
- Professional Development Training Day Agenda
- Public Safety Professional Development 2012-13
- Public Safety Professional Development 2013-14
- Public Safety- Professional Development Tracking Form
- Request for Tuition Assistance
- Staff Needs Assessment Survey Analysis

3.7.4

Faculty: Academic freedom

The institution ensures adequate procedures for safeguarding and protecting academic freedom.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution ensures adequate procedures for safeguarding and protecting academic freedom

Academic freedom is essential to Wayne Community College's goal of educating its students. The College encourages, supports, and protects all faculty members in their academic pursuits of teaching, academic research, discussion, and publication. Each faculty member is free from restraints and penalties that would restrict responsible academic endeavors. The College's policies uphold the principle that adequate safeguards and protections must exist to ensure this academic keystone.

Wayne Community College's official policy supporting academic freedom and responsibility is found in the **Board of Trustees Policy (01-07)** and is echoed in the **College Procedures Manual (03-0301)** -Academic Freedom and the **Curriculum Instructor Handbook**. The policy states:

> "Wayne Community College is dedicated to the dissemination of knowledge, the engendering and development of skills, competencies, and understandings, and to the nurture of those personal and intellectual habits and attitudes which are peculiar to responsible individuals in a free, open, democratic society. The Board of Trustees, therefore, shall guarantee and protect academic freedom in the College. The Board shall likewise require the exercise of responsible judgment on the part of personnel of the College as they exercise academic freedom in accomplishing the objectives of the institution."

In the event that a faculty member believes himself or herself to have been the victim of academic freedom infringement, he or she can seek resolution by following the grievance process which is published in the **College Procedures Manual (02-0601)**. The procedure clarifies the steps and the rights of appeal.

Since Wayne Community College's last reaffirmation, no complaint of violation of academic freedom has been registered.

Wayne Community College's Academic Freedom policy, published in the Board policies, the College Procedures Manual, and the Curriculum Faculty Handbook, guarantees the rights of faculty to freely teach, investigate, and publish. Because these policies define and protect academic freedom, Wayne Community College is in compliance with Comprehensive Standard 3.7.4.

Sources

- Board of Trustee Policy (01-07)
- College Procedures Manual (02-0601) - Grievance Procedures
- College Procedures Manual (03-0301) - Academic Freedom
- Curriculum Instructor Handbook-Academic Freedom

3.7.5

Faculty: Faculty role in governance

The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution publishes policies on the responsibility and authority of faculty in academic and governance matters

Wayne Community College (WCC) provides for the authority of faculty in academic and governance issues primarily through its published procedures in the WCC College Procedures Manual (CPM) (**03-0309**) - Faculty Responsibility and Authority in Academic and Governance Matters. The CPM states that "it is the intent of WCC for the faculty to be active participants with the administration in making recommendations and implementing procedures relating to the College's academic affairs." Faculty provide input regarding governance to department and division chairs who provide this information to the Vice President of Academic and Student Services. In addition, faculty serve on standing committees and/or ad hoc committees appointed by the administration for the purpose of reviewing certain academic procedures and recommending changes to administration. As stated on each faculty member's **job description**, he/she will "participate in college, division, and departmental planning processes, and participate in college activities including faculty, departmental, division and committee meetings." WCC CPM (**01-0301**) - Purpose, Authority, and Membership of Standing Committees lists the College committees and describes the purpose and membership of each committee. The purpose of each committee that directly affects academic policies, procedures, and governance is provided below.

The Assessment Committee provides direction, leadership, and oversight for the assessment process of Student Learning Outcomes (SLO) at the institutional, program, and course levels. **Assessment Committee Meeting Minutes**

The Code Green Committee explores opportunities for "greening" the curriculum and campus by initiating efforts to modify existing programs and initiate new programs. The Code Green Committee also promotes best practices in green/sustainable campus programs and services, as well as to use these practices to create lab scenarios for our students and cost saving initiatives for the College. **Code Green Committee Meeting Minutes**

The Cultural Diversity / Global Education Committee recommends programs and activities that promote the awareness and acceptance of global education and cultural diversity principles and practices for students, faculty and staff. The Cultural Diversity / Global Education Committee also reviews and revises, as appropriate, the college's Global Education and Diversity Plans. **Cultural Diversity / Global Education Committee Meeting Minutes**

The Curriculum Committee reviews and recommends current curriculum program/course changes; reviews and recommends requests for new curriculum programs of study or requests for curriculum deletions; reviews and recommends articulation agreements with secondary and post-secondary institutions; coordinates recommendations from advisory agencies, accrediting or certifying agencies and state offices affecting curricula; reviews, revises and recommends internal procedures/processes associated with curriculum committee functions and/or curriculum program approval. **Curriculum Committee Meeting Minutes**

The Curriculum Disciplinary Review Committee ensures proper due process by hearing any appeal submitted by a student who has received a sanction resulting from a violation of the Student Code of Conduct. **Curriculum Disciplinary Review Meeting Minutes**

The Distance Education Committee develops procedures and promotes practices that contribute to the quality and growth of distance education at Wayne Community College. **Distance Education Committee Meeting Minutes**

The Limited Admissions Committee reviews admission policies and procedures of limited admission programs and recommends changes as needed. The Limited Admissions Committee also reviews qualifications of applicants for limited admission programs and recommends admissions decisions. This committee also review and render decisions on appeals of initial admissions decisions. **Limited Admissions Committee Meeting Minutes**

The Planning Council provides direction, leadership and oversight for the college's planning and institutional effectiveness process. This membership of this committee also serves as liaisons for the planning groups and units and serves as resource persons within their respective area. **Planning Council Meeting Minutes**

The Professional Development Committee promotes personal and professional growth for faculty and staff through annual, on-campus and off-campus professional development opportunities. **Professional Development Meeting Minutes**

The Safety Committee promotes the safety, health and general well-being of the students, employees, and guests by developing, reviewing and updating safety policies and procedures. This committee also oversees quarterly safety inspections of all college facilities and provides oversight for the Emergency Response Team, Evacuation Assistance Team, First Aid Team, Fire Brigade, Weather Watch Team, Traffic Control Team, and other emergency or crisis teams needed for the safety of the campus. In addition, the Safety Committee develops and conducts campus training programs, drills and simulations. **Safety Committee Meeting Minutes**

The Technology Committee promotes the effective use of any technology that facilitates, enhances, and/or supports the administrative and educational processes. **Technology Committee Meeting Minutes**

These committees and councils make governance recommendations to the **President's Council**. The President's Council is comprised of

administrators from every college division, acts on college-wide matters relating to rules and procedures, participates in long-range planning activities for the College, and establishes direct communication between the operating units of the college. An example is found in the recommendation from the Technology Committee for the use of **software** in Career Services to improve the ability of students to conduct career exploration. Faculty also serve as co-chairs on program review committees and provide all of the input for program planning, including recommendations for improvement. Program Reviews are conducted for each academic program every three years per the **Program Review Guide** located in the WCC Strategic Plan for Institutional Effectiveness. Examples of program reviews are provided for the **Allied Health and Public Services Division** and the **Public Safety Division**. Furthermore, the institution assesses Institutional Learning Outcomes (ILO) and Program Learning Outcomes (PLO). Examples of PLOs assessment that demonstrate evidence of the responsibility and authority of faculty in academic and governance matters are provided for the **Arts and Sciences Division**, **Allied Health and Public Services Division**, **Applied Technologies Division**, **Business and Computer Technologies Division**, and **Public Safety Division**.

In addition, the Vice President of Academic and Students Services meets with the Academic Division Chairs, Associate Vice President of Continuing Education, and Associate Vice President of Academic and Student Services to review, develop, and implement academic policies and procedures. In the **Division Chair Meeting Minutes** provided, recommendations were made to the President's Council for inclusion in the College CPM.

Wayne Community College publishes policies on the responsibility and authority of faculty in academic and governance matters and is in compliance with Comprehensive Standard 3.7.5 Faculty Role in Governance.

Sources

- 2011 Business and Computer Technology PLO #6 Assessment Report
- 2012 Applied Technologies PLO #5 Assessment Report
- 2012 Public Safety PLO # 4 Assessment Report
- 2013 Allied Health Division PLO # 1 Assessment Report
- 2013 Associates in Arts PLO #2 Assessment Report
- Assessment Committee Meeting Minutes, February 2013
- Code Green Meeting Minutes, December 2013
- College Procedures Manual (01-0201) - Purpose, Membership, and Authority of the President's Council
- College Procedures Manual (01-0301)- Purpose, Authority, & Membership of Committees
- College Procedures Manual (03-0309) - Faculty Responsibility & Authority
- Cultural Diversity and Global Education Committee Meeting Minutes, August 2014
- Curriculum Committee Minutes, November 2013
- Curriculum Disciplinary Review Committee Meeting Minutes, April 2014
- Distance Education Committee Meeting Minutes, April 2014
- Division Chair Meeting Minutes, September 2013
- Job Description, Instructor
- Limited Admissions Committee Meeting Minutes, May 2013
- Planning Council Meeting Minutes, February 2014
- Professional Development Committee Meeting Minutes, February 2014
- Program Review Guide
- Program Review Summary (ADN) 2013-2014
- Program Review Summary Latent Evidence 2013-2014
- Safety Committee Meeting Minutes, February 2013
- Technology Committee Meeting Minutes, February 2014
- Technology Committee Minutes-February 2014, CSO Software

3.8.1

Library and Other Learning Resources: Learning/information resources

The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Wayne Community College (WCC) provides facilities and learning/information resources that are appropriate to support its **mission**. WCC supports student and faculty access to a broad range of library collections and services, as well as other learning/information resources, which are sufficient to support all of its educational and public service programs.

Library Facilities

The Clyde A. Erwin, Jr. Library provides access to print, audiovisual and electronic resources to support College programs as well as lifelong learning goals of its students, faculty, staff, and the community it serves. Materials in the collection are selected in cooperation with faculty, and augmented with inter-library loans of books and articles from community college libraries in North Carolina (CCLINC) as well as other research libraries worldwide. Library staff provide the highest standard of professional and friendly service to all patrons, including both individual and classroom instruction in information literacy.

The Erwin Library is located on the College's campus in the Wayne Learning Center (WLC) building, on the third floor. As stated in WCC's College Procedures Manual (CPM) (**03-0401**), library resources and services are available to all WCC students, faculty and staff, as well as members of the community with a valid picture I.D. Distance learners also have access to the same library resources and services via the **Library web site**. **General Procedures for the Erwin Library** are regularly updated in paper copies kept at the Circulation Desk and in the appropriate sections of the library web site.

The 13,878 square-foot library includes individual and group study areas, a multipurpose Library Literacy Lab, and student computer workstations. Areas for study and research include study tables for groups and individuals, carrels, and easy chairs in the atrium area, with a total seating capacity of 238 users. Access to the library collections and services is available during its hours of operation: Monday through Thursday from 7:45 a.m. until 8:00 p.m., and Friday from 7:45 a.m. until 1:00 p.m. During the summer semester the library is closed on Friday.

The library's **hours of operation** and services are posted outside library entrances, in the **Wayne Community College General Catalog and Student Handbook,** and on the Library web site. A Wayne Community College branded **Erwin Library bookmark** featuring all basic library contact and services information is included in student orientation packets and are available at the Circulation Desk.

The library provides a **Video Tour of the Erwin Library**, color-coded **Library Map**, **Library of Congress Classification System brochure**, and American Library Association (ALA) "Find It with LC" posters to guide patrons in locating browsing areas for their chosen subject. The arrangement of furniture, collection areas, and signage is designed for comfortable and clear access for all users. Group and individual study areas offer larger student computer workstations and carrels equipped with study lights and electrical outlets. Four of the library tables are also equipped with charging stations for laptop computers, cell phones, and other mobile devices. Computer workstation tables feature wire management trays which keep the areas under them unobstructed for safety and easier access for wheelchair users.

Computers are available for library patrons with a WCC Student Username. Guest Passes are available with a valid picture I.D. at the Circulation Desk. Computers feature Microsoft Office 2013 software installed on the Windows 7 operating system, and USB ports on all the monitors for flash drives. The WCC Username required for login is the same one students use to sign in to their College WCC Mail Google accounts and Moodle course pages. One additional computer workstation at the Circulation Desk, devoted to searching the library's OPAC, requires no login.

The Library Literacy Lab, used for information literacy presentations, group study, and children's story time programs is also equipped with a ceiling mounted projector and screen, a presentation cart with a laptop computer, library tables and stackable chairs to accommodate information literacy sessions.

Library Services, Collections and Resources for Educational Program Support

Services

Library services, as well as its collections, are designed, selected, implemented, and marketed to meet the needs of both the in-library user during hours of operation and the remote user at any time. Staff are trained and encouraged to offer point-of-need service by email and telephone, as well in person. Reference questions received from patrons using either the online **Ask-A-Librarian** form, or sending a direct email to the library email address are answered promptly by email or telephone during the library's hours of operation.

Library cards may be acquired at the Circulation Desk with the presentation of either a WCC I.D. card to which a library barcode sticker is affixed, or a valid picture I.D. for non-WCC affiliated users, who receive plastic library cards. The library card may then be used to check out books, DVDs (faculty only), headphones, Academic Reserve materials, or to request inter-library loans. The library barcode sticker number serves as the password for remote user access through the library's EZproxy server to all of the library's electronic resources. WCC students, faculty, and staff members may apply using the online **Library Card Application form**, each receiving their barcode number immediately in an email reply, and their barcode sticker by mail. Use of this online Library Card Application form has been

encouraged in WCC New Student Orientations, both **online** and **face-to-face**, and by instructors in all **ACA College Student Success Classes**, so more students are aware of the service. A link to the online Library Card Application form is included in the Distance Education Department's **Moodle Student Help and Student Support Information page**.

The library's **All Library User's page** provides a description and contact information or links to resources for all services available to any library user, either in the library or remotely. A **Faculty Users page** highlights services used by instructors, such as setting up Academic Reserves, access to video streaming resources, and requesting information literacy, or group study sessions using the online Information Literacy Session Reservation form.

The **Distance Education Users page** focuses on needs of any library user requiring remote access outside of the library's usual hours of operation. For both in-library and distance users, the **WCC Single Search page** provides a succinct guide to searching the library's EBSCO Discovery Service (EDS). **Databases Available to Erwin Library Users** incorporate all of the searchable NC LIVE aggregate resource databases with the substantial number of additional journal, ebook, and video streaming databases subscribed to by the Erwin Library.

The **Interlibrary Loan (ILL) page** provides a description of these services and also links to all related databases and tutorials for borrowing books, or acquiring journal articles not available in the library's subscription databases. Similarly, an **Online Public Access Catalog (OPAC)** page provides links to all instructions and tutorials created for using the online catalog to find materials and manage individual library accounts, such as renew books remotely.

Many other online tutorials in PDF or video format created by library staff are provided on the **Tutorials, Citation and Subject Guides page**. Newly available LibGuides software has been used to create the **Student Guide to Erwin Library** and **Faculty Guide to Erwin Library** already in use on the library webpage, and by the Distance Education Department on its **Moodle Student Help and Student Support Information page**. More of these Research Guides, such as that for **Dental Hygiene and Dental Assisting** are created with faculty consultation and evaluation.

Access to laser printing, photocopying, and faxing is available to users in the library for a small fee. Faxes received on the library machine are converted to PDF files and emailed to recipients for their convenience.

Recorded statistics, library staff observations, and user feedback are all used to evaluate library services. Daily, monthly and yearly statistics are collected for all library services, including **Attendance and Student Computer Workstation Use**, **Book and Audiovisual Checkout**, **Academic Reserves Sign-outs** of materials not in the online catalog, subscription research **Database Searches** and **Database Retrievals**, **Email Reference** and **Circulation Desk Reference questions**, as well as Information Literacy Sessions provided, both in-library and in classrooms. Additionally, a **Library User Concerns sheet** kept at the Circulation Desk records daily and monthly patterns of patron requests, problems expressed, or general concerns observed and reported by library staff, which is then collated into an annual **User Concerns report** that can be used to track patterns of need, such as improved computer equipment identified in the FY2009-2010 and FY2010-2011 report with 40 and 42 reported problems in these years; upgraded computers took the reported problems for FY2011-2012 down to 19 for that year.

An extensive triennial **Library User Survey**, along with a few questions added to the College's annual **Student and Employee Services Survey** provides external evaluation of library resources and services. Information Literacy sessions are evaluated by attendees after each presentation using small survey cards. Feedback recorded in the **Information Literacy Committee Minutes**, an ad hoc committee that meets once a semester, is also very valuable for helping to evaluate and improve library services.

Data is collected internally from college surveys and evaluated periodically in an **Academic Service Unit Review**, which includes reports on targeted **Service Outcomes**. Both evaluations determine the effectiveness of library strategies to address particular as well as general needs for improvements in current resources and services, including identifying new resources and services.

Until 2014 the "Academic Library Survey" was completed each year by every N.C. Community College Library Director, submitted biennially as a component of the College's report to either the National Center for Educational Statistics (NCES), or the North Carolina Higher Education Department (NCHED). Comparison statistics for five community college libraries at schools with comparable FTE enrollment help to evaluate peer library services and collections with those of the Erwin Library as found in its **NCHED 2013 Report**, with improvements noted for WCC between the **NCES 2012 Report** and the NCHED 2013 Report.

As to services provided, in the **NCHED 2013 Report Comparison**, the Erwin Library ranks fifth among the six libraries for its gate count of 655 in a typical week; however, with a total circulation figure of 15,704, it ranks second and significantly higher (36%) than the next highest count of 10,103 for Craven. Reporting 536 total interlibrary loan transactions, the Erwin Library ranks second only to Craven. Having made 83 presentations to a total of 1,861 attendees in FY2012-2013 the Erwin Library ranks third in its comparison group.

Table 1: Comparison of WCC's Erwin Library Services with Similar Community Colleges (NCHED 2013)

SERVICES	Wayne	Alamance	Craven	Johnston	Lenoir	Vance-Granville
Hrs. Open in Typical Week	52	67	49	56	57	58
Gate Count in Typical Week	655	2,500	615	2,420	2,251	916
Circulation Transactions (General)	15,398	2,604	9,424	6,725	7,625	16,518
Reserves Circulation	306	1,100	679	72	1	0
TOTAL CIRCULATION	**15,704**	**3,704**	**10,103**	**6,797**	**7,626**	**16,518**
ILL Loaned out (Returnable)	288	150	362	153	89	199
ILL Loaned out (Non-Returnable)	0	5	0	0	0	24
ILL Borrowed (Returnable)	243	102	472	116	35	65
ILL Borrowed (Non-Returnable)	5	4	5	0	0	1
TOTAL ILL TRANSACTIONS	**536**	**261**	**839**	**269**	**124**	**289**
Number of presentations made	83	160	74	64	198	47
Total attendance at presentations	1,861	2,900	1,157	1,408	2,097	859

By comparing this **NCHED 2013 Report Comparison**, with the **NCES 2012 Report Comparison** it is to be noted that, in one year, and with no increase in staffing, the Erwin Library's combined provision of services increased by an average of 15%: interlibrary loans by 14%; presentations by 8%; the number of presentation attendees by 26%; and the total number of information services to individuals by 13%. This improvement brought the ranking of the Erwin Library among the comparison libraries up, from fourth for interlibrary loans in FY2011-2012, to second in FY2012-2013, and from fourth for information literacy presentations in FY2011-2012, to third in FY2012-2013.

Additionally, a very high level of satisfaction with Erwin Library services is reported in both the 2013 annual **College Student and Employee Services Survey** and the 2013 triennial **Library User Survey**.

Table 2: Survey Reports for User Satisfaction with Erwin Library Staff and Services (2013-2014)

2013 College Survey (173 employee responses)	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Strongly Agree + Agree (Other than NA)
Are courteous and knowledgeable	30.1%	60.0%	0.6%	0.0%	9.2%	99%
Respond promptly to email or phone requests for assistance	28.5%	54.1%	0.0%	0.0%	17.4%	100%
Overall satisfaction with WCC Library services	29.3%	64.5%	0.0%	0.0%	9.2%	100%
2013 College Survey (378 student responses)	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**Not Applicable**	**Strongly Agree + Agree (Other than NA)**
Are helpful and genuinely interested in assisting me	41.0%	36.8%	1.3%	0.8%	20.1%	97.0%
Overall satisfaction with Library services	42.9%	37.6%	1.6%	0.3%	17.7%	98.0%
2013-2014 Library User Survey (134 user responses)	**Excellent**	**Very Good**	**Adequate**	**Needs Improvement**	**Poor**	**Excellent + Very Good + Adequate**
Courtesy	66%	26%	7%	1%	0%	99%
Knowledgeable	66%	27%	7%	0%	0%	100%
Availability	62%	28%	9%	1%	0%	99%
Helpfulness	67%	26%	7%	0%	0%	100%

Overall, from the total of 685 responses collected in FY2013-2014 by the college and library surveys which did not designate "Not Applicable" as their rating, 96% gave the library staff and services the highest ratings of "Excellent" or "Very Good," "Strongly Agree" or "Agree." With the addition of the "Adequate" rating that average total is 99.5% approval. Ultimately, however, reaching those "Not Applicable" responders with information about how the library can serve them is the most far-reaching goal of the Erwin Library staff.

Collections and Resources

The Erwin Library holds nearly 34,000 reference and circulating print books, more than thirty subscriptions to print magazines and newspapers, over 1,200 DVDs, with online access to nearly 25,000 streaming videos in nine film databases, as well as access to hundreds of thousands of journal and newspaper articles, e-books, and other images and maps in twenty databases subscribed to by the library in addition to the many resources available in the NC LIVE aggregate database, and two others subscribed to by the North Carolina Community College System (NCCCS). Also, with nearly 130,000 eBooks included in all subject areas, the EBSCO eBooks *Academic Collection* augments the general print collection of the library, greatly aiding distance learners.

Of a total of 108 video, article and eBook **Databases Available** to Erwin Library Users from the library's homepage, the 67 in the NC LIVE Aggregate resource represent only 64% of the total provided for Erwin Library patrons. Use statistics for **Database Searches** and **Database Retrievals** show that additional resources subscribed to by the Erwin Library have been very much needed for program support and other student research areas.

Table 3: Erwin Library Subscription Database Resources in Addition to NC LIVE (As of January 1, 2015)

Program/Subject Area	Erwin Database Resources in addition to NC LIVE
Arts and Sciences programs, General Research	*Academic Search Premier; American History in Video; American History Online; Ancient & Medieval History Online; Art & Architecture Complete; Biography Reference Center; Bloom's Literature Resource Center; Columbia Granger's World of Poetry Online; CREDO Unlimited; ERIC; JSTOR; Military & Government Collection; Modern World History Online; EBSCO eBooks Academic Collection; Literary Reference Center Plus; Newspaper Source Plus; OED Online; World History in Video; Theatre in Video; Video on Demand*
Allied Health programs	*A.D.A.M. (Anatomy); Dental Education in Video; Dentistry & Oral Sciences Source; Health Source Consumer Edition; Health Source Nursing/Academic Edition; Nursing@Ovid; Nursing Digital Library; Nursing Education in Video; Ovid eBooks; STAT!Ref*
Applied Technology programs and Computer Technology programs	*Business Source Premier; Criminal Justice Abstracts w/Full Text; Criminal Justice and Public Safety in Video; EBSCO eBooks Business Collection; Entrepreneurial Studies Source; Environment Complete; Library, Information Science & Technology Abstracts w/Full Text*
Critical Thinking	*Opposing Viewpoints Resource Center*
Career Research	*Ferguson's Career and Guidance Center*
Standardized Testing and Certification	*Testing & Education Reference Center*

From an examination of the **Comparison Schools Library Websites**, it is clear that Erwin excels particularly in holdings of electronic formats making ebooks, scholarly articles, and streaming videos available to all remote users and distance education students, subscribing to a total of 29 databases in addition to those in NC LIVE. Vance-Granville, with 19 additional database subscriptions, and Johnston with 13, are far below the Erwin Library in holdings, and Alamance with 6, Craven with 8, and Lenoir with none complete the comparison group.

As a result of a major weeding and upgrade of the print collection since the 2006 reaffirmation report, Erwin Library is now a close fifth in its **NCHED 2013 Report Comparison** group for size of print collections, showing 30,876 volumes; however, this figure has increased to 33,734 print volumes by December 2014.

Also, by following an intensive evaluation process for each Library of Congress Classification Area, as outlined in the **Collection Development Plan**, the library's print collections have steadily been reaching a more desirable level for age of collection, and currency of information. For example, the **Age of Collection Evaluation for 2008-2014** shows that the "T" (Technology) area has overcome a 1971 average date of publication in 2008, to reach a much improved average publication date of 1996 in 2014. The "S" (Agriculture) area has progressed from a 1980 average date of publication to one of 2000, "R" (Medicine) from 2000 to 2004, and "Q" (Science) from 1980 to 1990 average date of publication by the running of 2014 reports.

As areas of the library's print collection are targeted for improvement, and with limited funding from the state for print books, other means are found, such as a $19,986.00 **LSTA (Library Services and Technology Act) Grant** applied for and received to spend in FY2010-2011, which substantially improved the Technology, Agriculture, and Science classification areas in particular.

Ultimately, from the **NCHED 2013 Report Comparison** for Erwin Library, it is clear that with a total yearly expenditure of $200,804.00 for all formats, including print, media and electronic resources, WCC ranks first, and is far ahead of its all other comparison schools in committing college funds to all library resources, especially those to effectively reach distance education students with comparable resources to those provided for face-to-face classed students.

The nearest expenditure of any comparison school to WCC's is the $127,603.00 spent by Vance-Granville, though that total figure represents only 64% of the total amount committed to library resources by WCC. Even less is committed by the other three institutions, with Lenoir at $88,851.00, Johnston at $45,139.00, Alamance at $46,181.00, and Craven at $30,102.00.

Educational Program Support

Adequate library and learning resources are vital to support the College's programs of instruction and student learning goals. Erwin librarians strive to acquire the appropriate print, media, and electronic formats to serve all of the educational and library research needs of WCC students, faculty and staff.

The **Collection Development Plan**, completely rewritten in 2008 and revised for electronic formats in 2012, outlines the library's procedures for regular evaluation of the curriculum relevance, subject authority, and currency of all the library's collections in print, media, and electronic formats. The *Plan* also includes the process for removing or upgrading materials in each subject area to ensure that all collections are current. For ease of access, a link on the library web site's **Faculty Users page** is provided for the Collection Development Plan.

Criteria for the College's program needs are determined not only by general best practices for Library of Congress Classification and subject areas, but by working directly with WCC faculty. Most often faculty are consulted by means of library liaisons designated by the individual academic divisions, or within the Information Literacy Committee, which meets once in the fall and once in the spring semester. The **Minutes of the Information Literacy Committee** provide a record over the years of the requests and suggestions made by faculty, with

the responses in new or improved services and/or resources made by Erwin Library staff.

The Information Literacy Committee includes members from all WCC curriculum divisions, the College webmaster, Distance Education Specialist, as well as representatives from the Wayne Early Middle College High School (WEMCHS) and WCC Small Business Center. This group helps ensure library resources support all of the College's needs. Meetings are supplemented by in-person and email discussions all during the school year. In this way, for example, the need to subscribe to the full online version of the *Oxford English Dictionary* (OED) was suggested in a meeting, but responded to in Library Liaison emails between Erwin Librarians and the **English instructor** serving on the Information Literacy Committee. The need for the *OED Online* was confirmed by the identification of a yearly assignment of a project given to students specifically for the *OED*.

Improved services options prompted by the Information Literacy committee discussions include meeting the needs of Small Business Center students with two **Small Business Center Presentations** in FY2013-2014, focusing on library resources specific to business topics.

The idea of investigating more interactive exercises for students in information literacy sessions to help fulfill specific learning outcomes identified by the College's Arts and Sciences division for their classes, such as identifying scholarly resources, evaluating websites for creditable content, and retrieving permalinks in library databases for scholarly articles, to submit via email or Moodle discussions, also led to the creation of online Camtasia and PDF tutorials, available from the **Tutorials, Citation and Subject Guides page**, many also linked to in the **Student Guide to Erwin Library**.

Library user requests and WCC **Class Assignment or Syllabus** files collected from WCC faculty members or students also help to determine if the library is providing adequate support for all educational programs.

Program accreditations, such as the those for the Nursing and Dental programs in spring 2013, illustrate how useful a library liaison for the program can be as coordinator, since, as with the weeding and upgrading of Nursing related audiovisuals mentioned in these Library Liaison emails (**Nursing**), all faculty members of a program may be involved in deciding which materials to keep or de-select, or which formats to replace with other formats.

WCC Curriculum Committee minutes and individual WCC program faculty members are often consulted for new subject areas that may require improvements or significant additions to the library's collections. The already mentioned LSTA grant of $19,986.00 helped to bring the content up-do-date for currency, as well improve the age of publication for new applied technology courses in sustainable agriculture, green technology and renewable resources, and applied business and computer technology courses in gaming and simulation.

A very high level of satisfaction with Erwin Library resources in all formats is reported in both the 2013 annual **College Student and Employee Services Survey** and the 2013 triennial **Library User Survey**. Overall, from the total of 685 responses collected in 2013-2014 by the college and library surveys which did not designate "Not Applicable" as their rating, 98% gave the library's resources approval ratings of "Excellent" or "Very Good," "Strongly Agree," "Agree" or "Adequate." Also, this 2013 **Student and Employee Services** question was only included in the survey sent to WCC employees, so the high rate of approval shows that faculty and teaching staff are confident that library resources support their teaching classwork needs.

Ultimately, however, reaching those "Not Applicable" responders, either faculty or students, with information about how the library's resources can benefit them is the most far-reaching goal of the Erwin Library's staff, especially in the area of information literacy instruction. Since only 4 of the total number of responses to the 2013 triennial **Library User Survey** were from faculty, and the rest from WCC students, perhaps an indication of the success of improved literacy sessions given in the spring 2014 semester may be seen in the slightly higher ratings for library resources from the spring 2014 set of survey results, as compared to those from fall 2013.

Table 4: Survey Reports for User Satisfaction with Erwin Library Resources (2013-2014)

Fall 2013 Library User Survey (avg. 54 responses per question)	Excellent	Very Good	Adequate	Needs Improvement	Poor	Excellent + Very Good + Adequate
Overall, how would you rate Erwin Library materials in the following areas:						
Books	45%	27%	24%	2%	2%	96%
Reference Books	44%	25%	22%	4%	2%	94%
DVDs	38%	28%	26%	6%	2%	92%
Online Videos	43%	24%	28%	4%	2%	95%
Print Periodicals	38%	28%	30%	2%	2%	96%
Online Journals	45%	27%	24%	2%	2%	96%
Database quality	47%	25%	24%	2%	2%	96%
Database access	45%	29%	22%	2%	2%	96%
Spring 2014 Library User Survey (avg. 75 responses per question)	**Excellent**	**Very Good**	**Adequate**	**Needs Improvement**	**Poor**	**Excellent + Very Good + Adequate**
Overall, how would you rate Erwin Library materials in the following areas:						
Books	57%	36%	6%	1%	0%	99%
Reference Books	53%	36%	11%	0%	0%	100%
DVDs	47%	36%	18%	0%	0%	100%
Online Videos	50%	39%	11%	0%	0%	100%
Print Periodicals	47%	41%	12%	0%	0%	100%
Online Journals	55%	36%	9%	0%	0%	100%
Database quality	53%	37%	10%	0%	0%	100%
Database access	53%	38%	9%	0%	0%	100%

Wayne Community College provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission. Therefore, the College is in compliance with Comprehensive Standard 3.8.1.

Sources

- All Library Users Page
- Ask a Librarian
- Book and Audiovisual Checkout
- Class Assignments or Syllabus
- College Procedures Manual (03-0401) - Library Resources, Services, and Access
- Comparison Schools Academic Libraries Data NCES 2012 Detail Report (Page 11)
- Comparison Schools Academic Libraries Data NCES 2012 Summary
- Comparison Schools Academic Libraries Survey NCHED 2013 Detail Report (Page 17)
- Comparison Schools Academic Libraries Survey NCHED 2013 Summary
- Comparison Schools Library Websites
- Databases Available to Erwin Library Users
- Dental Student Guide to Erwin Library
- Distance Education Users Page
- Erwin Library Academic Reserves Signouts (2011-2014)
- Erwin Library Age of Collection Development Evaluation (2008-2014)
- Erwin Library Bookmark
- Erwin Library Card Application
- Erwin Library Circulation Desk Questions (2009-2014)
- Erwin Library Collection Development Plan
- Erwin Library Computer Use and Attendance (2010-2014)
- Erwin Library Database Retrievals (2011-2014)

- Erwin Library Database Searches (2011-2014)
- Erwin Library Email Reference Requests (2009-2014)
- Erwin Library General Procedures
- Erwin Library Hours of Operation
- Erwin Library Information Literacy Committee Meeting Minutes
- Erwin Library Liaison Email (ACA-2014)
- Erwin Library Liaison Email (English 2012)
- Erwin Library Liaison Email (Nursing 2013)
- Erwin Library Map
- Erwin Library Mission Statement
- Erwin Library Service Outcomes (2012-2013)
- Erwin Library Service Unit Review (2013-2014)
- Erwin Library Single Search Page
- Erwin Library User Concerns
- Erwin Library User Concerns Report (2009-2014)
- Erwin Library User Survey Results (2013-2014)
- Erwin Library Video Tour
- Erwin Library Website
- Faculty Guide to Erwin Library
- Faculty Users Page
- General Catalog and Student Handbook - Erwin Library Operating Hours
- Information Literacy Session Reservation Form
- Interlibrary Loan Page
- Library of Congress Classification System Brochure
- Library Services and Technology Act Grant - (LSTA)
- Moodle Student Help and Student Support Information Page
- New Student Orientation Library Face to Face
- New Student Orientation Online Library
- Online Public Access Catalog Page
- Small Business Center Presentations
- Student Guide to Erwin Library
- Tutorials, Citation and Subject Guides
- Wayne Community College - Mission Statement
- Wayne Community College Student Services Survey (Spring 2013)
- Wayne Community College Student Services Survey (Spring 2014)

3.8.2

Library and Other Learning Resources: Instruction of library use

The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

During its hours of operation, Erwin Library staff members are available to assist users in person, by telephone, or by email in response to either direct inquiries or online **Ask-A-Librarian** form submissions. Point-of-need individual reference assistance is available during all hours of operation, as are classroom **Information Literacy Sessions**.

Information literacy sessions may also be arranged for times convenient to the faculty member and class being taught, even if one will occur during hours the library is not usually open. At all times, instruction and guidance in using all the library's resources is available to users in several formats on the **Library web site**, including videos, Camtasia capture videos, PDF tutorials, and LibGuides. Most of these guides are easily located on the **Tutorial, Citation and Subject Guides page** and are updated regularly.

Requests for literacy sessions, library tours, or group study sessions may be made in person, by telephone, or using the online **Information Literacy Session Reservation Form**, which allows specification of a day, exact time, comments field for subject areas or resources to consider, and the indication of a need for the session to be conducted at an off-site location, and where. Also, a "Browse" button on the form allows instructors to attach any relevant **Class Assignment or Syllabus** files to guide Reference Librarians in planning **Subject-Targeted Presentations and Online Quizzes** for hands-on practice of just-presented library literacy skills.

Librarians call or email instructors promptly to confirm these information literacy session reservations and any special research skills coverage requested by the instructor. Reference staff also work with faculty to make sure all students who will be in the session have library barcodes for hands-on practice in the sessions. Using student ID numbers provided on rosters which instructors may email to a Reference Librarian before the session is to be held, librarians will expedite library card applications by verifying that each student in the class either already has a library card listed in the library's patron database or has the appropriate student status to generate a new library card.

Off-site information literacy presentations are particularly convenient for groups larger than twenty-five attendees, the maximum capacity of the Library Literacy Lab. For off-site sessions scheduled to be held in classrooms without a computer available for each student, Erwin Reference Librarians coordinate instructor requests for use of **College Laptop Carts** to facilitate hands-on research skills practice by each student as part of the presentation. The introduction of Laptop Carts by the WCC IT Department in 2013 was identified by Erwin Librarians as a means of making off-site sessions very effective, as it has proved to be.

Information Literacy Session **statistics** show that these off-site sessions have grown in popularity with WCC faculty members. Off-site refers to at a location on campus other than the Erwin Library. In FY2012-2013, though 41 literacy sessions were presented by librarians, only 3 were given off-site. By contrast, of the 48 information literacy sessions led in FY2013-2014 by Erwin Reference Librarians, 17 of them were presented in off-site locations.

Subsequently, more students are being reached for library research skills training more effectively. If possible, both Reference Librarians will now work together on one presentation, to assist all students in completing hands-on practice exercises. Thus, though the number of librarian led literacy sessions has fallen from a high of 79 in FY2010-2011, to 48 in FY2013-2014, more students are being reached on average per session, 22 per session for FY2013-2014, a higher number than the 17 reached per session in FY2010-2011, and more effectively, with the available College laptop carts providing computers for each student to practice on, often with two librarians at hand to guide them.

The effectiveness of each session for its attendees is measured quickly and succinctly by the distribution and collection of session specific business-card sized **Literacy Session Evaluation Cards** from which annual **Evaluation Cards Statistics** are gathered. However brief, these daily feedback comments can be put into use almost immediately to improve the next presentation or to evaluate how to improve the library web site, including what information and/or links to resources to add to new LibGuides or tutorials. Comments have included the desire to know more information about what a database is exactly, how to locate citation resources, use ebooks more effectively, and search for e-journals.

Even though this session-based feedback is in some ways more helpful to librarians for planning more effective presentations on a day-to-day basis, the high opinion of library staff and services expressed in answers to questions in both the triennial **Library Users Survey** or the College's annual **Student and Employee Services Survey** aids in confirming opinions of librarians throughout the year regarding what students and faculty need from their library and its staff.

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average per session, 22 per session for FY2013-2014, a higher number than the 17 reached per session in FY2010-2011, and more effectively, with the available College laptop carts providing computers for each student to practice on, often with two librarians at hand to guide them.

From NCHED 2013 Report Comparison **statistics** with five other comparable N.C. community college libraries, with a total of 83 information literacy sessions, which included those with Erwin Reference Librarians either making the presentation or providing assistance to group study sessions, and library staff presenting juvenile literature Children's Storytime programs to support the Early Childhood Education Program's Childcare Center students and staff, the Erwin Library ranked third: below Lenoir with 198 presentations reported and Alamance with 160, and just above Craven with 74, Johnston with 64 and Vance-Granville with 47.

The total number of Erwin Library presentations in the **NCHED 2013 Report Comparison** represented an increase of 8% from the **NCES 2012 Report Comparison** total of 76, and though that number still ranked Erwin Library third among its comparison schools, the total of 100 presentations reported for Information Literacy sessions in FY2013-2014 represents an increase of 17% over the previous year.

From Information Literacy Sessions **statistics**, it is also apparent that the use of the Literacy Lab for group study sessions, led by WCC faculty or staff, has recently increased by 43%, from 20 sessions in FY2012-2013 to 35 session in FY2013-2014. The number of attendees in these instructor-led session, however, has also increased steadily per session, from a total of 331 in FY2010-2011 to 670 in FY2013-2014, yet maintaining an average of 19 students being introduced to library resources per session.

Use of the Literacy Lab by instructors for groups gives those classes of students more access to point-of-need assistance by Reference Librarians as a student is working on an assignment for which he or she actually needs to use the literacy skills. Librarians have observed that literacy skills that seem merely theoretical to a student in a general information literacy presentation become vitally practical when the student is finally faced with getting an actual assignment done.

In cooperation with the WCC Distance Education Department, a Moodle library literacy skills class page is also in development by librarians so groups of students can be enrolled each semester by librarians as needed for online literacy skills training. This will assist distance education students in acquiring information literacy skills and maintaining them as they encounter new types of class projects.

Additional information pertaining to WCC's learning resources and services can be found in Core Requirement 2.9.

Wayne Community College ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources and is compliant with Comprehensive Standard 3.8.2.

Sources

- Ask a Librarian
- Class Assignments or Syllabus
- College Laptop Carts
- Comparison Schools Academic Libraries Data NCES 2012
- Comparison Schools Academic Libraries Survey NCHED 2013
- Erwin Library User Survey Results (2013-14)
- Erwin Library Website
- Evaluation Cards Statistics
- Information Literacy Session Reservation Form
- Information Literacy Sessions
- Literacy Session Evaluation Cards
- Student and Employee Services Survey (Spring 2013)
- Subject-Targeted Presentations and Online Quizzes
- Tutorials, Citation and Subject Guides

3.8.3

Library and Other Learning Resources: Qualified staff

The institution provides a sufficient number of qualified staff - with appropriate education or experiences in library and/or other learning/information resources - to accomplish the mission of the institution.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution provides a sufficient number of qualified staff

Wayne Community College's, Clyde A. Erwin, Jr. Library employs a sufficient number of fully qualified library staff to accomplish the College's **mission**. As noted in the **Erwin Library Staff Qualifications and Schedules**, Erwin Library staff includes three full-time professional librarians with American Library Association (ALA) accredited degrees, three full-time and five part-time paraprofessional staff members (total of 70.75 hours a week), and one work study student (25 hours a week). At least two library staff serve on the Circulation Desk at all times, with all other staff on call as needed. The library's email reference requests, mostly generated from online form requests for instruction sessions, library cards, or interlibrary loans, is monitored at all times the library is open.

The **Director of Library Services**, with a Doctoral degree in English, as well as the Masters in Library Science, has thirty-two years of experience working in academic libraries. This experience includes all areas of technical and public service, including special collections and archives management. Her instructional experience includes teaching Freshman English at the University of North Carolina-Chapel Hill for three years and teaching Technical Report Writing and Business Communication as an adjunct professor for the Embry-Riddle Aeronautical University though the Seymour Johnson AFB Educational Facility. She is a member of the College Technology Committee and leads the Information Literacy Committee.

Each **Reference Librarian**, of the two on staff, covers two of the four evenings that the library is open, giving point-of-need reference assistance in person, by email or by telephone. In addition, both in-library and off-site (on-campus) information literacy sessions are provided upon request. The reference librarians also create Research Guides using LibGuides software, and, in cooperation with the Education Support Technology Department, create online Camtasia recorded lectures and other video tutorials. Both are active on College committees,. One reference librarian serves on the Curriculum Committee and the Information Literacy Committee. The other reference librarian serves on the Cultural Diversity/Global Education Committee and the Information Literacy Committee.

One **Library Specialist**, with twenty-nine years of academic library experience, manages all Circulation Desk operations. These duties include scheduling all staff for Circulation Desk duty, as well as supervising, scheduling training, and training all part-time staff. Her duties also include creating and presenting Children's Storytime programs twice a month. This program primarily serves the children in the WCC Childcare Center. Occasional, community members, as well as Early Childhood Education program students attend as part of their class assignments. She also processes archival materials and provides reference assistance to library users from these holdings, in person, by telephone or email.

A second full-time **Library Specialist,** with over twenty years library experience, including eleven years in academic libraries (public and military base), performs all cataloging and interlibrary loan transactions. In addition, this library specialist coordinates collection development requests for print materials.

The full-time **Library Administrative Assistant** manages all of the library's financial transactions, including staff time sheets and leave forms, cash deposits for monies received for printing, fax, scan, copying and fines or replacement book costs. In addition, the library administrative assistant creates all library purchase orders in the NC E-Procurement system and follows the orders through the WCC Business office. This library assistant serves daily on the Circulation Desk as well, and has previous experience in the WCC Academic Skills Department as a peer tutor in English and Math.

A **Federal Work Study Student** is assigned to assist with the Children's Storytime programming. In addition, this work study student has experience as an intern in her former high school library, and assists with some collection development for juvenile literature.

Each full-time library staff member and **Part-time Library Technician** is trained by the professional librarians to provide reference assistance and serve on the Circulation Desk. In-depth questions are referred to a professional librarian. Two of the professional librarians and several of the part-time staff have either another advanced subject degree in addition to the Masters or Associates degree, relevant certifications, or significant credit hours earned, as well as academic instruction experience enriching their extensive academic library work experience.

For both full-time and part-time library staff members, all duties for the operation of the library and delivery of all reference and information literacy instruction services are clearly defined and assigned as either a primary or backup duty in his or her job description, which is revised each year as duties evolve. At least one backup is assigned and cross-trained for each duty, so all library operations move smoothly, with no service lag for library users.

The **General Procedures for the Erwin Library** is readily available for users and staff in both print and online formats and updated as needed. A *Staff Notebook* kept at the Circulation Desk contains in-house operating procedures, such as **Opening the Library for the Day** and **Closing the Library for the Day**, or **SIRSI Patron Registration**. Procedures are regularly updated simultaneously in both paper and electronic versions. Electronic "General Procedures" content is available on the **Library Web site** in the appropriate user areas, and operational procedures to all library staff in the "Library" folder of the College's shared drive.

Clear lines of communication are established and followed, augmented by weekly one-on-one individual planning meetings for fulltime staff with the Director of Library Services, and monthly full-time and part-time group meetings, during which all staff participate in staff training sessions, as well as evaluating and refining the delivery of library services for all users. **Full-time Library Staff Meeting Minutes** are made available to all library staff in the shared drive, providing a record of all announcements, matters discussed and decisions made. A **Full-time Library Staff Meeting Agenda** is created before each meeting and kept in the shared drive "Library" folder as well, to which any staff member may add an item for announcement or discussion. Part-time library staff meetings are also held by the Library Specialist, and discussion items from these meetings often guide the addition of agenda items to full-time staff meetings.

Also, when the library acquires new resources or revises procedures radically, such as when the new EnvisionWare PCReservation software was installed in spring semester 2014, all staff members, including part-time staff, participate in training sessions, in which question and answer exchanges are sought, to clarify all public service concerns that may call for new responses at the Circulation Desk. The Library Specialist who directly supervises Circulation Desk scheduling and training meets weekly with the Director of Library Services to evaluate and create opportunities to address perceived or requested professional development needs of the part-time staff.

Additionally, all full-time library staff members participate in a variety of **Professional Development** activities to expand their knowledge and skills in all areas of librarianship, including conferences and meetings at which they occasionally make presentations, webinars, and visits planned to various area academic or special libraries for information sharing and learning about other library procedures and practices. Relevant college- sponsored professional development presentations, **Professional Development Day** activities, committee service projects, and other community related activities are also made available to all full-time staff members.

Until 2014 the "Academic Library Survey" was completed each year by every N.C. Community College Library Director, submitted biennially as a component of the College's report to either the National Center for Educational Statistics (NCES), or the North Carolina Higher Education Department (NCHED). Comparison statistics for five community college libraries at schools with comparable FTE enrollment help to evaluate peer library services and collections with those of the Erwin Library as found in its **NCHED 2013 Report**, with improvements noted for WCC between the **NCES 2012 Report** and the NCHED 2013 Report.

NCHED 2013 Summary statistics for library services at WCC with five other similar community colleges in North Carolina show that the Erwin Library ranks second only to Johnston in the number of full-time professional library staff, and second in terms of total library staff.

Table 1: Comparison of WCC's Erwin Library Staff with the Staff at Five Similar Community Colleges (NCHED 2013)

STAFF	Wayne	Alamance	Craven	Johnston	Lenoir	Vance-Granville
Professional Librarians	3	3	2	4	2.37	3
Other Professional Staff	0	3.5	0	1	0	2.5
Technical Staff	5.5	1.1	1	1	3	0.25
Student Assistants	0	1.1	0.3	0	2	0.5
TOTAL Staff	8.5	9.6	3.3	6	7.37	6.25

As to services provided in the NCHED 2013 Report, the Erwin Library ranks fifth among the six libraries for its gate count of 655 in a typical week; however, with a total circulation figure of 15,704, it ranks second and significantly higher (36%) than the next highest count of 10,103 for Craven. Reporting 536 total interlibrary loan transactions, the Erwin Library ranks second only to Craven. Having made 83 presentations to a total of 1,861 attendees in FY2012-2013 the Erwin Library ranks third in its comparison group.

Table 2: Comparison of WCC's Erwin Library Services with Similar Community Colleges (NCHED 2013)

SERVICES	Wayne	Alamance	Craven	Johnston	Lenoir	Vance-Granville
Hours Open in Typical Week	52	67	49	56	57	58
Gate Count in Typical Week	655	2,500	615	2,420	2,251	916
Circulation Transactions (General)	15,398	2,604	9,424	6,725	7,625	16,518
Reserves Circulation Transactions	306	1,100	679	72	1	0
TOTAL CIRCULATION	**15,704**	**3,704**	**10,103**	**6,797**	**7,626**	**16,518**
ILL Loaned out (Returnable)	288	150	362	153	89	199
ILL Loaned out (Non-Returnable)	0	5	0	0	0	24
ILL Borrowed (Returnable)	243	102	472	116	35	65
ILL Borrowed (Non-Returnable)	5	4	5	0	0	1
TOTAL ILL TRANSACTIONS	**536**	**261**	**839**	**269**	**124**	**289**
Number of Presentations Made	83	160	74	64	198	47
Total Attendance at Presentations	1,861	2,900	1,157	1,408	2,097	859

By comparing this **NCHED 2013 Summary** with the **NCES 2012 Summary**, it is to be noted that, in one year, and with no increase in

staffing, the Erwin Library's combined provision of services increased by an average of 15%: interlibrary loans by 14%; presentations by 8%; the number of presentation attendees by 26%; and the total number of information services to individuals by 13%. This improvement brought the ranking of the Erwin Library among the comparison libraries up, from fourth for interlibrary loans in FY2011-2012, to second in FY2012-2013, and from fourth for information literacy presentations in FY2011-2012, to third in FY2012-2013.

Many of these services are now being provided to the remote user by email or telephone, and more presentations are being conducted off-site as needed. These services involve increased staff time and planning, but more requests demonstrate patron satisfaction with using easily accessible online form requests and ever expanding electronic resources, in addition to their in-library visits.

Also, library staff members are actively involved in marketing library services and resources, helping to design library-branded bookmarks and classification brochures, create online videos and tutorials, in-library themed book exhibits each month, as well as working with the Distance Education Department, Education Support and Technology Department and College Marketing Department to publicize library resources and services, especially for remote users and new students and faculty.

Additionally, a very high level of satisfaction with Erwin Library services is reported in both the 2013 annual **College Student and Employee Services Survey** and the 2013 triennial **Library User Survey**.

Wayne Community College provides a sufficient number of qualified staff with appropriate education or experiences in library or other learning resources to accomplish the mission of the College. Therefore, Wayne Community College is in compliance with Comprehensive Standard 3.8.3.

Additional information pertaining to Wayne Community College's learning resources and services can be found in Core Requirement 2.9.

Sources

- Comparison Schools Academic Libraries Data NCES 2012 Detail Report
- Comparison Schools Academic Libraries Data NCES 2012 Summary
- Comparison Schools Academic Libraries Survey NCHED 2013 Detail Report
- Comparison Schools Academic Libraries Survey NCHED 2013 Summary
- Erwin Library General Procedures
- Erwin Library Procedure-Closing
- Erwin Library Procedure-Opening
- Erwin Library Procedure-SIRSI Register patron
- Erwin Library Staff Job Description, Administrative Assistant
- Erwin Library Staff Job Description, Director
- Erwin Library Staff Job Description, Librarian
- Erwin Library Staff Job Description, PT Library Technician
- Erwin Library Staff Job Description, Specialist 1
- Erwin Library Staff Job Description, Specialist 2
- Erwin Library Staff Job Description, Work Study
- Erwin Library Staff Meeting Agenda, December 2014
- Erwin Library Staff Meeting Minutes, 2010-2014
- Erwin Library Staff Professional Development (2010-2014)
- Erwin Library Staff Professional Development Day Schedule (October 2014)
- Erwin Library Staff Qualifications
- Erwin Library User Survey Results (Fall 2013-Spring 2014)
- Lbrary Home Page
- Mission Statement
- Student & Employee Services Survey (Spring 2013)

3.9.1

Student Affairs and Services: Student rights

The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution publishes a clear and appropriate statement of student rights and responsibilities

Student rights and responsibilities are outlined in the **College Procedures Manual (05-0802)** and published in the **General Catalog and Student Handbook**.

Student rights include the following:

- All rights and privileges guaranteed to every citizen by the Constitution of the United States and by the state of North Carolina
- Freedom to pursue their educational goals.
- Freedom of expression, inquiry, and assembly
- Right to inquire and propose improvements in policies, regulations, and procedures affecting the welfare of students
- Right to confidentiality and access to student records - Family Educational Rights and Privacy Act of 1974 (FERPA)
- Due process

Student responsibilities include the following:

- Exercise free inquiry, free expression, and freedom to learn with responsibility
- Maintain highest standards of academic integrity
- Avoid violations of the law that adversely affect the College's pursuit of its recognized educational objectives
- Avoid conduct that disrupts or threatens to disrupt the college community
- Conduct themselves in accordance with generally accepted standards of scholarship and morality

The institution publishes and disseminates the statement to the campus community

The College publishes and disseminates the policy and procedure on student rights and responsibilities in the **General Catalog and Student Handbook**, available in print and online. Faculty and staff and students, both traditional and distance education, have access to these policies.

Due Process

Due process procedures are established to provide students with an **appeal process** regarding their rights and responsibilities. These procedures are published in the Students' Rights, Responsibilities and Judicial Procedures section of the General Catalog and Student Handbook.

An example of a student grade appeal is provided as further evidence of a student's due process.

- Student verbally appealed final grade of DEN 110 - Orofacial Anatomy to course instructor (who is also department chair)
- Course instructor upheld original grade
- Student **appealed in writing** to division chair requesting final grade in DEN 110 be reconsidered
- Following review, division chair sent **letter** to student upholding original grade
- No further appeal received

An example of a student conduct appeal is provided as further evidence of due process.

- BIO 168 instructor witnessed alleged act of academic dishonesty during quiz
- **Charge Form** received by Director of Counseling Services detailing alleged violation of student code of conduct
- Director of Counseling Services conducted investigation, found sufficient evidence of academic dishonesty, and imposed sanctions; **letter** sent to student
- Student **appealed** decision of Director
- **Curriculum Disciplinary Review Committee** meeting scheduled; **letter** sent to student with meeting details, basic procedural rights, college witness list, and committee membership list
- Student **witness list** received
- Committee met, Committee's **decision** to uphold original sanctions
- **Letter** sent to student with Committee's decision and right to appeal to President
- No further student appeal received

Wayne Community College publishes and disseminates a clear and appropriate statement of student rights and responsibilities to the campus community. Therefore, Wayne Community College is in compliance with Comprehensive Standard 3.9.1.

Sources

- Charge Form
- College Procedures Manual (01-0301) - Purpose, Authority, and Membership of Standing Committees
- College Procedures Manual (05-0802) - Student Rights, Responsibilities, and Judicial Procedures
- General Catalog and Student Handbook - Due Process
- General Catalog and Student Handbook - Students' Rights, Responsibilities and Judicial Procedures
- Grade Appeal - Decision
- Grade Appeal - Letter from Student
- Letter of Appeal
- Letter to Student - Committee Decision
- Letter to Student - Committee Procedures
- Memo from Chair - Committee Decision
- Sanctions - Letter to Student
- Student Witness List

3.9.2

Student Affairs and Services: Student records

The institution protects the security, confidentiality, and integrity of student records and maintains security measures to protect and back up data.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution protects the security of student records

Student information is stored on the Colleague College Information System (Colleague). Access to Colleague is limited to authorized users only. Information Technology (IT) assigns a user a unique ID after access has been approved through a signed **New Computer User Access Request Form**. This form requires the signature of the user's supervisor and vice president before the IT staff acts on the request.

Colleague access is controlled by the security classes assigned to a user. The user's supervisor requests access for the user to be able to perform specific job functions. The data owner/custodian approves assignment of the security classes required to allow the user to perform duties using the appropriate **Security Classes Form**. Each form is signed by the data owner/custodian and the area vice president. The System Administrator then grants access to the approved security class(es). Access for all users is reviewed bi-annually by the IT Department and the data owners/custodians.

All users access Colleague via User ID and password which provides a level security for electronic records including, but not limited to, student records. The User ID and initial password is set up by Information Technology staff when a person is hired. When a new user logs in to Colleague, they are forced to change their initial password for security purposes. Passwords must be changed by the user every 45 days to protect data security. When an employee leaves the institution, access to Colleague is removed (**Employee Exit Checklist**). This process is designed to protect student records which includes a student's academic and personal information.

New full-time employees attend a **New Employee Orientation** and are given a **Computer Users Guide** which explains the process for changing passwords. A link to the Computer Users Guide is on the **internal website**. **Information Technology Security Awareness Training** is provided for all full-time and continuing part-time employees on an annual basis.

The **Director of Admissions and Records** is the custodian of all physical records of curriculum students. These records reside in Admissions and Records where they are located in a locked records room and maintained according to the North Carolina Community College System's **Records Retention and Disposition Schedule**. The Records and Retention Schedule also guides how student records are disposed of when those records lose value. Hard copy records are destroyed using an NAID (National Association for Information Destruction) certified onsite mobile destruction service. A College staff member is present throughout the shredding of records and receives a **Certificate of Destruction** upon completion.

The institution protects the confidentiality of student records

Wayne Community College supports the rights and privacies afforded each student by the Family Educational Rights and Privacy Act (FERPA) of 1974 and is in compliance with its provisions. The statute governs access to records maintained by certain educational institutions and the release of such records. Exceptions include directory information, which the College defines as the student's name, major field of study, full-time/part-time enrollment, dates of attendance, and degrees and awards received. Any student who does not wish the College to release any or all information designated as directory information without the student's written consent must notify the Office of Admissions and Records. **Requests for Non-Disclosure** must be filed annually. An **Authorization to Release Information** is required to release records from the Office of Admissions and Records or the Financial Aid Office.

Knowledge of FERPA responsibilities and institution-specific procedures are detailed to all College employees in **College Procedures Manual 05-0301**. Staff are regularly updated in regards to FERPA. An example of **on-campus training** on FERPA is included as evidence.

The institution protects the integrity of student records

Student records include academic transcripts of the College, post-secondary transcripts, high school transcripts, and other documents maintained as part of the student's permanent file maintained in the Office of Admissions and Records. Disability records are maintained in the office of the Disability Services Counselor. Student discipline records are maintained in the office of the Director of Counseling Services. Financial Aid records are maintained in the Financial Aid Office. The integrity of student records is ensured by limiting access to those faculty and staff who have a legitimate educational purpose.

The institution maintains security measures to protect and back up data

Protecting institutional data is a priority and as such, the Wayne Community College **Information Technology Standards and Procedures Manual** states:

"Appropriate security measures are exercised to protect all information assets from accidental or unauthorized use, theft, modification, destruction, and to prevent the unauthorized disclosure of restricted information. The procedures identifying accidental or unauthorized use, assessing the vulnerability and risk associated with information assets, determining the value of these assets, and the business

continuity plan and process are addressed in detail in this document."

The process for backing up data, as outlined in the **Information Technology Standards and Procedures Manual**, is as follows:

- Raid/Mirroring daily
- Disk-to-disk local daily backup - housed in another campus building
- Disk-to-cloud daily backup - Detroit, Michigan
- Disk-to-cloud daily backup - Raleigh, North Carolina and Winston-Salem, North Carolina
- Redundant Colleague system on campus

Wayne Community College's Information Technology Department has outlined an **Incident Management Standard** which details the Incident Management Team; an Event Security Level Chart; staff training; testing of the plan; procedures for responding to and recovering from security incidents; and contacts for detecting, reporting, and responding to security incidents and notifying the appropriate ISP and, as appropriate, law enforcement agencies and the State Auditor's Office. These security measures ensure that student records held electronically are accessible in the event of a catastrophe and follow the College's **Business Continuity Plan** which identifies critical functions and services required to support and protect the Colleague system.

In the event of a data security breach involving personally identifiable information in any form, the College follows protocols established in **North Carolina General Statute (75-65)**. WCC will take appropriate action to provide notice to the affected person(s) that there had been a security breach following discovery or notification of the breach. Notification will be made without unreasonable delay, consistent with measures necessary to determine sufficient contact information, determine the scope of the breach and restore the reasonable integrity, security, and confidentiality of the data system.

The College has not experienced any security breaches for student records or loss of data and therefore has not implemented the procedures for notification to students.

Wayne Community College protects the security, confidentiality, and integrity of student records and maintains security measures to protect and back up data and is therefore in compliance with Comprehensive Standard 3.9.2.

Sources

- Authorization to Release Information
- Business Continuity Plan
- Certificate of Destruction
- College Procedures Manual (05-0301) - Confidentiality of Student Records
- Computer Users Guide - Changing Your Password
- Employee Exit Checklist
- FERPA - presentation
- Information Technology Security Awareness Training
- Information Technology Standards & Procedures Manual - Incident Management Standard
- Information Technology Standards & Procedures Manual
- Information Technology Standards & Procedures Manual - Colleague Server Back Up
- Internal Website - Computer Users Guide
- Job Description - Director of Admissions and Records
- NC General Statute (75-65) - Protection from Security Breaches
- New Computer User Access Request Form
- New Employee Orientation - Agenda
- Records Retention and Disposition Schedule
- Request for Non-Disclosure
- Security Classes Form

3.9.3

Student Affairs and Services: Qualified staff

The institution provides a sufficient number of qualified staff - with appropriate education or experience in the student affairs area - to accomplish the mission of the institution.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Student Support Programs and Services

A comprehensive Student Services program is a vital component of the College and supports the **mission, core values and goals** of the College - specifically the goal to Increase Student Access: Develop policies and practices that provide increased opportunities for students to enter into, and successfully proceed through, post-secondary education and training programs.

To meet the needs of our nearly 4000 curriculum students, the Student Services Division of Wayne Community College is comprised of 29 staff members in five departments: Admissions and Records, Counseling Services, Financial Aid, Marketing and Recruiting, and Student Activities (see Table 1).

Table 1: Student Services Staffing

Department	Number of Staff
Administration	3
Admissions and Records	9
Counseling Services	6
Financial Aid	8
Marketing and Recruiting	1
Student Activities	2

Wayne Community College's **Organizational Chart** illustrates the positions within the Division.

The Associate Vice President of Academic and Student Services, in conjunction with the Vice President of Academic and Student Services, is responsible for the oversight and management of the Student Services Division.

The Office of Admissions and Records has 9 full-time employees (Director, Associate Director, 2 Coordinators, and 5 Specialists) and administers all aspects of admissions, registration, and maintenance of student records.

Counseling Services has 6 full-time employees (Director, 3 Counselors, Testing Facilitator, and Administrative Assistant) and provides academic, career, and personal counseling, disability services, and placement testing.

Financial Aid has 8 full-time employees (Director, Associate Director, 5 Specialists, and Administrative Assistant) and administers federal and state aid, veterans benefits, and scholarships.

Marketing and Recruiting has 1 full-time employee (Specialist) and provides marketing and recruiting services for the campus.

Student Activities has 2 employees (full-time Coordinator and 3/4-time Administrative Assistant) and advises the Student Government Association and Student Ambassadors, oversees campus clubs and organizations, and plans campus events and activities.

Together these departments provide services that allow Wayne Community College to meet the educational, training, and cultural needs of the communities it serves.

Table 2 provides the qualifications of the administrators and professional staff in the Student Services division.

Table 2: Student Services Personnel Qualifications

Name	Title	Responsibilities	Educational Qualifications	Professional Experience
Gene Smith	Vice President of Academic and Student Services	Serves as chief academic officer, responsible for all curriculum and continuing education instructional and student support areas	MS (Biology) East Carolina University BS (Biology) East Carolina University	22 years in community college administration and instruction
Joanna Morrisette	Associate Vice President of Academic and Student Services	Supervises all student services areas including Admissions and Records, Counseling Services, Financial Aid, Marketing and Recruiting, and Student Activities	MA (Counselor Education) The Ohio State University MA (Sport Psychology) The Ohio State University BA (Psychology) University of California-Riverside	28 years in higher education administration, counseling, and instruction
Susan Sasser	Director of Admissions and Records	Oversees all aspects of Admissions and Records	MBA (Business Administration) Campbell University (Buies Creek, NC) BA (Management) St. Leo College (St. Leo, FL)	41 years in community college administration and support
Jennifer Mayo	Associate Director of Admissions and Records	Builds and maintains programs of study, determines residency classifications, prepares and submits reports	BA (Mass Communication) Meredith College (Raleigh, NC)	12 years in community college admissions and business office
Rebecca Barnes	Coordinator of Admissions and Records	Coordinates allied health admissions, prepares and submit reports, updates admissions and records website	BS (Business Administration) East Carolina University	9 years in community college admissions and records
Christina Shearon	Coordinator of Admissions and Records	Evaluates transcripts, certifies prospective graduates, manages class schedule and classroom scheduling	MS (General Administration) Central Michigan University BS (Business Administration) Mount Olive College (Mount Olive, NC)	10 years in community college admissions and records
Marlena Everett	Director of Counseling Services	Oversees all aspects of counseling services, manages student conduct process	MA (Counseling Education) North Carolina State University BS (Planning/Business) East Carolina University	10 years in higher education counseling
Carl Brow	Counselor	Provides assistance with allied health limited admission process	MA (Counseling Education) East Carolina University BS (Elementary Education) East Carolina University	20 years in community college counseling
Latisha Cowan	Counselor	Coordinates services for students with	MS (Rehabilitation Counseling) Southern University	8 years in vocational rehabilitation

		disabilities	(Baton Rouge, LA) BA (Psychology) Mount Olive College (Mount Olive, NC)	
Melanie Jenkins	Counselor	Provides short-term clinical counseling and community referrals	MSW (Social Work) East Carolina University BSW (Social Work) East Carolina University	7 years in community college counseling 4 years in mental health counseling
Brenda Mercer	Director of Financial Aid	Oversees administration of all federal and state financial aid programs	MBA (Business Administration) Walden University (Baltimore, MD) BS (Business Administration) North Carolina Wesleyan College	16 years in higher education financial aid
Elvira Simmons	Associate Director of Financial Aid	Administers Title IV financial aid, oversees Veterans Affairs program	BS (Justice Studies and Psychology) North Carolina Wesleyan College	21 years in community college financial aid
Jacqueline Kannan	Marketing and Recruiting Specialist	Oversees community and campus recruiting events, edits all marketing materials	BA (Journalism and Mass Communication) University of North Carolina - Chapel Hill	2 years in community college marketing and recruiting 5 years in marketing/public relations/communications
Paige Ham	Coordinator of Student Activities	Plans campus activities and events, advises student government association and student ambassadors, oversees student clubs and organizations	MS (Parks, Recreation, Tourism, and Sport Management) North Carolina State University BS (Recreation and Leisure Studies) Mount Olive College (Mount Olive, NC)	3 years in community college student activities 2 years in parks and recreation

The Human Resources Department reviews the minimum required credentials of all applicants for available positions, including Student Services. Policies pertaining to the selection and appointment of staff are published in the College Procedures Manual (02-0101).

To ensure continued training and professional development, professional staff are required to complete professional development training annually (College Procedures Manual 07-0101). Professional development opportunities include departmental/division meetings, webinars, workshops/seminars/conferences, committee work, and advanced college/university coursework. Examples of professional development include:

- Administration - Clery Act webinar, Computer Security training, Planning/Budget training, Program and Service Review training, Committee Chair training, High School Linkage Committee, Graduation Committee, Calendar Committee
- Admissions and Records - SoftDocs training, Computer Security training, IIPS conference, Programs of Study training, State Residency workshop, Curriculum Committee, Residency Committee, Limited Admissions Committee, Planning Council
- Counseling Services - Ethics workshop, Alzheimer's lecture, DSM-5 training, Traumatic Brain Injury seminar, Computer Security training, Graduation Committee, Curriculum Disciplinary Review Committee, Limited Admissions Committee
- Financial Aid - FA regional meeting, New Financial Aid Administrators workshop, SASFAA conference, VA conference, SoftDocs training, Computer Security training, Calendar Committee, Curriculum Committee, Professional Development Committee
- Marketing and Recruiting - Power of Email Marketing workshop, SEM Works conference, CRM webinar, Noel Levitz webinar, Programs of Study training, Marketing Committee, Technology Committee
- Student Activities - N4CSGA Conference, Bloodborne Pathogen training, Google Docs training, Planning Council, Marketing Committee, EAGLE Project subcommittee

WCC supports memberships in numerous student affairs organizations such as Carolinas Association of Collegiate Registrars (CACRAO), North Carolina Association of Student Financial Aid Administrators (NCASFAA), North Carolina Association on Higher Education and Disability (NC AHEAD) and the North Carolina Comprehensive Community College Student Government Association (N4CSGA).

Wayne Community College encourages its employees to advance their education by pursuing and achieving advanced degrees. Employees may apply for tuition assistance (College Procedures Manual 07-0104). Additionally, employees who complete coursework toward degrees beyond those held at initial employment and which will benefit the College may receive additional compensation. This compensation is awarded upon receipt of documentation of the completion of such work and based on criteria outlined in the College Procedures Manual (02-0201).

Examples of Student Services employees who have pursued advanced degrees while working at the College include:

- Paige Ham, Coordinator of Student Activities, earned **MS** 2014
- Rebecca Barnes, Coordinator of Admissions and Records, earned **BS** 2011
- Beatrice Birdine, Administrative Assistant, earned **BA** 2010
- Christina Shearon, Coordinator of Admissions and Records, earned **MS** 2009
- Gene Smith, Vice President of Academic and Student Services, working toward EdD
- Marlena Everett, Director of Counseling Services, working toward EdD
- Rebecca Barnes, Coordinator of Admissions and Records, working toward MA
- Jacqueline Kannan, Marketing and Recruiting Specialist, working toward MA

Sufficient Staff to Accomplish Mission

To ensure that the College has a sufficient number of qualified staff to accomplish the mission of the institution, department heads have an opportunity to share their hiring needs as part of the College's annual planning and budgeting cycle. Funding for additional staff positions is granted based on the overall needs and growth of the College. As a result of this process, Student Services added four new staff positions since 2011 (Financial Aid Specialist 2011, Marketing and Recruiting Specialist 2012, Financial Aid Specialist 2014, and Admissions and Records Specialist 2014).

Wayne Community College consistently evaluates data from various sources as a means of evaluating effectiveness of its programs and services. In accordance with **College Procedures Manual 09-0201**, service reviews were completed for **Admissions and Records**, **Counseling Services**, **Financial Aid**, and **Student Activities** in 2013-2014. These reviews analyzed unit processes and service unit health by evaluating data such as Graduate Surveys, Non-Completer Surveys, and Surveys of Front Door Experiences.

In addition, the College administered the 2013 Survey of Entering Student Engagement (**SENSE**) to its first year students. SENSE results indicated 62% of WCC students (compared to 50% of SENSE cohort students) reported making strong, early connections to someone at the College who helped them to persist.

Wayne Community College provides a sufficient number of qualified staff with appropriate education or experience in the student affairs area to accomplish the mission of the institution, and is therefore in compliance with Comprehensive Standard 3.9.3.

Sources

- CACRAO
- College Procedures Manual (02-0101) - Employment Procedures
- College Procedures Manual (02-0201) - Position Classification and Salary Administration Plan
- College Procedures Manual (07-0101) - Professional Development Program
- College Procedures Manual (07-0104) - Tuition Assistance
- College Procedures Manual (09-0201) - Institutional Effectiveness Process
- Job Description - Brenda Mercer
- Job Description - Carl Brow
- Job Description - Christina Shearon
- Job Description - Elvira Simmons
- Job Description - Gene Smith
- Job Description - Jacqueline Kannan
- Job Description - Jennifer Mayo
- Job Description - Joanna Morrisette
- Job Description - Latisha Cowan
- Job Description - Marlena Everett
- Job Description - Melanie Jenkins
- Job Description - Paige Ham
- Job Description - Rebecca Barnes
- Job Description - Susan Sasser
- Mission Statement and Goals
- N4CSGA
- NC AHEAD
- NCASFAA
- Organizational Chart - Positions and Names
- Professional Development - Admissions and Records
- Professional Development - Counseling Services
- Professional Development - Financial Aid

- Professional Development - Marketing and Recruiting
- Professional Development - Student Activities
- Professional Development - Student Services Administration
- Resume - Christina Shearon
- Resume - Brenda Mercer
- Resume - Carl Brow
- Resume - Elvira Simmons
- Resume - Gene Smith
- Resume - Jacqueline Kannan
- Resume - Jennifer Mayo
- Resume - Joanna Morrisette
- Resume - Latisha Cowan
- Resume - Marlena Everett
- Resume - Melanie Jenkins
- Resume - Paige Ham
- Resume - Rebecca Barnes
- Resume - Susan Sasser
- SENSE 2013
- Service Review - Admissions and Records
- Service Review - Counseling Services
- Service Review - Financial Aid
- Service Review - Student Activities
- Transcript - Beatrice Birdine (BA)
- Transcript - Brenda Mercer (BS)
- Transcript - Brenda Mercer (MBA)
- Transcript - Carl Brow (BS & MA)
- Transcript - Christina Shearon (BS)
- Transcript - Christina Shearon (MS)
- Transcript - Elvira Simmons (BS)
- Transcript - Gene Smith (BS & MS)
- Transcript - Jacqueline Kannan (BA)
- Transcript - Jennifer Mayo (BA)
- Transcript - Joanna Morrisette (BA)
- Transcript - Joanna Morrisette (MA & MA)
- Transcript - Latisha Cowan (BA)
- Transcript - Latisha Cowan (MS)
- Transcript - Marlena Everett (BS)
- Transcript - Marlena Everett (MA)
- Transcript - Melanie Jenkins (BSW & MSW)
- Transcript - Paige Ham (BS)
- Transcript - Paige Ham (MS)
- Transcript - Rebecca Barnes (BS)
- Transcript - Susan Sasser (BA)
- Transcript - Susan Sasser (MBA)

3.10.1

Financial Resources: Financial stability

The institution's recent financial history demonstrates financial stability.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Wayne Community College (WCC) has a record of financial stability and adequate funding since its founding. This stability is currently substantiated by funding sources, financial statements and audits, ratio calculations and analysis, and qualified personnel.

Funding Sources

State Funding

State funds are appropriated by the North Carolina General Assembly and distributed by the North Carolina Community College System (NCCCS) as directed by the State Board of Community Colleges in accordance with **North Carolina General Statute (NCGS) 115D-31**. This funding is based on student full-time equivalency (FTE) and is funded in arrears. Current year funding is based on FTE earned in the fall and spring terms of the previous fiscal year for curriculum funding and the fall, spring, and summer terms of the previous calendar year for non-curriculum funding. For colleges experiencing a decline in enrollment, the NCCCS has incorporated a leveling effect in their state appropriations funding formula that decreases the effect of an enrollment decline. In the event that a college experiences a decline in enrollment, the following fiscal year's budget would be based on the higher of the previous year enrollment FTE or the average enrollment FTE of the previous two years.

The colleges also earn a portion of their budget based on a system of accountability measures and performance standards mandated by the North Carolina General Assembly. Funds are allocated based on an evaluation of each institution's performance on eight (8) standards. This allocation is explained in the **FY 2014 State Aid Allocations and Budget Policies**.

State funding covers faculty and staff salaries, instructional and office materials, professional development, maintenance and repair of equipment, software and audiovisual materials, library books, and equipment. State funds provide a sound financial and stable base, as illustrated in Table 1 that shows the College's state funding history for the last five years.

Table 1: NCCCS Budget Allocations

	FY 10	FY 11	FY 12	FY 13	FY 14
Budgeted FTE	3,550	3,897	4,092	3,957	3,972
Budget Allocation	$19,451,834	$21,729,957	$21,458,516	$21,270,461	$21,717,323
Support per FTE	**$5,479.39**	**$5,576.07**	**$5,244.02**	**$5,375.40**	**$5,467.60**

*Source: Summary of State Aid Budget Allocations: **FY10**, **FY11**, **FY12**, **FY13**, **FY14***

The College's budgeted FTE has increased from 3,550 in fiscal year 2010 to 3,972 in fiscal year 2014, an increase of 11.89%. The state's budget allocation for that same period increased 11.65%. The state budget allocation must be expended within the fiscal year otherwise the funds are reverted at year end. Through its budget planning and management processes, the College makes every effort to utilize all of its available state resources each year. As a publicly-funded entity, the College is subject to budgetary impacts affecting the State's economy. In an effort to mitigate any negative effects on the colleges, the NCCCS informs the colleges about the State's revenue and cash flow situation on a monthly basis throughout the fiscal year. This constant communication allows the College to make necessary plans concerning budget reserves and spending levels in a timely manner. Over the past five years, the College has reverted between 0.40% and 5.06% of its allocation as shown on the **Financial Resource Analysis**. Even with reversions, the College's payroll and institutional needs have been fully met each year.

County Funding

The College also receives support from Wayne County, the College's primary service area. County funding is appropriated by the Wayne County Board of Commissioners as required by **NCGS 115D-32**. Wayne County provides funding to WCC to operate and maintain the College's facilities. The County also provides capital funding for certain projects deemed essential to the College, including a recent addition of a parking lot, construction of a nursing simulation lab in the Pine Building, and renovations to the student service's area in the Wayne Learning Center. The total allocations over the past five years have increased 12.71% (County of Wayne Budget: **FY10**, **FY11**, **FY12**, **FY13**, **FY14**). These allocations are shown in Table 2.

Table 2: County Appropriations

	FY 10	FY 11	FY 12	FY 13	FY 14
Current Allocation	$ 2,992,684	$ 2,992,684	$ 3,017,684	$ 3,233,567	$ 3,282,403
Capital Allocation	$ 495,714	$ 495,714	$ 495,714	$ 729,088	$ 649,608

Source: County of Wayne Budget: FY10, FY11, FY12, FY13, FY14

Institutional Funds

Institutional funds include self-supporting funds, local fees, scholarship funds, auxiliary enterprises, loan funds, state, private, and federal grants and contracts, and endowments. These funds are divided into the following sections: Current Unrestricted, Current Restricted, Proprietary, Loan, Plant, Endowment, and Agency as detailed in Table 3. These funds are individually managed with the criteria established in each **Fund Authority**.

Table 3: Institutional Funds - Examples

Institutional Fund Type	Examples
Current Unrestricted	• Miscellaneous Revenue (Unrestricted) • Indirect Cost Allowance earned on Federal Grants • Self-Supporting Revenue (Curriculum and Continuing Education) • Library Revenue
Current Restricted	• Federal Grants – Financial Aid (Work Study, SEOG, PELL) • State Grants – Financial Aid (Community College, Lottery) • Local, State, and Private Grants • Federal Grants • Transcript Fees • Specific Fees (Curriculum and Continuing Education) • Nursing Lab Fees • College Scholarships • Patron Fees
Proprietary	• Bookstore • Parking • Vending • Child Care Center • Student Activities
Loan	• Institutional Loans – Financial Aid Processing
Plant	• Buildings • Land or Land Improvements • Renovations to Buildings • Capital Assets
Endowment	• Endowed Scholarships Placed with the College
Agency	• Outside Scholarships • Club Accounts

Fundraising

Through its enrollment management activities, the College works to increase enrollment, which in turn increases state funding allocations. In addition, WCC vigorously seeks outside funding opportunities. The College employs a full time **Grant Writer** and has been very successful in securing funds to support and enhance student success initiatives. Grant funds are used to supplement the College's regular state and county appropriations. The grants received over recent years have been used to purchase updated instructional

equipment and to offer additional services and assistance to students. Table 4 provides a summary of grant funding since 2010.

Table 4: Grants (Exclusive of Federal Financial Aid)

	FY 10	FY 11	FY 12	FY 13	FY 14
Grants	2,988,610	2,128,852	1,279,964	2,817,587	1,465,808

Source: Audit Reports - FY10, FY12, FY14 and Unaudited Financial Statements - FY 11, FY13

The Foundation of Wayne Community College, Inc. (Foundation) is a separate non-profit organization whose purpose is to support the mission of Wayne Community College. The Foundation is responsible for the majority of the fundraising efforts on behalf of the College and maintains donor investments (**Foundation Bylaws**). The **Foundation Investment Policy** governs how these funds are invested and spent. Table 5 shows the support that the Foundation has given the College over the last five years.

Table 5: College Support from The Foundation of Wayne Community College, Inc.

	FY 10	FY 11	FY 12	FY 13	FY 14
Scholarships	168,903	196,839	215,398	206,698	208,247
Other Support	12,617	23,943	21,703	18,731	12,245

Source: Audit Reports - FY10, FY12, FY14 and Unaudited Financial Statements - FY11, FY13

Financial Statements and Audits

The North Carolina Office of the State Auditor (OSA), under the authority of **NCGS 147-64.6** and **NCGS 115D-58.16**, performs a comprehensive financial audit of the College's financial statements, including internal controls, every two years. The OSA performed a comprehensive financial audit for the most recent fiscal year (**Audit Report - FY 2014**). The two previous comprehensive financial audits from the OSA are also available for review (**Audit Report - FY 2012**, **Audit Report - FY 2010**). In the North Carolina Office of the State Auditor's Report relating to the comprehensive financial audit for FY 2014, the Auditor stated:

- "We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above."
- "The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Governmental Auditing Standards."

Management Letters from the North Carolina Office of the State Auditor are available for review (**Management Letter - FY 2014**, **Management Letter - FY 2012**, **Management Letter - FY 2010**).

In addition to the financial statements, the College also submits the Consolidated Annual Financial Report (CAFR) to the North Carolina Office of the State Controller. Current year and prior year CAFR reports are available for review (**CAFR - FY 2014**, **CAFR - FY 2013**).

Ratio Calculations and Analysis

Ratio calculations data from the College's yearly financial statements are utilized in analyzing the College's financial condition. Using data from the past five years, the ratios are presented in the **Financial Resource Analysis**. Overall results show that the College is financially healthy and stable.

Per the North Carolina Office of the State Auditor guidelines, the College's individual financial statements are audited every other year. The College used the **2009-10**, **2011-12**, and **2013-14** audit reports to compile the ratio data for the time period between fiscal years 2009-10 through 2013-14. Information for the unaudited years was obtained from the comparative statements shown in the Management Discussion and Analysis section of the audit reports listed previously.

Since the College is a publicly-funded institution, state and county appropriation income is shown under non-operating revenues (state aid and county appropriations) instead of operating revenues on the Statement of Revenues, Expenses and Changes in Net Position as specifically specified by Governmental Accounting Standards Board (GASB) guidelines. This format results in a net operating loss shown on this statement.

It is significant to note that the College funds all of its construction through county funds or state funds and does not hold any debt or lines of credit relating to its capital projects. Currently, all expenses relating to construction are fully reimbursed from county or state funds the following month. The only significant long-term liability that the College has relates to its compensated absences.

The liability for compensated absences as shown on the College's financial statement is not a true picture of a liability that is to be paid. It is earned vacation leave that is used by an employee when taking time off work and is only paid out when an employee leaves employment. Therefore, it is reasonable to add back that liability to the College's Unrestricted Net Assets to get a true picture of available resources.

Current Ratio

The current ratio is a measurement of financial liquidity that compares current assets to current liabilities. It is used to determine an institution's ability to meet its short–term debt obligations; the higher, the better. As shown in Table 6, the College's current ratio over the past five years indicates that the College's liquidity is adequate to meet its financial obligations in the event of an economic downturn since the ratios are greater than two.

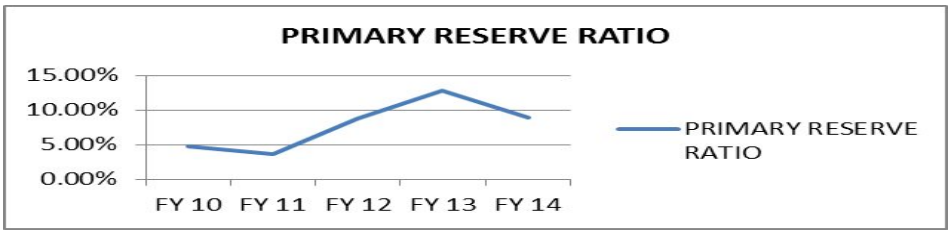
Table 6: Current Ratio

	FY 10	FY 11	FY 12	FY 13	FY 14
Current Assets	$2,955,948	$2,731,099	$3,768,017	$3,998,064	$4,473,640
Current Liabilities	$770,655	$792,624	$791,791	$854,138	$1,924,321
CURRENT RATIO	**3.84 to 1**	**3.45 to 1**	**4.76 to 1**	**4.68 to 1**	**2.32 to 1**

Primary Reserve Ratio

The primary reserve ratio measures the financial strength of the College and its ability to support its current level of operations utilizing its expendable resources. It is determined by comparing the expendable net assets to the total operating expenses. A ratio of 10% indicates that the College is able to maintain current operating functions for approximately 1.2 months without generating additional net assets from operations. Figure 1 represents the College's primary reserve ratios for the past five years.

Figure 1: Primary Reserve Ratio

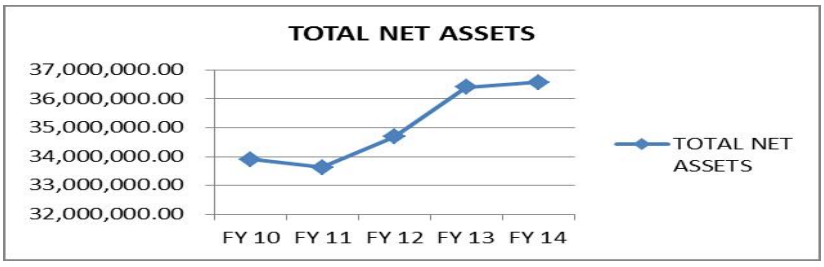


These ratio results indicate that the College relies on continuous operations to maintain its current level of operations. In explanation of the low ratio calculations, the College receives a certification of funds from the State of North Carolina each month based upon estimated expenditures for that month. Each month, the County of Wayne funds one-twelfth of the approved annual current county budget. This steady stream of income assures that the College can maintain operations continuously.

Statement of Financial Position of Unrestricted Net Assets, without Plant

The College's net assets are also an indicator of its financial stability. As shown in Figure 2, the College's net assets have experienced an overall increase for the past five years.

Figure 2: Total Net Assets



Net Assets are grouped into three categories: Investment in Capital Assets, Restricted Net Assets, and Unrestricted Net Assets. Expendable restricted net assets are made up primarily of contracts, grants, and gifts. The change in unrestricted net assets attributable to operations for the five most recent fiscal years, 2010-2014, is summarized in Table 7. The positive upward trend further demonstrates both a strong financial base and financial stability of the institution to support its mission and the scope of its programs and services.

Table 7: Unrestricted Net Assets without Plant*

	FY 10	FY 11	FY 12	FY 13	FY 14
Unrestricted Net Assets*	$363,085	$263,185	$1,301,467	$1,415,578	$2,085,333
Temporarily Restricted Net Assets (Expendable)	$1,089,414	$911,986	$1,432,604	$2,725,680	$930,779
Permanently Restricted Net Assets	$92,297	$92,353	$92,387	$92,409	$67,584**
Net Capital Assets	$32,358,709	$32,353,327	$31,863,100	$32,169,105	$33,494,305
TOTAL NET ASSETS	**$33,903,505**	**$33,620,851**	**$34,689,558**	**$36,402,772**	**$36,578,001**

*Unrestricted net assets without plant are assets available for operations
**Reduction is the result of endowments transferred to The Foundation of Wayne Community College, Inc. per donor request

The liability for compensated absences as shown on the College's financial statement is not a true picture of a liability that is to be paid. It is earned vacation leave that is used by an employee when taking time off work and is only paid out when an employee leaves employment. Therefore, it is reasonable to add back that liability to the College's Unrestricted Net Assets to get a true picture of available resources, as shown in Table 8.

Table 8: Unrestricted Net Assets without Plant and Compensated Absences (Available Resources)

	FY 10	FY 11	FY 12	FY 13	FY 14
Unrestricted Net Assets*	$363,085	$263,185	$1,301,467	$1,415,578	$2,085,333
Add Back Compensated Absences	$709,984	$740,069	$773,139	$818,140	$820,935
Unrestricted Net Assets w/o Compensated Absences	**$1,073,069**	**$1,003,254**	**$2,074,606**	**$2,233,718**	**$2,906,268**

*Unrestricted net assets without plant are assets available for operations

The steady stream of funding from the state, county, and outside sources, along with WCC's healthy Unrestricted Net Asset balance of $2,085,333 and the $2,906,268 in available resources as of June 30, 2014, enables the College to maintain its ability to offer quality educational and training experiences.

Qualified Employees

Qualified employees are essential for financial stability. The proper employee with adequate **education and experience** provides layers of control, compliance and efficiency. The College has been fortunate to retain qualified and competent employees within the **Business Office** and currently has 12 employees. **Joy Kornegay**, who leads the Business Office as the **Chief Financial Officer**, holds a Bachelor of Science in Accounting from Mount Olive College and a Master of Business Administration from Campbell University. She came to the College in July 2008 after spending 12 years at another North Carolina Community College where she served as the Senior Accountant for four years and as the Comptroller for eight years.

Annette Woodard, **Controller**, has over 11 years of experience with WCC and holds a Bachelor of Science in Accounting from Meredith College. She is also a Certified Public Accountant. Cindy Engle, **Assistant Controller**, holds an associate degree in Business Administration from WCC and a Bachelor of Science in Business Management from Mount Olive College. She has been with WCC for five years. Mark Johnson, **Purchasing and Equipment Coordinator**, has been with the College for ten years and holds a Bachelor of Science in Business Administration and a Masters in Education in Sports Administration from Ohio University. Faye Best worked in a full-time capacity for over 32 years in a curriculum role with WCC prior to retirement. She later returned to the College in a part-time capacity and has been with the Business Office as the **Purchasing and Equipment Assistant** for six years. She holds a Bachelor of Science in Business Management from Mount Olive College.

Barbara Barfield, **Accounting Specialist**, has been with WCC in the Business Office for over nine years. She holds an associate degree in Medical Secretary from WCC and an associate degree in Executive Secretary from Louisburg College. Patricia Sasser, **Accounting Specialist - Accounts Receivable**, holds associate degrees in both Accounting and College Transfer from WCC. She is currently working on her baccalaureate degree in Business Administration at East Carolina University. She has served the Business Office for 12 years. Kathryn Pope, **Accounting Specialist - Accounts Payable**, has been with the Business Office for 25 years and holds an associate degree from WCC. Marybeth Taylor, **Accounting Specialist - Payroll**, is the newest addition to the Business Office. She holds a Bachelor of Arts in Sociology from the University of North Carolina at Chapel Hill. She has over 13 years experience in various accounting functions and has been with the College six months.

Wendy Potter, **Accounting Technician**, holds associate degrees in both Business Administration and Marketing and Retail from WCC. She has been with the College for six years. Bertha Holmes, **Cashier**, has been with the College for 38 years and Shroeder Killett, **Mail Clerk**, has been with the College for 26 years.

Wayne Community College demonstrates financial stability to support the mission of the institution and scope of its programs and services. This is evidenced by the consistency of funding sources from the State, County and outside sources, clean financial statements and audits, strong financial ratios, and qualified personnel. The College is, therefore, in compliance with Comprehensive Standard 3.10.1.

Additional information can be found in Core Requirement 2.11.1 Financial Stability and Comprehensive Standard 3.10.4 Control of External Funds.

Sources

- Audit Report - FY 2010
- Audit Report - FY 2012
- Audit Report - FY 2014
- Business Office Employee Credentials
- County Budget Allocation - FY 12
- County Budget Allocation - FY 10
- County Budget Allocation - FY 11
- County Budget Allocation - FY 13
- County Budget Allocation - FY 14
- Financial Analysis Report
- Financial Analysis Report (Page 3)
- Foundation of Wayne Community College Bylaws 3.10.1
- Foundation of Wayne Community College Investment Policy
- Fund Authority Examples
- FY 2014 State Aid Allocations and Budget Policies
- Impact of Budget Reductions on Higher Education
- Job Description - Grants Development Coordinator
- Job Description - Accounting Specialist
- Job Description - Accounting Specialist - Accounts Payable
- Job Description - Accounting Specialist - Accounts Receivable
- Job Description - Accounting Specialist - Payroll
- Job Description - Accounting Technician
- Job Description - Assistant Controller
- Job Description - Cashier
- Job Description - Chief Financial Officer
- Job Description - Contoller
- Job Description - Mail Clerk
- Job Description - Purchasing and Equipment Assistant
- Job Description - Purchasing and Equipment Coordinator
- Joy Kornegay, Resume
- Management Letter 2010
- Management Letter 2012
- Management Letter 2014
- NC General Statute (115D-31) - State financial support of institutions
- NC General Statute (115D-32) - Local financial support of institutions
- NC General Statute (115D-58.16) - Audits
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- Organizational Chart - Business Office
- State Budget Allocation - FY 10
- State Budget Allocation - FY 11
- State Budget Allocation - FY 12
- State Budget Allocation - FY 13

- State Budget Allocation - FY 14
- Unaudited Financial Statements - FY 2011
- Unaudited Financial Statements - FY 2013

3.10.2

Financial Resources: Financial aid audits

The institution audits financial aid programs as required by federal and state regulations.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution audits financial aid programs as required by federal and state regulations

Wayne Community College provides evidence that its financial aid programs are audited by the North Carolina Office of the State Auditor in accordance with federal and state regulations.

The College prepares annual financial statements within the guidelines of the **Governmental Accounting Standards Board**, an independent organization that establishes and improves standards of accounting and financial reporting for state and local governments. The College submits the annual financial statements to the North Carolina Office of the Controller and the North Carolina Office of the State Auditor every two years and to federal agencies as required. As stated in **North Carolina General Statute 115D-58.16**, "Each community college shall be audited a minimum of once every two years. Community colleges may use state funds to contract with the State Auditor or with a certified public accountant to perform the audits. The colleges shall submit the results of the audits to the State Board of Community Colleges."

The North Carolina Office of the State Auditor audits federal financial aid at least once every three years and issues a comprehensive statewide independent audit under the Single Audit Act which meets Federal auditing and reporting guidelines in accordance with the **Office of Management and Budget Circular A-133**. There were no deficiencies or audit findings for Wayne Community College for the most recent statewide financial aid audits (**Fiscal Year (FY) 2009**, **FY 2010**, **FY 2012**).

Periodically, a college is chosen to be audited at the college level rather than the state level. Colleges are chosen based on total federal dollars spent and the time period from which the last college-level single audit occurred. Wayne Community College was chosen for a college-level single audit for fiscal year ending June 30, 2014. The College is pleased that this audit report (**FY 2014**) "disclosed no deficiencies in internal control that we consider to be material weaknesses in relation to our audit scope at the College or any instances of noncompliance or other matters that are required to be reported under the Single Audit Act."

In addition to the North Carolina Office of the State Auditor's review of federal programs under the Single Audit Act, the North Carolina Office of the State Auditor, under the authority of **North Carolina General Statute 147-64.6** and **North Carolina General Statute 115D-58.16**, performs a comprehensive financial audit of the College's financial statements, including internal controls, every two years. The Office of the State Auditor performed a comprehensive financial audit for the most recent fiscal year (**Audit Report - FY 2014**). The two previous comprehensive financial audits from the Office of the State Auditor are also available for review (**Audit Report - FY 2012**, **Audit Report - FY 2010**). In the North Carolina Office of the State Auditor's Report relating to the comprehensive financial audit for FY 2014, the Auditor stated:

- "We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above."
- "The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Governmental Auditing Standards."

Management Letters from the North Carolina Office of the State Auditor are available for review (**Management Letter - FY 2014**, **Management Letter - FY 2012**, **Management Letter - FY 2010**).

In addition to the financial statements, the College also submits the Consolidated Annual Financial Report to the North Carolina Office of the State Controller. Current year and prior year Consolidated Annual Financial Reports are available for review (**Consolidated Annual Financial Report - FY 2014**, **Consolidated Annual Financial Report - FY 2013**).

Each year through Fiscal Year 2010, the College has been performing an assessment of its internal controls over financial reporting using a questionnaire from the N.C. Office of the State Controller. Beginning in Fiscal Year 2011, the N.C. Office of the State Controller has required the College to review its annual assessment of internal controls through a statewide program referred to as EAGLE (Enhancing Accountability in Government through Leadership and Education).

This program established comprehensive standards, policies, and procedures to ensure a strong and effective system of internal control within state government. The College completed its fourth annual review of its internal control processes using the EAGLE program in July 2014 (**EAGLE**). This process is coordinated by the Controller and the assessments are completed by a committee. The committee is comprised of members from other service units on campus. Verification of this review process was submitted to the N.C. Office of the State Controller in July 2014 (**Compliance letter**). The complete documentation of the annual assessment of internal control using the EAGLE program is available for review in the Business Office.

In March 2014, the College underwent a Program Review of its Title IV aid administration by the U.S. Department of Education. The purpose of a Program Review is to evaluate compliance with the Title IV, HEA statute and regulations, to identify liabilities owed to the

Department for errors in compliance, and to improve future institutional capabilities. This is the first federal Program Review for the College in approximately 26 years. Over the ensuing decades, College staff members have worked hard to serve our student population and have worked diligently to award Title IV aid in an appropriate and accurate manner.

Following post-review communication with the Department, there were **four findings** that required further action. Three findings are closed. One finding requires the College to return $6,876.10 in need-based funds to the Department (.000415% of our $16,561,810 Title IV aid disbursed in 2013-2014). A **check** in the amount of $6,876.10 has been forwarded to the Department which closes the final finding and the Program Review.

Wayne Community College has adequate controls between the Financial Aid Office and Business Office in that no one office may both award and disburse funds. For federal financial aid transactions, WCC operates on an electronic transfer basis. The Financial Aid staff certify and adjust the awards using the US Department of Education's Common Origination and Disbursement (COD) website. The COD system processes and sends funding level adjustments to the U.S. Department of Education's grants management system known as G5 (formerly known as GAPS). Business Office personnel sign in to the G5 system to process drawdowns of federal financial aid funds or to refund funds back as needed. The College manages federal financial aid funds in accordance with U.S. Department of Education guidelines (**Blue Book**).

Wayne Community College audits financial aid programs as required by federal and state regulations and is therefore in compliance with Comprehensive Standard 3.10.2.

Sources

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- EAGLE Compliance Letter - July 2014
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- Office of Managment and Budget - Circular A-133
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- U.S. Department of Education Payment

3.10.3

Financial Resources: Control of finances

The institution exercises appropriate control over all its financial resources.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Wayne Community College exercises appropriate control over its financial resources as illustrated through fiscal authority, budget planning and management, fiscal policies and procedures, risk management, internal and external oversight, and qualified staff.

Responsibility and Authority for Control of Fiscal Resources

The Board of Trustees of Wayne Community College (Board) possesses all of the powers of a corporate body to exercise all legal functions necessary for the administration and management of the College. These responsibilities are defined in **North Carolina General Statute (NCGS) 115D-20** and stated in **Article I, Section 1** of the Bylaws of the Board of Trustees of Wayne Community College (Bylaws). The Board appoints the President, subject to the approval of the State Board of Community Colleges (**Bylaws Article III-1**).

The financial affairs of Wayne Community College (WCC) are the responsibility of the Board of Trustees which delegates the administrative responsibilities to the President as stated in **Article II, Section 6** of the Bylaws:

"The President shall have full authority and responsibility for all College operations within established Board, College and State Board of Community Colleges' policies, rules, and budgets. The President shall be elected by the Board of Trustees and shall hold office at the pleasure of the Board."

"The Board shall at all times exercise its control of the College through the President. All acts of the Board of Trustees, not in conflict with state law or State Board of Community Colleges' regulations, shall be binding on the President, and it shall be the President's duty to carry out all the rules and regulations of the Board."

The Board, upon recommendation by the President, is responsible for employing a **Chief Financial Officer** (CFO) who has experience or training in handling educational business affairs sufficient to enable the Business Office to serve the educational goals of the College and to assist in furthering its stated purpose (**Bylaws Article III – 3**). Business and financial functions of the College are centralized under the CFO, who reports to the President as noted in the College's **organizational chart**.

Budget Preparation

Exercising appropriate control over its financial resources starts with a good planning process for the College's budget. Wayne Community College operates under an annual budget that is preceded by sound planning, subject to sound fiscal procedures, and approved by the College's Board of Trustees.

Budget Process

The College develops its annual budget as part of the institution-wide **planning process** (**2013-16 WCC Strategic Plan for Institutional Effectiveness**). The development of the annual budget begins with each department of the College. Annually, each department requests an essential operational budget allocation by completing a **Budget Request Summary Form**. The essential budget is based on prior year expenses. The request form also allows a department to request additional funds to meet specific operational needs identified during its budget planning process. The Chief Financial Officer (CFO) compiles this information and completes the College's preliminary operational budget.

The department also writes **planning objectives** that identify additional goals it would like to accomplish in the coming year and what resources are necessary to accomplish those objectives. Planning objectives are for equipment items and are not included in the essential budget allocation. Planning objectives must be tied to specific needs or goals that were identified during the department's review and assessment process. Planning objectives are prioritized within the various reporting levels up through the senior administrative level. The prioritized listing is presented to **President's Council** for review, discussion and budget consideration and final allocation.

County Budget Process

Annually in March, the Wayne County Commissioners require a budget request for plant management operations and capital improvements. This portion of the College's planned budget is generally developed in February by the CFO with information obtained from the Chief of Administrative Services and the Facilities and Grounds Superintendent. The County Commissioners normally approve the County's budget prior to June 30th each year. The County Budget packages for **2014** and **2013** are provided for review.

State Budget Process

Under the authority granted in **NCGS 115D-5** and **NCGS 115D-20**, the State Board of Community Colleges and a local board of trustees are established to issue policies and procedures to be followed in the operation of each college. The North Carolina General Assembly prepares a biennial budget. The second year of this budget is almost always adjusted and new legislation is enacted. Once the budget becomes law, the State Board of Community Colleges approves the total budget. Following budget approval, the College receives its State Aid Allocations and Budget Policies from the North Carolina Community College System. All 58 North Carolina community colleges' budgets

are summarized in packages and delivered through either centralized meetings or conference calls to respective college presidents and the chief financial officers. The State Aid Allocations and Budget Policies packages from the years **2014** and **2013** are provided for further examination.

Institutional Budget Process

Institutional funds are budgeted based upon criteria provided by the individual **Fund Authority** and the budget manager for each respective fund. Budget requirements and needs are discussed with the Controller and vetted against the reporting and financial requirements for each fund. The manager of each fund is responsible for the budgeting and management of the corresponding fund. The Controller records each respective budget in the general ledger.

Budget Approval

Upon completion of final budget allocations and recommendations, a comprehensive annual budget is drafted (**NCGS 115D-54**) and presented to the President for review. The budget is presented to the College's Board of Trustees (**NCGS 115D-56**) for approval (**WCC Board of Trustees Policy 04-16**). Upon approval by the Trustees, the final WCC budget (**DCC 2-1**) is submitted back to the NCCCS for approval by the State Board of Community Colleges. Minutes from the WCC Board of Trustees meetings for the past three years documenting budget approval are provided for review (**BOT Minutes 2013 Sept 24**, **BOT Minutes 2012 Sept 25**, **BOT Minutes 2011 Sept 27**).

Budget Management

Approved budgets are posted in Colleague, the College's administrative computer system. Individual senior administrators, chairs, directors, and coordinators manage their funds by using a **departmental report** to analyze their budget and make financial decisions relating to their unit. This report compares budget to actual expenditures and reflects current encumbrances that have not yet been paid.

Once the initial budget is established, if funds need to be moved between departments or line items, the budget managers complete a **Budget Transfer Form** and submit it to the Business Office. The Business Office reviews the transfer for appropriateness within the applicable guidelines and processes the request, if appropriate.

In addition to budget managers reviewing their individual budgets, the Chief Financial Officer (CFO) also takes responsibility for monitoring, reviewing, and reconciling all college-wide budgets. For state and county funds, the Business Office staff use the 2-12 report (**State 2-12**, **County 2-12**) to reconcile its state and county budget and to compare actual expenditures against the budget. **Institutional fund budgets** are reviewed by the Controller each month during the monthly close-out process.

The CFO provides regular budget updates to the President throughout the year. These updates normally include topics such as budget status reports, budget reversions, budget reserves, budget to actual reports, and advisements for increasing, decreasing, or maintaining overall College spending levels. The Board receives budget information at regularly scheduled meetings (**WCC Board of Trustee Policy 04-16**). Board members review College financial reports for accuracy to ensure that the College is fiscally sound. The Board seeks explanations as necessary and gives recommendations as appropriate. **Budget revisions** are also reported to the Board (**BOT Minutes 2014 July 22**).

Purchasing Process

In addition to good budget planning and monitoring, appropriate control from a purchasing prospective is critical to effectively achieving control over the College's financial resources.

Wayne Community College adheres to the purchasing rules and regulations established by the North Carolina Department of Administration (NCDOA), Division of Purchase and Contract (P&C), as published in the **North Carolina Community College Purchasing and Equipment Procedures Manual**. The **Wayne Community College Purchasing Procedures Manual** aligns with both the State's rules and regulations as well as those established by the North Carolina Community College System. The Purchasing and Equipment Coordinator is responsible for oversight of the purchasing process.

The purchasing process has a $10,000 limit for local approvals of most items and a $25,000 local threshold for information technology equipment purchases as outlined in the **North Carolina Community College Purchasing and Equipment Procedures Manual**. The system requires four levels of approvals on each requisition before it may be converted to an official binding purchase order: 1) departmental budget manager, 2) senior administrator, 3) Purchasing and Equipment Coordinator, and 4) Chief Financial Officer. In addition, all purchases in excess of these dollar thresholds must be approved by the College President once P&C provides the winning bid proposal and it is accepted by the College.

As North Carolina state government agencies, all colleges of the North Carolina Community College System (NCCCS) are required to participate in the **NC E-Procurement** consortium. NC E-Procurement allows government entities to aggregate purchasing power to obtain the best possible pricing for goods and services and the state negotiates term contracts for various commodities and service options that benefit wide ranges of state entities. E-Procurement allows fast, efficient purchasing and procurement by providing vendors a single point of access to NC government entities, fast electronic quotation processes, and faster, more accurate order placement and fulfillment using a standard purchase order format.

Each department on campus starts the process by entering their requisitions into E-Procurement. The requisition is routed through the four-stage approval process and once all approvals are obtained, the purchase order (P.O.) is generated and submitted to the vendor electronically.

Major capital equipment is classified in the **WCC Equipment Procedures Manual** as anything over $5,000 in accordance with NCCCS **numbered memo CC13-012**. Purchase Orders for major capital equipment are color coded to aid in the asset tagging and control process.

Receipt of purchased goods is accomplished in a centralized process involving one of two locations: 1) the mail room in the Business Office or 2) the shipping/receiving dock in the Cedar Building, depending upon size of the item and mode of delivery. The first two documents in the three-way match process (packing slip and purchase order) are verified by parties independent of the requisition and purchasing functions. This ensures that only items properly approved for purchase are received and that the receipt is indeed what was purchased.

Deliveries are logged by the mail clerk by scanning the package tracking barcode and referencing the receipt to the purchase order number in the software. Larger items delivered to the receiving dock in the Cedar Building are verified by the maintenance technician unloading the truck and again by the Purchasing and Equipment Coordinator or his/her assistant. Once validated, the unopened packages are delivered to the department which requisitioned them. The receiving party reviews the packing slip and contents and signs attesting that the correct item(s) have been received. The signed packing slip is then forwarded to the Assistant Purchasing and Equipment Coordinator to close the purchasing transaction in the Colleague system - the College's administrative computer system. The P.O. and packing slip are later matched with the third document in the three-way match, when they are married up with the invoice and paid by Accounts Payable.

Asset Control

Asset Tagging

Documents pertaining to all receipts of major capital equipment are forwarded to the Purchasing and Equipment Coordinator upon being received and paid in the Colleague system. The color-coded P.O., packing slip, and invoice are used to start the asset tagging and control process. Similarly, documentation for high-risk minor equipment is forwarded to the appropriate steward in the receiving department (Information Technology or Educational Support Technology).

High-risk minor equipment is classified in the **North Carolina Community College System (NCCCS) Accounting Procedures Manual** as assets less than $5,000 including, data processing and networking equipment, servers, computers, laptops, portable projectors, I-pads and other tablets, and guns. High-risk, non-capital items are logged into a spreadsheet or other inventory tracking software by the department asset steward and labeled and marked in a similar manner. Pre-printed tags and indelible markings are affixed to these high-risk minor assets as well.

The College uses the **ASST module** within the Colleague system to maintain an accurate, up-to-date **asset inventory**, which includes the description, location, manufacturer, serial number, acquisition cost and date, and original P.O. number for each item. This system provides for real-time physical tracking of inventory, as well as accounting-based functionality addressing depreciation, fund accounting, inventory transfers and adjustments. Numerous asset detail reports are available from this system as well, including **Assets by Number**, Assets by Department, Assets by Category, **Assets by Building** and others.

The Colleague system automatically identifies assets over $5,000 as part of the month-end closing process, pulling those asset purchase details into the ASST Module (asset control segment of the system), while automatically assigning the next available asset tag number. Once the asset number is assigned, the Purchasing and Equipment Coordinator affixes the pre-printed, corresponding barcode tag and, as an added control, indelibly marks the asset number with a permanent paint or marking pen.

Asset Transfers

Equipment transfer requests or **notifications** accompany all equipment transferred from one area on campus to another or from one Steward (fiscal agent) to another. Equipment transfer forms are located on the College's intranet. A **NCCCS Form 4-11** is completed by the Purchasing and Equipment Coordinator for each external equipment transfer and the status for both internal and external transfers is updated in the Colleague asset control system.

Asset Disposition

The **equipment disposal process** applies to all assets which are to be sold, are reported or found to be lost or stolen, or those which have been cannibalized in order to maintain operations. They may be transferred to other NC Community Colleges via the asset transfer process above. They also may be transferred to other state agencies following the same process.

Equipment that is worn out or obsolete and cannot be reasonably refurbished, contains no reasonably salvageable material, and has no further value may be removed from the inventory. A **NCCCS Form 4-11**, listing the equipment to be removed from the inventory is completed and signed by the Purchasing and Equipment Coordinator and Chief Financial Officer prior to equipment being removed from service. Equipment removed from service is placed in the warehouse until disposed of in an appropriate manner. Equipment remains on the inventory until proper disposition is made. Obsolete equipment is sold on state surplus.

Business Integrity

The business dealings of College employees are covered by its Code of Ethics Policy (**WCC College Procedure - 08-0401**), which is based in part on **NCGS 14-234**. Also, all Board members, the College President, and its Chief Financial Officer are governed by the State Government Ethics Act (**NCGS 138A**).

Gift Acceptance

As described in **Article III-6** of the Bylaws of the Board of Trustees of Wayne Community College (Bylaws), the Board retains the power and duties associated with the receipt and acceptance of donations, gifts, and bequests on behalf of the College. The President works with the Board to receive and acknowledge all donations, gifts, and bequests made to the College and to ensure that items are used as specified by the donor (**WCC Board of Trustee Policy 04-02**). The Foundation of Wayne Community College, Inc. (Foundation) is the fundraising arm of the College. Unless specifically donated to the College, all donations, gifts, and bequests are passed through the Foundation (**WCC College Procedures Manual 08-0401**).

The Foundation has been charged with the responsibility of overseeing and coordinating fundraising efforts by the Board and the College President (**WCC Board of Trustee Policy 04-02**). Foundation Office staff members work closely with the Business Office staff to ensure that all Foundation transactions are recorded properly. The Executive Director of the Foundation approves all transactions prior to occurrence. Business Office staff maintain the general ledger for all Foundation transactions and perform monthly reconciliations and financial reports. The Chief Financial Officer serves as the Treasurer of the Foundation's Board of Directors and is responsible for the fiscal oversight of the Foundation (**Foundation Bylaws**). The Foundation financial records are audited by an external auditor each fiscal year (**Foundation Audit Report 2014**, **2013**, **2012**).

Cash Management

The College operates under a **Cash Management Plan** which details how the College handles both receipts and disbursements of funds. This plan covers topics which include, but are not limited to, receipts, daily deposits, accounts receivable collection processes, and drawdown of federal funds. This plan also covers issues related to disbursement of funds regarding purchasing, receiving, and accounts payable.

Bank reconciliations for all of the College's bank accounts are completed by the Controller in the Business Office and are reconciled in the month that the statements are received. Bank reconciliations, once completed, are reviewed by the Chief Financial Officer (**Institutional and County Bank Reconciliation June 2014**).

Risk Management

Insurance

The College is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. These exposures to loss are handled via a combination of methods, including participation in state-administered insurance programs, purchase of commercial insurance, and self-retention of certain risks.

The risk of tort claims of up to $1,000,000 per claimant is retained under the authority of the State Tort Claims Act. Fire and other property losses are covered by the Public School Insurance Funds, a state-administered public entity risk pool. State-owned vehicles are covered by liability insurance through a private insurance company and handled by the N.C. Department of Insurance. Losses from employee dishonesty and computer fraud for employees paid in whole or in part from state funds are covered by liability insurance through a private insurance company and handled by the N.C. Department of Insurance. Employee dishonesty and computer fraud losses from employees paid from County or Institutional funds are covered by contracts with private insurance companies.

Insurance policies are provided for review.

Internal Audit

Each year through Fiscal Year 2010, the College has been performing an assessment of its internal controls over financial reporting using a questionnaire from the N.C. Office of the State Controller. Beginning in Fiscal Year 2011, the N.C. Office of the State Controller has required the College to review its annual assessment of internal controls through a statewide program referred to as EAGLE (Enhancing Accountability in Government through Leadership and Education).

This program established comprehensive standards, policies, and procedures to ensure a strong and effective system of internal control within state government. The College completed its fourth annual review of its internal control processes using the EAGLE program in July 2014 (**EAGLE**). This process is coordinated by the Controller and the assessments are completed by a committee. The committee is comprised of members from other service units on campus. Verification of this review process was submitted to the N.C. Office of the State Controller in July 2014 (**Compliance letter**). The complete documentation of the annual assessment of internal control using the EAGLE program is available for review in the Business Office.

Financial Statement Audits

The North Carolina Office of the State Auditor (OSA), under the authority of **NCGS 147-64.6** and **NCGS 115D-58.16**, performs a comprehensive financial audit of the College's financial statements, including internal controls, every two years. The OSA performed a comprehensive financial audit for the most recent fiscal year (**Audit Report - FY 2014**). The two previous comprehensive financial audits from the OSA are also available for review (**Audit Report - FY 2012**, **Audit Report - FY 2010**). In the North Carolina Office of the State Auditor's Report relating to the comprehensive financial audit for FY 2014, the Auditor stated:

"We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above."

"The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Governmental Auditing Standards."

Management Letters from the North Carolina Office of the State Auditor are available for review (**Management Letter - FY 2014**, **Management Letter - FY 2012**, **Management Letter - FY 2010**).

Qualified Employees

Qualified employees are essential for financial stability. The proper employee with adequate **education and experience** provides layers of control, compliance and efficiency. The College has been fortunate to retain qualified and competent employees within the Business Office and currently has 12 employees. **Joy Kornegay**, who leads the Business Office as the **Chief Financial Officer**, holds a Bachelor of Science in Accounting from Mount Olive College and a Master of Business Administration from Campbell University. She came to the

College in July 2008 after spending 12 years at another North Carolina Community College where she served as the Senior Accountant for four years and as the Comptroller for eight years.

Annette Woodard, **Controller**, has over 11 years of experience with WCC and holds a Bachelor of Science in Accounting from Meredith College. She is also a Certified Public Accountant. Cindy Engle, **Assistant Controller**, holds an associate degree in Business Administration from WCC and a Bachelor of Science in Business Management from Mount Olive College. She has been with WCC for five years. Mark Johnson, **Purchasing and Equipment Coordinator**, has been with the College for ten years and holds a Bachelor of Science in Business Administration and a Masters in Education in Sports Administration from Ohio University. Faye Best worked in a full-time capacity for over 32 years in a curriculum role with WCC prior to retirement. She later returned to the College in a part-time capacity and has been with the Business Office as the **Purchasing and Equipment Assistant** for six years. She holds a Bachelor of Science in Business Management from Mount Olive College.

Barbara Barfield, **Accounting Specialist**, has been with WCC in the Business Office for over nine years. She holds an associate degree in Medical Secretary from WCC and an associate degree in Executive Secretary from Louisburg College. Patricia Sasser, **Accounting Specialist - Accounts Receivable**, holds associate degrees in both Accounting and College Transfer from WCC. She is currently working on her baccalaureate degree in Business Administration at East Carolina University. She has served the Business Office for 12 years. Kathryn Pope, **Accounting Specialist - Accounts Payable**, has been with the Business Office for 25 years and holds an associate degree from WCC. Marybeth Taylor, **Accounting Specialist - Payroll**, is the newest addition to the Business Office. She holds a Bachelor of Arts in Sociology from the University of North Carolina at Chapel Hill. She has over 13 years experience in various accounting functions and has been with the College less than a year.

Wendy Potter, **Accounting Technician**, holds associate degrees in both Business Administration and Marketing and Retail from WCC. She has been with the College for six year. Bertha Holmes, **Cashier**, has been with the College for 38 years and Shroeder Killett, **Mail Clerk**, has been with the College for 26 years.

Wayne Community College exercises appropriate control over its financial resources as illustrated through defined fiscal authority, sound budget planning and management, strong fiscal policies and procedures, internal and external risk mitigation, and qualified staff. The College is, therefore, in compliance with Comprehensive Standard 3.10.3.

Additional information can be found in Core Requirement 2.11.1 Financial Resources, Comprehensive Standard 3.2.2.2 Fiscal Stability of the Institution, and Comprehensive Standard 3.10.1 Financial Stability.

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- Job Description - Accounting Specialist - Payroll
- Job Description - Accounting Technician
- Job Description - Assistant Controller
- Job Description - Cashier
- Job Description - Chief Financial Officer
- Job Description - Contoller
- Job Description - Mail Clerk
- Job Description - Purchasing and Equipment Assistant
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- NC General Statute (115D-56) - Final adoption of budget
- NC General Statute (115D-58.16) - Audits
- NC General Statute (138A) - State Government Ethics Act
- NC General Statute (14-234) - Public Officers Benefiting From Public Contracts
- NC General Statute (147-64.6) - Duties and responsibilities
- NCCCS Accounting Procedures Manual (Page 37)
- NCCCS Equipment Disposal Form 4-11
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- NCCCS Purchasing and Equipment Procedures Manual
- NCCCS Purchasing and Equipment Procedures Manual (Page 11)
- NCCCS Purchasing and Equipment Procedures Manual (Page 22)
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- NCCCS Purchasing and Equipment Procedures Manual (Page 52)
- North Carolina E-Procurement
- Organizational Chart - Office of the President - CFO
- Organizational Chart - Office of the President - P&R
- Planning Objective

- Planning Process Flowchart
- State 2-12
- State Aid Budget Allocation - FY 13
- State Aid Budget Allocation - FY 14
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- Wayne Community College Purchasing Procedures Manual
- WCC Cash Management Plan 2014 - 3.10.3
- WCC Strategic Plan (2011-2016)

3.10.4

Financial Resources: Control of sponsored research/external funds

The institution maintains financial control over externally funded or sponsored research and programs.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Wayne Community College (WCC) maintains fiscal control over all externally funded grants and sponsored programs. WCC is not a research institution and therefore has no research programs. All externally funded grants and programs are subject to the same financial guidelines as all other College funds as mandated in the **North Carolina Community College System Office Accounting Procedures Manual**. The College maintains a separate account code for each grant or program in its **institutional funds**. These funds are audited and/or reviewed each year as part of the financial audit/review process. Audits are conducted in accordance with Governmental Auditing Standards and the Single Audit Act, as well as the Office of Management and Business Circular A-133. The North Carolina Financial Statement Audit Reports for **2010**, **2012** and **2014** are included in the Supporting Documentation.

Procedures

WCC's Grants Development Coordinator adheres to the **Grant Policy (04-09) for the Board of Trustees** as well as the **WCC College Procedures Manual (08-0301 - Grant Policy)** for governing external grant funding. The Grants Coordinator reports to the Director of Planning and Research which organizationally falls under the **Office of the President**. The Grants Coordinator has control of all external grant applications and is responsible for planning, initiating, coordinating, and monitoring all grant awards. All proposed projects must directly relate to the College's mission, vision, and goals. Project proposals must be approved by the President prior to submitting any grant.

Upon receipt of grant approval, an award letter is forwarded to the College's Business Office. The Controller establishes a fund account through a **fund authority** within the College's institutional fund structure. Each fund authority is approved by the Board of Trustees (**Board of Trustees Minutes 2013 Mar 26**) Fund authorities are stored in the Business Office and detail each fund's information, such as name, number, purpose, duration, source of revenue, reporting requirement, and restrictions.

Each grant is managed by an appropriate staff or faculty member, as well as the Grants Development Coordinator who oversees the project, and the College's Controller who monitors financial transactions. The Grants Development Coordinator ensures that project / program reports are filed in a timely manner as required by the external source. Financial reports required by grantors are prepared by the Controller.

Indirect Cost Agreement

WCC currently has an **indirect cost agreement** of 39.50% on campus and 16.50% off-campus, and is effective through June 30, 2017.

Qualified Personnel

Wayne Community College's **Grants Development Coordinator** is responsible for researching federal, state, local, and private funders; developing, writing, and submitting grant proposals; working with the Business Office to prepare project startup budgets; orienting new program / project managers to the requirements of funded projects; ensuring that project activities are completed and submitted in accordance with funding agency directions and College policies and procedures; and working with the Business Office to manage grant budgets.

WCC's **Controller** is responsible for establishing a fund account through a Fund Authority within the College's institutional fund structure. The Controller is also responsible for preparing reports for federal and state grants and contracts, preparing journal entries, and reconciling month end reports.

The institution maintains financial control over externally funded programs and is therefore in compliance with Comprehensive Standard 3.10.4.

Sources

- Board of Trustee Policy (04-09) - Grant Policy
- Board of Trustees Minutes, March 2013
- College Procedures Manual (08-0301) - Grant Policy
- Grant Fund Authority
- Indirect Cost Rate Agreement
- Institutional Fund Report (02-237)
- Job Description - Grants Development Coordinator

- Job Description - Controller
- NCCCS Accounting Procedures Manual
- Organizational Chart - Office of the President
- State Audit - June 30, 2010
- State Audit - June 30, 2012
- State Audit - June 30, 2014

3.11.1

Physical Resources: Control of physical resources

The institution exercises appropriate control over all its physical resources.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Responsibility and Authority for Control of Physical Resources:

Wayne Community College (WCC) exercises appropriate control over all its physical resources.

Overall responsibility for campus facilities and assets lies with the Board of Trustees as noted by North Carolina General Statute (NCGS) Chapter **115D-14**, NCGS **115D-15**, and NCGS **115D-15.1**. The Board of Trustees Bylaws **Article I** confirms the Trustees' responsibility for control of physical resources. Operational responsibility lies with the College President who in turn designates the Chief Financial Officer and the Chief of Administrative Services to ensure proper control over all physical resources as permitted by NCGS **115D-20**. The **organizational chart** for the President and senior administrators reflects the relationship between the President and these subordinates.

Purchasing Process:

Wayne Community College adheres to the purchasing rules and regulations established by the North Carolina Department of Administration (NCDOA) Division of Purchase and Contract (P&C) and published in the **North Carolina Community College Purchasing and Equipment Procedures Manual**. The **Wayne Community College Purchasing Procedures Manual** aligns with both the State's rules and regulations as well as those established by the North Carolina Community College System. The Purchasing and Equipment Coordinator is responsible for oversight of the purchasing process.

The purchasing process has a $10,000 limit for local approvals of most items and a $25,000 local threshold for information technology equipment purchases as outlined in the **North Carolina Community College Purchasing and Equipment Procedures Manual**. The system requires four levels of approvals on each requisition before it may be converted to an official binding purchase order: 1) departmental budget manager, 2) senior administrator, 3) Purchasing and Equipment Coordinator, and 4) Chief Financial Officer. In addition, all purchases in excess of these dollar thresholds must be approved by the College President once P&C provides the winning bid proposal and it is accepted by the College.

As an agency of the North Carolina state government, all colleges of the North Carolina Community College System (NCCCS) are required to participate in the **NC E-Procurement** consortium. NC E-Procurement allows government entities to aggregate purchasing power to obtain the best possible pricing for goods and services and the state negotiates term contracts for various commodities and service options that benefit wide ranges of state entities. E-Procurement allows fast, efficient purchasing and procurement by providing vendors a single point of access to NC government entities, fast electronic quotation processes, and faster, more accurate order placement and fulfillment using a standard purchase order format.

Each department on campus starts the process by entering their requisitions into E-Procurement. The requisition is routed through the four-stage approval process and once all approvals are obtained, the purchase order (P.O.) is generated and submitted to the vendor electronically.

Major capital equipment is classified in the **WCC Equipment Procedures Manual** as anything over $5,000 in accordance with NCCCS **numbered memo CC13-012**. P.O.s for major capital equipment are color- coded to aid in the asset tagging and control process.

Receiving Process:

Receipt of purchased goods is accomplished in a centralized process involving one of two locations depending upon the size of item and mode of delivery: 1) the mailroom in the Business Office or 2) the shipping/receiving dock in the Cedar Building. The first two documents in the three-way match process (packing slip and purchase order) are verified by parties independent of the requisition and purchasing functions. This ensures that only items properly approved for purchase are received and that the receipt is indeed what was purchased.

Deliveries are logged by the mail clerk by scanning the package tracking barcode and referencing the receipt to the purchase order number in the software. Larger items delivered to the receiving dock in the Cedar Building are verified by the maintenance technician unloading the truck and again by the Purchasing and Equipment Coordinator or his/her assistant. Once validated, the unopened packages are delivered to the department which requisitioned them. The receiving party reviews the packing slip and contents and signs attesting that the item(s) have been received in the department and are what was expected. The signed packing slip is then forwarded to the Purchasing and Equipment Coordinator's Assistant to close the purchasing transaction in the Ellucian Colleague system. The P.O. and packing slip are later matched with the third document in the three-way match, when they are married up with the invoice and paid by Accounts Payable.

Asset Control:

Asset Tagging

Documents pertaining to all receipts of major capital equipment are forwarded to the Purchasing and Equipment Coordinator upon being received and paid in the Ellucian Colleague system. The color-coded P.O., packing slip, and invoice are used to start the asset tagging and

control process. Similarly, documentation for high-risk minor equipment is forwarded to the appropriate steward in the receiving department (Information Technology or Educational Support Technology).

High-risk minor equipment is classified in the North Carolina Community College System (NCCCS) **Accounting Procedures Manual** as assets less than $5,000 including, data processing and networking equipment, servers, computers, laptops, portable projectors, I-pads and other tablets, and guns. High-risk, non-capital items are logged into a **spreadsheet** or other inventory tracking software by the department asset steward and labeled and marked in a similar manner. Pre-printed tags and indelible markings are affixed to these high-risk minor assets as well.

The College uses the **ASST module** within the Ellucian Colleague system to maintain an accurate, up-to-date **asset inventory**, which includes the description, location, manufacturer, serial number, acquisition cost and date, and original P.O. number for each item. This system provides for real-time physical tracking of inventory, as well as accounting-based functionality addressing depreciation, fund accounting, inventory transfers and adjustments. Numerous asset detail reports are available from this system as well, including **Assets by Number**, Assets by Department, Assets by Category, **Assets by Building** and others.

The Ellucian Colleague system automatically identifies assets over $5000 as part of the month-end closing process, pulling those asset purchase details into the ASST Module (asset control segment of the system), while automatically assigning the next available asset tag number. Once the asset number is assigned, the Purchasing and Equipment Coordinator affixes the preprinted, corresponding barcode tag and as an added control, indelibly marks the asset number with a permanent paint or marking pen.

Asset Transfers

Equipment transfer requests or **notifications** accompany all equipment transferred from one area on campus to another or from one Steward (fiscal agent) to another. Equipment transfer forms are located on the College's intranet. NCCCS Form 4-11 is completed by the Purchasing and Equipment Coordinator for each external equipment transfer and the status for both internal and external transfers is updated in the Ellucian Colleague asset control system.

Asset Disposition

The **equipment disposal process** applies to all assets which are to be sold, are reported or found to be lost or stolen, or those which have been cannibalized in order to maintain operations. They may be transferred to other NC Community Colleges via the asset transfer process above. They also may be transferred to other state agencies following the same process.

Equipment that is worn out or obsolete and cannot be reasonably refurbished, contains no reasonably salvageable material, and has no further value may be removed from the inventory. **NCCCS Form 4-11**, listing the equipment to be removed from the inventory, is completed and signed by the Purchasing and Equipment Coordinator and Chief Financial Officer prior to equipment being removed from service. Equipment removed from service is placed in the warehouse until disposed of in an appropriate manner. Equipment remains on the inventory until proper disposition is made. Obsolete equipment is sold on state surplus.

Control of Access and Facility Usage

Wayne Community College controls access to the campus during non-business hours in accordance with the WCC College Procedures Manual (CPM) **06-0603 - Access to Campus Facilities** and usage of the campus by external agencies under **CPM 10-0401 - Facility Utilization Requests**. Keys to campus facilities are controlled in accordance with **CPM 06-0614 - Key Control and Access** and classrooms and labs remain locked unless under the supervision of an employee. Equipment remains secured to carts and infrastructure as it is practical to do so. Parking decals and ID badges for employees and students are required according to **CPM 06-0608 - Campus IDs and Parking Decals**. This allows the administration and Campus Police and Security a means to identify who normally belongs on campus from those who may be visitors or other unidentified users of the campus.

Wayne Community College has a **Campus Police and Security Department** which is staffed 24 hours per day seven days per week. Most of the Campus Police and Security staff members are sworn officers under either the WCC Campus Police authority or under one of the local law enforcement agencies. The majority of the WCC part-time officers are off-duty Sheriff Deputies. The Campus Police and Security Office discharges their duties under NCGS **115D-21.1** - Campus Law Enforcement Agencies and under WCC's **CPM 06-0601 - Campus Police and Security**.

The College maintains copies of current, valid driver's licenses for all employees authorized or required to drive a College vehicle. Employees who routinely operate College vehicles have their Motor Vehicle Record (MVR) verified by the Chief of Campus Police and Security upon hire or before being placed on the qualified driver list. For these positions, the acceptable **MVR and insurability** in accordance with the College's auto insurance company requirements is a condition of employment. The driving records for employees on the authorized driver list are validated annually by the College's auto insurance company. College vehicles are checked out from the WCC Business Office and trip logs are maintained.

Adequate control over WCC's physical and fiscal assets may be evidenced by the Office of the State Auditor's fiscal audit results. Acceptable internal audit results are documented in the most recent **audit reports** and **management letters** for the years 2010, 2012, and 2014.

Physical Inventory Process:

Wayne Community College assures appropriate control over its physical resources through annual inventories of capital equipment, minor equipment and consumables in accordance with the NC Department of Administration, Division of Purchasing and Contracting, the NC State Auditor's Office, NCCCS and WCC procedures. The Purchasing and Equipment Coordinator and his/her assistant print **asset lists** for all items with an asset value of $5000 to conduct the physical inventory. They verify the existence and location of each asset, noting any location changes, status or condition changes, obsolescence, and so forth. Any missing or unaccounted for items are reported likewise by asset number. Upon conclusion of the audit, the Purchasing and Equipment Coordinator is responsible for reconciling all results and

discrepancies and completing any required disposition forms (**NCCCS Form 4-13**). The reconciliation is reported on **NCCCS Form 4-21**.

Campus Police and Security may be notified and an incident report and investigation completed if an item is suspected of being stolen. This process would apply at any time during the year, if theft is suspected.

High-risk, minor equipment items are inventoried by department inventory stewards using current **minor equipment asset lists**. The inventory results are conveyed to the Chief Financial Officer in the form of a **Certification of Inventory**. Missing, lost, or stolen items are reported, investigated, reconciled and removed from the asset list by the steward after due diligence to locate the asset has been provided.

Real property assets are listed in both the Ellucian Colleague system as well as the Wayne Community College **Facilities Inventory and Utilization Report, Fall 2013** administered by the University of North Carolina - Facilities Space Utilization and Analysis. The **Building Characteristic Report** for Wayne Community College, which is part of this study, lists the College's owned and leased assets, their dates acquired or put in service, and their cost and replacement values. **Room Characteristic Reports** detail the types of space and usage characteristics by room as well. The building and room inventory is updated annually.

Maintenance of Physical Assets:

Routine Maintenance

The Facilities and Grounds Superintendent utilizes housekeeping and maintenance staff to identify and make routine repairs on a daily basis. In addition, contract services and direct-order contractors are used to execute projects and tasks requiring special expertise.

Completed and planned repairs are reported to the Board of Trustees bimonthly through the Building Committee of the Board of Trustees. The **Building Committee Report** provides a great summary of the work of the Facilities and Grounds Maintenance Department and is reflected in the **Board of Trustees meeting minutes**.

Preventive Maintenance

Wayne Community College's **Maintenance Program** focuses heavily on preventive maintenance (PM). PM work orders may be entered in the Ellucian Colleague system to be issued on a recurring basis. Work orders may also be entered as one-time assignments to be executed at the most opportune times such as during student breaks and between semesters. Buildings and rooms are most easily accessible during breaks and between semesters and maintenance staff is least likely to disturb faculty or students at these times. PM repair projects are prioritized and budgeted each year and funds are set aside annually to replace critical equipment such as exit lights, emergency egress lights, and batteries. Resealing parking lots, painting, and carpeting are also found in the annual budgets every year.

Deferred Maintenance

Wayne Community College makes every effort to refrain from deferring maintenance. It is the College's philosophy not to defer. The risk associated with deferring maintenance from a safety or total cost incurred perspective generally leads College Administration to a decision not to defer. **There have been no deferrals of required safety-related projects.** However, when a one-time opportunity to move state equipment funds into a capital repair and renovation project presented itself, matching county funds were needed and the College deferred a planned roof replacement and other minor capital improvements in order to implement the renovation of the Student Services areas in the Wayne Learning Center. Risk was very low and there were no safety concerns in doing so. The maintenance staff made it a point to inspect for missing shingles after each high-wind weather event which has proven to be an adequate mitigation in response to this deferral. The benefits of the Student Services renovation are being enjoyed today as a result of this deferral decision. The roof replacement has been re-budgeted for 2015.

Wayne Community College's Maintenance Program and the maintenance and operations budget are adequate for the College to exercise appropriate control over its physical resources. More detailed information on the maintenance of physical assets may be found in Comprehensive Standard 3.11.3 Physical Resources: Physical Facilities.

Risk Management:

Insurance

Maintaining facilities that meet the institution's needs includes protecting the investment in the facilities and other assets. The College maintains adequate **insurance policies** to protect the assets of the College. These include: property insurance (replacement cost), commercial umbrella coverage, commercial auto insurance, Officers and Directors insurance, general liability coverage, boiler and machine coverage, and various other policies such as student accident, student liability, childcare, and malpractice. Copies of these policies are maintained in the Business Office by the Chief Financial Officer. The renewal process for property coverage includes a visit by the insurer to inspect the property and look at changes in assets, safety and risk assessment, and adequacy of coverage. An **Inspection Summary Sheet** and cover letter are issued by the insurer outlining the condition of the property and suggested improvements to reduce risk.

Pre-disaster Mitigation

Wayne Community College is participating in a FEMA Pre-disaster Mitigation Program, including the required training and the development of a Pre-disaster Mitigation Plan (PDM) document, which will be completed in 2015. The WCC PDM Plan will enable the College to participate in future FEMA recovery programs as well as pre-disaster mitigation grant programs. The College PDM plan will become a component of the Wayne County PDM Plan.

EAGLE

Wayne Community College participates in the North Carolina Office of State Controller's statewide internal control program called EAGLE (Enhancing Accountability in Government through Leadership and Education). The purpose of the EAGLE Program is not only to establish adequate internal control but also to increase fiscal accountability within state government. Under the EAGLE Program, each agency is

required to perform an annual assessment of internal control over financial reporting and compliance. By performing this assessment, agencies can identify risks and compensating controls that reduce the possibility of material misstatements, misappropriation of assets, and noncompliance with governmental rules and regulations. The assessment will also assist agencies in recognizing opportunities to increase efficiency and effectiveness in business processes and operations. The fixed asset portion of the **EAGLE audit** is attached for reference.

Summary:

Wayne Community College exercises appropriate control over all its physical resources. The College maintains accurate inventories of physical resources, properly documents and disposes of and transfers assets, and appropriately manages risks associated with physical resources. WCC makes every effort to not defer maintenance except in very rare circumstances after considerable deliberation. Audit reports, management letters and procedures presented support the conclusion that Wayne Community College is in compliance with Comprehensive Standard 3.11.1.

Sources

- Airport & Hangar Room Characteristic Report
- Annual Internal Equipment Audit Reconciliation
- Asset Transfer Notifications
- Audit Reports 2010-2014
- Board of Trustees Bylaws 2014
- Board of Trustees Bylaws 2014 (Page 3)
- Board Of Trustees Minutes 2013 July 22 (Page 2)
- Board of Trustees Reports-July 2013
- Building Characteristics Report 2013
- Campus Police Agency
- College Procedures Manual (06-0601) - Campus Police and Security
- College Procedures Manual (06-0603) - Access to Campus Facilities
- College Procedures Manual (06-0608) - Campus IDs and Parking Decals
- College Procedures Manual (06-0614) - Key Control and Access
- College Procedures Manual (10-0401) - Facility Utilization Requests
- Dept of Public Instruction Insurance Cover Letter & Inspection Summary
- Eagle - Fixed Assets
- Educational Support Technologies Equipment over $5000
- Educational Support Technologies Inventory - High Risk Minor Assets
- Equipment Disposal Form 4-11
- High Risk Minor Asset Inventory Certification
- Information Technology Equipment over $5000
- Insurance Policies
- Inventory by Asset #
- Inventory Sample
- IT Full Inventory List 10_31_14
- Management Letters 2010-2014
- Motor Vehicle Record Rating
- NC General Statute (115D-14) - Board of trustees a body corporate
- NC General Statute (115D-15) - Sale, exchange or lease of property
- NC General Statute (115D-15.1) - Disposition, acquisition, and construction of property
- NC General Statute (115D-20) - Powers and duties of trustees
- NC General Statute (115D-21.1) - Campus law enforcement agencies
- NCCCS Accounting Procedures Manual (Page 37)
- NCCCS Form 4-13
- NCCCS Memo CC13-012 Fixed Asset Changes
- NCCCS Purchasing and Equipment Procedures Manual (Page 11)

- NCCCS Purchasing and Equipment Procedures Manual (Page 22)
- NCCCS Purchasing and Equipment Procedures Manual (Page 31)
- NCCCS Purchasing and Equipment Procedures Manual (Page 52)
- North Carolina E-Procurement
- Organizational Chart President-CFO-Chief
- Wayne Community College Equipment Procedures Manual
- Wayne Community College Equipment Procedures Manual (Page 2)
- Wayne Community College Facilities Utilization Report 2013
- Wayne Community College Maintenance Program 2014
- Wayne Community College Purchasing Procedures Manual

3.11.2

Physical Resources: Institutional environment

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Judgment

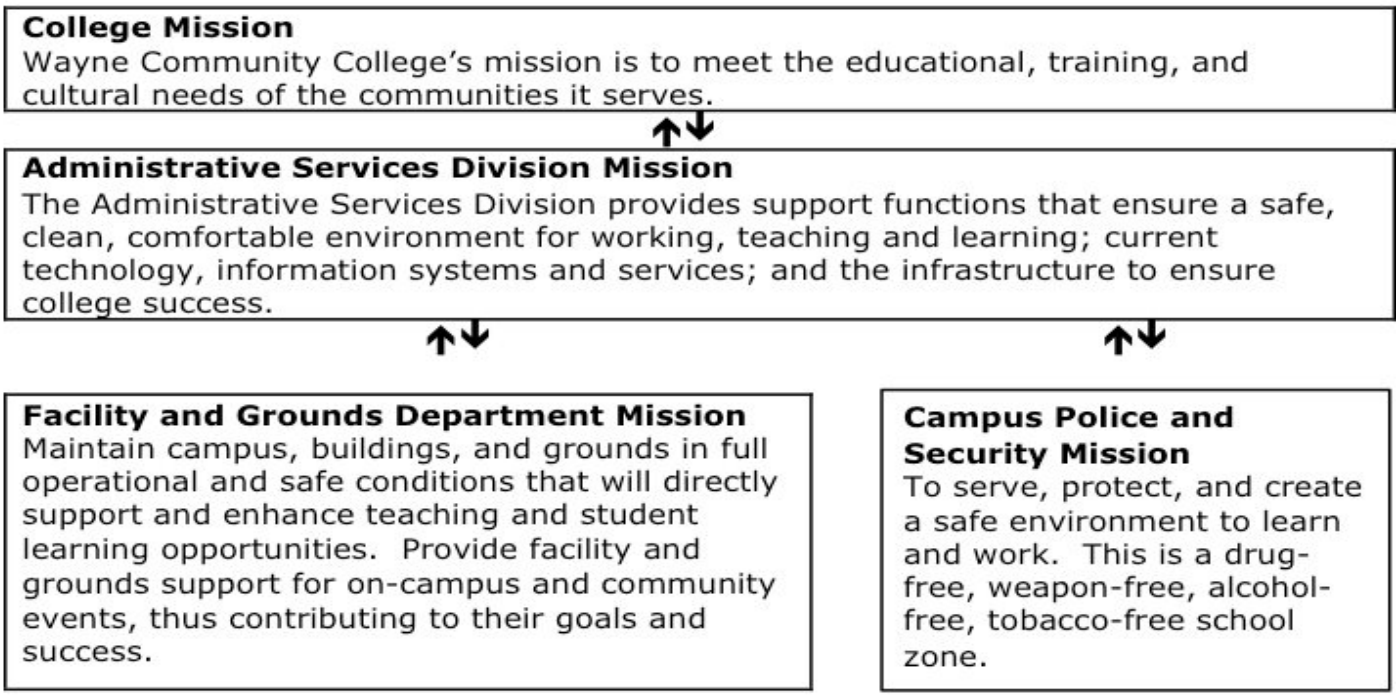
☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Maintaining a Healthy, Safe and Secure Environment Supports Wayne Community College's Mission

Wayne Community College (WCC) strives to provide a healthy, safe, and secure learning and working environment for its students, employees, and visitors and adheres to all local, state and federal rules, regulations, legislation and guidance. These efforts, fully supported by the administration, are implemented and maintained through a number of policies, procedures, practices, services, and programs.

The Administrative Services Division mission, the Campus Police and Security Department mission, and the Facilities and Grounds Department mission are reflective of the College's mission statement, ensuring that WCC complies with this standard by providing a healthy, safe and secure environment for all members of the campus community.



RESPONSIBILITY FOR HEALTH, SAFETY AND SECURITY FUNCTIONS

Operational responsibility lies with the College President who in turn designates the Chief of Administrative Services to ensure a healthy, safe and secure environment, as permitted by North Carolina General Statute (NCGS) **115D-20**. The **organizational chart** for the President and senior administrators reflects the relationship between the President and subordinates.

The President's Council is charged to "act on college-wide matters relating to policies and procedures; to participate in long-range planning for the institution; and to ensure a direct communication link between the various operating units of the College." The members have the authority and responsibility to "recommend/approve, implement, and disseminate policies and procedures that ensure the effective and efficient operation of the College; Serve as a communication link between the administration and the faculty, staff and students of the College" (**College Procedure 01-0201** - Purpose, Membership, and Authority of the President's Council).

The Office of the Chief of Administrative Services includes the Facilities and Grounds Department and Campus Police and Security Department which have responsibility to maintain a safe campus in their respective roles. The Chief of Administrative Services has primary stewardship for the oversight of programs, policies, and procedures that focus on preventing and mitigating workplace hazards. The Department maintains compliance with local, state, and federal regulations and standards. The Chief of Administrative Services advises the College's Safety Committee in its work and has been the primary facilitator of the Pre-Disaster Mitigation Planning Project.

The Chief of Administrative Services or his designee also serves as the Compliance Officer, Safety Officer, Safety Coordinator, Chemical

Hygiene Officer, and Bloodborne Pathogen Exposure Program Coordinator as required throughout the WCC Occupational Safety and Health Plan (**OSHP**). That position is responsible for administration, implementation, and enforcement of the provisions of Occupational Safety and Health Administration and the Occupational Health and Safety Act of North Carolina standards and for all reports required by them.

The Campus Police and Security Department is a certified **Campus Police Agency** and has law enforcement authority over all College owned or leased property including college facilities at the Wayne Executive Jetport and roads adjacent to or running through the college owned or leased property. These jurisdictional boundaries are set by NC General Statutes **74G Campus Police Act** and **115D-21.1 Campus Law Enforcement Agencies**. These areas are also patrolled by the Wayne County Sheriff's Office and the Goldsboro Police Department. Members of the Campus Police and Security Department have direct radio communication with the Goldsboro Police Department and Wayne County Sheriff's Office on the County Emergency Services network and the department is part of the Wayne County 911 Emergency System. The Department also works closely with state and federal law enforcement agencies (**College Procedure 06-0601 - Campus Police and Security**).

The College has adopted the Incident Command System of the National Incident Management System and has assigned critical incident roles to administrators and key personnel accordingly. Those positions are listed and described in the college's **Critical Incident Plan**.

The security of the College's Information Technology (IT), both data and physical assets, is the responsibility of the Director of Information Technology. The Director of IT is the primary source of contact for reporting all IT security incidents. That position manages security programs concerning hardware, software, and user operations, and serves as the Coordinator for the **IT Incident Management Team**. That team's primary members include the Systems Administrator, Network Administrator, and Chief of Campus Police and Security.

College committees have a number of health and safety-related responsibilities as spelled out in **College Procedure 01-0301** - Purpose, Authority, and Membership of Standing Committees. Each committee member's attendance is part of the employee's job responsibility and is mandatory.

Wayne Community College's Safety Committee has a number of assignments designed to "promote the safety, health and general well-being of the students, employees, and guests by developing, reviewing and updating Safety Policies/Procedures. To oversee quarterly safety inspections of all college facilities. To provide oversight for the Emergency Response Team, Evacuation Assistance Team, First Aid Team, Fire Brigade, Weather Watch Team, Traffic Control Team, and other emergency or crisis teams needed for the safety of the campus. Develop and conduct campus training programs, drills and simulations. Authority: To make safety recommendations to the Chief of Administrative Services and the President's Council."

Each academic year, assignments are made to the **Emergency Response Team** and other teams that are charged with responding during various types of emergencies. The responsibilities of the team members are spelled out in the **Emergency Response Plan** and training is provided for those who require it, such as video and hands-on EVAC chair training for members of the Evacuation Assistance Team. Members are issued radios, vests, hand-held stop signs, flashlights, hearing protection, and other equipment necessary for the tasks they have been assigned.

The **Student Code of Conduct**, as outlined in the 2014-2015 General Catalog and Student Handbook, the 2014-2015 Handbook and Planner for Basic Skills students, and references to the Student Code of Conduct in the curriculum and basic skills instructor handbooks, include various safety-related regulations which prohibit certain types of student behavior. Examples include theft, possession or use of alcohol and controlled substances, lewd and indecent conduct, mental or physical abuse, sexual misconduct, disruption of the educational process, possession of weapons, and more. Sanctions for violating the Student Code of Conduct are also listed along with disciplinary procedures and administrative responsibilities for the judicial process. In addition, the handbooks reference **Campus Safety and Security policies and procedures** and applicable local, state, and federal laws.

The College's Professional Development Committee designs and implements annual on-campus professional development activities for WCC employees including activities related to employee's campus safety duties.

QUALIFIED STAFF

Name Title	Responsibilities	Educational Qualifications	Professional Experience
Don Magoon Chief of Administrative Services	Responsible for planning and operations for Information Technology, Educational Support Technology, Facilities and Grounds, Campus Information, Campus Police and Security, Campus Safety, Human Resources, Evening Coordination, and Capital Project Coordination functions.	M.B.A. - Bellarmine (Louisville, KY) B.B.A. – University of Massachussetts	4 years community college 23 years industry
Willie Brinson Chief of Campus Police and Security	Responsible for all Campus Police and Security Department functions, key control, and various safety equipment	Business Management Diploma - Lasalle Extension University Certificates Wilson County Technical Institute: Intro to Police Science Basic Criminal Investigation FBI Firearms Instructor Sampson Technical College: Homicide Investigation North Carolina Justice Academy: Law Enforcement Instructor Training Specialized Firearms Instructor Training Glock Ardmore's Course General Law Enforcement Certification Wayne Community College: Instructor Training U.S. Drug Enforcement Agency: Cannibis Detection and Eradication	6 years community college 28+ years law enforcement
Ed Farris Facilities and Grounds Superintendent	Responsible for all facilities, grounds, and housekeeping functions and maintaining and operating a safe environment.	B.S. - Aeronautical Science, Minor - Safety Management A.A.S. - Aircraft Powerplant Technology	18 years community college 24 years U.S. Air Force

A SAFE ENVIRONMENT

Wayne Community College's Safety Plan

Wayne Community College's **Safety Plan** is comprised of various safety and health-related plans, compliance with federal and state laws and regulations, local ordinances, numerous inspections and College policies and procedures. In addition, the College budgets and maintains various service agreements and other as-needed services that contribute to a safe and healthy environment.

Emergency Procedures and Evacuation Plans

The WCC Emergency Response Plan (**ERP**) is reviewed annually and updated as needed. It provides an all-hazard approach to emergency response for the campus and off-campus facilities operated and maintained by WCC. The ERP details various procedures for responding to accidents, emergencies, weather-related safety matters, civil disturbance, and other safety concerns. The ERP contains **evacuation plans** for every floor of every building and has a campus map that designates **evacuation meeting areas**. The ERP describes lockdown procedures and also includes plans for bomb threats, chemical exposure, Hazard Communication, inclement weather, and medical emergencies. The ERP is located on the College's internal website for easy access by all employees.

Large red and white "**quick reference" cards** with easy-to-follow protocols for emergency situations are mounted in rooms throughout campus where they are easily accessible to students, employees, and visitors. Also located in highly visible locations are maps that show the locations of fire extinguishers, fire alarm pull stations, and first aid kits (**Sample Wall-Posted Emergency Floor Plan**).

Within each office are brightly colored cards with information for dealing with emergency contact information and bomb threat procedures. Red alert cards are located near doors and windows for use during a lock down to let responders know where medical or other attention is needed. Accident and medical emergency procedures are also spelled out in student and faculty handbooks and in the Emergency Response Plan.

The College requires all employees to obtain and display a College ID at all times. Students also obtain a College ID except for very short-

term continuing education students and the students must have the ID on their person while on campus. They are also encouraged to display the ID. Both students and employees have parking decals as well. Both the ID and the parking decal aid Campus Police and Security Officers in identifying individuals and vehicles.

Other tools that aid in providing a safe campus are security cameras and call boxes. Security cameras on the grounds and in every building feed information to the Campus Police and Security Department. Those feeds are monitored live as necessary and recorded for review, with the recordings stored a minimum of two weeks. Emergency call box telephones are located in the parking lots and at the tennis courts, and telephones are also located in all elevators. These phones are connected to the Campus Police and Security Department (**Camera and Call-box locations**).

Facilities Operations and Maintenance

Per **NC General Statute 115D-32**, it is the County of Wayne's obligation to finance maintenance and improvement of College facilities. Wayne Community College is fortunate that its county budgets have included forward-looking plans to repair and replace items that are approaching obsolescence, such as stair treads, sidewalks, floor surfaces, security cameras, and more.

The College continuously improves its facilities to make them safer. Some of those improvements are the result of reports and suggestions and others are scheduled upgrades guided by the Campus Master Plan and **2014-2024 Master Plan Addendum**, the **Repair Budget**, and the Capital Budget. The reactive and proactive planning processes for maintenance, repairs, improvements and expansion of equipment, facilities and grounds are explained in depth in Comprehensive Standard 3.11.3.

A work order system allows the College's Maintenance Department to track and respond to reports of equipment malfunctions or damage, service interruptions, or facility deterioration to maintain a safe environment. Any employee may log into the system to submit **work orders** as defined in **College Procedure 06-0501** – Maintenance Work Order Requests.

Students are encouraged to bring their observations and suggestions to the Student Activities Coordinator or to Student Government Association (SGA) meetings that the Chief of Administrative Services (CAS) attends. The CAS notes, investigates, and takes action on legitimate suggestions. Two examples involve handicapped accessibility at the main entrance to the Wayne Learning Center Building and the addition of paging speakers (**SGA Minutes**).

Information Technology (IT) Safety

The **IT Incident Management Plan** and general procedures to protect College data as well as student and employee personal data (passwords, IDs, standard operating procedures, compliance with FERPA, HIPAA, ADA, etc.) and physical protection of assets are spelled out throughout the "WCC IT Standards and Procedures."

The College has a Technology Acceptable Use Policy (**College Procedure 06-0202 – Technology Acceptable Use**) that lists what is and is not acceptable use of the technology provided by the institution and states that WCC reserves the right to record and/or monitor its systems for acceptable use. The procedure not only has the intent of protecting college digital and physical assets but also preventing acts that could harm others such as cyber-harassment, cyberstalking, or sending malicious software or e-mails. New employees are required to sign an acknowledgement that they have received the procedure and agree to abide by it. Each year, employees are required to view an **IT Computer Security Awareness Training** slide presentation and take a quiz via the Moodle platform.

Compliance with Environmental and Occupational Regulations

The College carefully observes the safety guidelines established by the North Carolina Occupational Safety and Health Act, U.S. Public Health Service, and the Center for Disease Control for the handling of blood and other body fluids and secretions in all areas of the College where such fluids or secretions may be encountered. Information about protocols for handling bodily fluids are found in college procedures and plans, including the WCC OSHP (chapter 4) and the **Pandemic and Communicable Disease Preparedness and Response Plan**.

Wayne Community College has an Occupational Safety and Health Plan (OSHP) that addresses policies and procedures necessary to protect lives, health, and property on the campus of Wayne Community College. Individual plans within the overarching WCC OSHP apply to all faculty and staff of the College as well as contractors and visitors on College property and external facilities used by the College in its official capacity. Those plans are reviewed annually and revised as necessary by the WCC Safety Committee.

Among the chapters within the WCC OSHP are the Hazard Communication Plan and a Chemical Hygiene Plan, which ensure that students, employees, visitors, and the public are protected from injuries or illnesses that may result from exposure to hazardous chemicals or substances. The procedures comply with Occupational Safety and Health Administration's Hazard Communication Standard 29 CFR 1910.1200 and align with the UN Globally Harmonized System (GHS) of Classification and Labeling of Chemicals. These plans dictate how employees and students are to be provided with the information and training concerning hazardous chemical communication standards and guidelines and where records of that training are to be kept (**College Procedure 02-0307 - Hazard Communication Program**, **Sample Haz-Com training record**).

In accordance with those plans, buildings are clearly marked with National Fire Protection Association (NFPA) chemical hazard warning "diamond" signs and hazardous materials are identified with HazCom labels. GHS Safety Data Sheets and **Material Safety Data Sheets** are kept in binders at the location of the materials and in the office of the Chief of Administrative Services. A complete **chemical inventory** is also maintained in the Office of the Chief of Administrative Services. Hazardous waste materials including solvents from automotive parts washers, biohazard materials from Nursing, Dental, and Biology, as well as surplus or obsolete chemical inventories are properly manifested and shipped out to be recycled or permanently and safely destroyed by the appropriate approved vendors.

Wayne Community College complies with all U.S. Environmental Protection Agency, North Carolina Department of Environment and Natural Resources, and local environmental ordinances. The College partnered with the North Carolina Ecosystem Enhancement Program in constructing a storm water wetlands area to "reduce the amount of nutrients and sediment in the Stoney Creek Watershed, part of the Neuse River Basin." Additional storm water retention ponds have been constructed on the campus and more are included in the master

plan in conjunction with future expansion. The College's Code Green Committee has focused attention on energy reductions and waste reductions. Student projects occasionally provide data such as lighting foot candles and amp-draws on various equipment, which the committee uses as the data is available. LED lighting and occupancy sensors have been installed in select areas as part of renovations and upgrades.

Inspections and Tests for Health and Safety Concerns

In addition to routine inspections of the grounds, outdoor lighting systems, roads and sidewalks by the College's Maintenance Department, members of the Safety Committee and designated others perform safety inspections of facilities and specific pieces of equipment. These are carried out quarterly, findings are documented, and appropriate actions are taken on health hazards and safety issues as required in Chapter 19 of the College's Occupational Safety and Health Plan.

Items reviewed include fire extinguishers, exits lights, emergency evacuation routes, eye wash stations, emergency showers, floors/halls/aisles, stairs/ramps, first aid kits, electrical, signage, personal protective equipment, and, depending on the building, auto paint area, combustible materials storage, **grinders**, forklifts, hazardous material storage, MSDS files, pesticides storage, secondary containment storage, and welding area. The forms used in those inspections are filed in the Office of the Chief of Administrative Services (**Sample of Safety Committee inspection sheets**).

The College complies with all regulations requiring the testing of alarms and communication systems, sprinkler systems, and inspection of fire extinguishers, elevators, fume hoods, boiler and pressure vessels, electrical distribution system, and water backflow valves. These inspections are budgeted annually as **service contracts** and conducted by agencies such as the Wayne County Fire Marshal, City of Goldsboro Inspections Department, the Environmental Health and Safety Institute, North Carolina Department of Labor's Elevator and Amusement Device Bureau, North Carolina Department of Public Instruction, and various commercial firms (**Sample Sprinkler Inspection Reports**, **NCDPI Insurance Inspection Cover Letter & Summary**).

Wayne Community College is currently participating in the North Carolina Community College System's effort to create a Pre-Disaster Mitigation Plan for each college. This project is designed to guide the college to greater disaster resilience and more sustainable college infrastructure by identifying its specific natural hazards. In addition to providing the College with its own Federal Emergency Management Agency-approved Multi-Hazard Mitigation Plan, it will also result in a plan for the Community College System that is compliant with the Disaster Mitigation Act of 2000 and will meet criteria established by the North Carolina Division of Emergency Management in compliance with Senate Bill 300, "An Act to Amend the Laws Regarding Emergency Management."

A SECURE ENVIRONMENT

Ensuring Campus Security

The Campus Police and Security Department is staffed 24 hours a day, 365 days a year for emergencies and non-emergency assistance. WCC Campus Police and Security have complete police authority to apprehend and arrest anyone involved in illegal acts on-campus and areas immediately adjacent to the campus. If minor offenses involving College rules and regulations are committed by a College student, Campus Police and Security may also refer the individual to the Director of Counseling Services for possible disciplinary action.

Major offenses such as rape, murder, aggravated assault, robbery, and auto theft are reported to the local police and joint investigative efforts with investigators from WCC and the city police are deployed to solve these serious felony crimes. The prosecution of all criminal offenses, both felony and misdemeanor, are conducted by the North Carolina 8th District Court in session at the Wayne County Courthouse.

It is against the laws of the State of North Carolina for weapons to be possessed on any property owned, leased, or occupied by any North Carolina educational institution, except as defined in the limited exception in North Carolina General Statute 14-269.2(k). This includes handguns, shotguns, rifles, BB guns, air rifles, tasers, bows, swords, knives, etc., but is not limited to these items.

The **Student Code of Conduct** also serves as a means to preserve the "safe and orderly educational environment" at the College. Student rights, responsibilities and judicial procedures are spelled out in the the College Procedure Manual 05-0802, College Catalog and Student Handbook, and Basic Skills Student Handbook. The regulations address violations of law and campus misconduct.

The traffic laws of the State of North Carolina also apply to the streets, roads, alleys and driveways of the states' community colleges, as stated in North Carolina General Statute 115D-21. The College's Board of Trustees is authorized to make additional rules and regulations for those roadways and to establish parking areas and rules for those. Rules and regulations adopted by the trustees are on file with the Office of the Secretary of State of North Carolina and are published for employees in **College Procedures Manual 06-0618 - Traffic and Parking Procedures** and for students in their respective handbooks.

In addition to the typical community college population, Wayne Community College has two entities on its campus that serve younger students: a Child Care Center and the Wayne Early Middle College High School (WEMCHS). WCC complies with all North Carolina regulations related to safety for child care facilities. WEMCHS has its own safety plan specific to its high school program. When WEMCHS students are in College classes, they follow WCC safety procedures.

Wayne Community College is proud to have an open-door admission policy and a campus that community members feel comfortable visiting, but it also recognizes that its first duty is to protect its enrolled students and employees. Certain procedures and practices are in place to identify suspicious activity or people on the campus.

Wayne Community College is afforded the right to refuse admission to "any applicant if it is necessary to protect the safety of the applicant or other individuals … when there is an articulable, imminent, and significant threat to the applicant and other individuals." Process to document such decisions is prescribed. State Board of Community Colleges Code, TITLE 1 – COMMUNITY COLLEGES, CHAPTER D. EDUCATION PROGRAMS, SUBCHAPTER 400. CURRICULUM, 400.2 Admission to Colleges (e). WCC's "Safety Exception" procedure is spelled out in **College Procedures Manual 05-0102 - Open Admission Safety Exception**.

Campus Police and Security Officers may stop and identify any person on campus. Anyone on campus should be prepared to show campus or other identification at all times. Any individual who disrupts the educational process, endangers someone else, or fails to identify themselves will be asked to leave the campus and may face disciplinary action and/or trespassing charges per **College Procedures 06-0601** - Campus Police and Security.

While all WCC Campus locations are available to students, employees, and visitors during normal operating hours, the College controls who accesses the campus during "closed" hours. At other times, the Duty Officer must be notified to unlock building doors. There is no access to college buildings between 11:00 p.m. and 7:00 a.m. Campus keys are controlled in accordance with **College Procedure 06-0614 - Key Control and Access Procedure** and **College Procedure 06-0603 - Access To Campus Facilities**.

Criminal background checks, **motor vehicle record** checks, and drug screens are conducted on candidates selected for positions prior to employment by the College. In addition to the criminal background check, the College requires drug testing of faculty and staff in programs that involve clinical or internship placements at health facilities that require them (**WCC Hiring Guide p. 13**).

Dissemination of Health and Safety Procedures

Information regarding the College's health and safety policies and practices is provided to students through the General Catalog and Student Handbook and other publications, the College website, the Annual Safety Report, new student orientations (face-to-face and online), course syllabi, Student Success courses, e-mails, and the annual Safety Fair and Wellness Fair.

Specifically, the following statement is included on all course syllabi:

"Wayne Community College is committed to providing a safe environment for all students and employees. Students need to be familiar with the emergency information published on red and white cards throughout campus and fire alarm locations, along with the safety topics found in the General Catalog and Student Handbook, including crime reporting and prevention. In addition, instructors will provide information on any safety issues applicable to their specific courses, such as blood-borne pathogen and bodily fluid cleanup/reporting, chemical safety/safety data sheets, and personal protective equipment."
WayneCC Alerts, sometimes referred to as WCCAlerts, for emergencies and inclement weather situations are sent to all employees and students using e-mail, text, and phone. More information regarding WCC Alerts may be found on the WCC website and in Student Handbooks.

In addition to the methods above, faculty and staff are made aware of College policies, protocols, and practices related to health, safety, emergency situations, and inclement weather through new employee orientation (see **Campus Police Chief segment**), faculty handbooks, on-going professional development through on-demand safety videos and Professional Development Day options. Various safety plans and the College Procedures Manual are found on the College's internal website.

Employees are required to review the Emergency Response Plan annually and take an online quiz to demonstrate their understanding of it. The complete plan is posted on the College's internal website. A slideshow review of that plan is available on the Moodle platform intended to be viewed prior to taking the required quiz.

Other training required of all employees includes Blood-borne Pathogen, Hazard Communication, *Globally Harmonized* System of Chemical Classification and Labeling, and Safety in the Office. These are provided in video format with a digital quiz via the Moodle platform. More than 40 other optional training videos are also available (**WCC Safety Training Videos**).

Specific training and reference materials are provided to members of emergency response teams for evacuation, traffic control and weather spotting and to those who do facility and equipment inspections. The *NOAA Weather Spotter's Field Guide* has also been provided to the weather watch team for reference.

Another way that procedures are communicated to students and employees is through drills. In addition to required fire drills, the College has held earthquake, severe weather event, and lockdown drills. Participation in these activities reinforces what has been read and heard. After most drills, the process is critiqued, the results summarized and shared with employees along with appropriate responses (**Sampling of drill critiques**).

Safety matters are regularly discussed in the College's **Safety Committee meetings** and among the campus' informal "crisis leadership team" (Chief of Campus Police and Security, Public Safety Division Chair, Chief of Administrative Services, and Public Information Officer). That team conducted a two-day Safety Retreat for members of the President's Council in June 2013 and members often advise on specific topics such as Hurricane Preparedness at the July 2013 President's Council Retreat (**President's Council Safety Retreat June 2013 Agenda**).

Campus and student organizations are guided in their activities to ensure safe actions. The Student Activities Coordinator must pre-approve student organizations' campus events or their participation in off-campus activities. The rules for such activities are included in the **Club Advisors Handbook**. That publication also reminds club advisors and leaders that student members must abide by the Student Code of Conduct. Intoxication, use of alcohol or illegal substances, and abusive or inappropriate behavior are listed as causes for dismissal from the activity and disciplinary sanctions from the College. The College also provides guidance on such topics as parade float safety and health department food vendor requirements for meal and bake sales.

Crisis Communications

In the event of an actual situation on or near campus that requires students and employees to be aware or take action, the College's emergency notification system, WayneCC Alert, is employed for both timely warnings and emergency notifications. Students and employees are automatically enrolled in the message system, administered by Regroup, which sends e-mails, texts, and voice messages from a single entry point. They may add other phone numbers and e-mail addresses to receive the messages. Employees and students may not opt-out of College e-mail alerts. The WayneCC Alert system is tested several times each year during drills and during inclement weather events. It is also used to disseminate important safety information.

Additional methods of communicating hazard or crisis information include the public address system for which there are speakers audible throughout the campus, the MagicNet system of monitors with scrolling content, the digital marquis at the front of the campus, feeds on the College website, posts on the College's social media pages, and even printed materials such as posters and flyers.

In the event of a disaster on the campus or affecting students and employees, Wayne Community College's Public Information Officer has training and experience in emergency response and crisis communication. To stay current, she regularly takes classes and webinars, participates in exercises, and serves on several safety-related community and College boards and committees. Her training includes American Red Cross Local and National Disaster Public Affairs certificates as well as NC Emergency Management and Federal Emergency Management Association courses (IS 242 Effective Communication, IS-702 National Incident Management System Public Information Systems, ICS-290 Basic Public Information Officer, and ICS-291 Joint Information System/Joint Information Center Planning for Tribal, State and Local PIOs). Her experience ranges from media relations after tornadoes to serving as the public information officer in Hyde County, North Carolina's Emergency Operations Center after Hurricane Irene (**PIO Qualifications**).

Policies and Training Regarding Harassment, Hazardous Materials, etc.

The following are regulations with which the College maintains compliance:

Title IX
Title IX is a comprehensive federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity. The College is committed to providing a learning and working environment that is free of sexual misconduct and discrimination. The College considers sexual discrimination in all its forms to be a serious offense, including discrimination against pregnant and parenting students, sexual harassment, sexual assault, and sexual violence (rape, sexual assault, sexual battery, and sexual coercion) by employees, students, or third parties (**College Procedure 06-0615 Sexual Misconduct**).

Wayne Community College's Human Resources Director provides harassment training during New Employee Orientation. The College's position that harassment and sexual misconduct will not be tolerated is also stated during New Student Orientation. Publications for students and employees also include the message, including the handbooks, Campus Safety and Security Report and e-mailed messages sent to all students twice per semester in spring and fall and once in the summer session (**College Procedure 02-0604 Workplace Harassment and Retaliation**).

The Human Resources Director and the Counseling Services Director are the College's designated Title IX Coordinators. They are responsible for coordinating the College's efforts to comply with its obligations under Title IX and the Title IX regulations. These responsibilities include coordinating any investigations of complaints received pursuant to Title IX and the implementing regulations. The Title IX coordinators are listed in the Annual Safety Report, College Catalog and Student Handbook, **SafeWayne website**, and **College Procedure 06-0602** - Crime Reporting.

Unlawful Harassment and Title IX (Sexual Misconduct)
Harassment violates the College's policy if it occurs because of a person's gender, race, religion, color, sexual orientation, national origin, age, disability, genetic information, veteran's status, or any other classification protected by law. Any employee who engages in any form of unlawful harassment will be disciplined. Wayne Community College's Human Resources Department provides harassment training as part of its new employee orientation. Any claim of unlawful harassment is thoroughly investigated by Human Resources and appropriate disciplinary action is taken, when necessary.

Wayne Community College complies with the **Higher Education Opportunity Act** requirement that it disclose campus crime statistics and security information. That information is collected, classified, and counted and is available for public inspection in the WCC Campus Police and Security Department. It is provided monthly to College administrators for their review. Those statistics are reported annually to the U.S. Department of Education and is published for the campus community. That report is sent to current students and employees via e-mail and made available to potential students and employees and the public on the College's website (**2014-15 Campus Safety and Security Report**).

Clery Act
The College is in compliance with the provisions of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Crimes committed on the College's campus or facilities controlled by the College are reported to the Campus Police and Security Department and Campus Security Authorities. The Campus Police and Security Department, with cooperation from local law enforcement agencies whose jurisdiction surrounds the campus or includes off-campus sites, maintains records of those crimes and reports statistics for certain "Clery Crimes" in its annual Campus Safety and Security Report (**Clery Daily Crime Log***).*

Crimes can be reported several ways (**College Procedure 06-0602 - Crime Reporting**):

1. Students, employees, and visitors can dial the Campus Police and Security number, 919-739-7050 any time on any day.
2. Students, employees, and visitors can report crimes using the blue light phones that are located across the campuses. Emergency "blue light" phones are two-way call boxes located strategically. Emergency phones can also be found in all elevators.
3. Students, employees, and visitors may come to the office of the Campus Police and Security Department, located in the Wayne Learning Center, in person to report crimes.
4. Students, employees, and visitors can notify a Campus Security Authority (CSA) of a crime. CSAs are listed in the Campus Safety and Security Report and on the SafeWayne pages of the College's website.
5. For crimes committed on Seymour Johnson Air Force Base (SJAFB), students, employees, and visitors who use the College's facilities in the Watkins-Das Education Center can contact SJAFB Security Forces at 919-722-1211 or the Department of Defense Safe Helpline at 877-995-5247 for cases of sexual assault.
6. Sexual harassment or sexual violence can also be reported to the College's Title IX Coordinators or to a Responsible Employee.

The College's position on rape, acquaintance rape, sexual assault, domestic violence, dating violence, and stalking is communicated to students during New Student Orientations and Student Success classes, in the College Catalog and Student Handbook and 2014-15

Campus Safety and Security Report and on the SafeWayne website. Employees also receive this message through the same publications and the webpage and in Convocations and New Employee Orientations (**Convocation Agenda Fall 2014**, **Convocation 2014 Safety Compliance Slides**).

Campus Security Authorities are trained to receive and deal with crime reports (**Clery-CSA Training Presentation**).

As required by the Clery Act, the College issues timely warnings using appropriate media and technology, including the WayneCC Alert system, to notify the campus community about crimes that pose a serious or continuing threat to safety and has procedures for alerting the campus community about significant emergencies or dangerous situations and for reacting to those emergencies and situations. The process is regularly used to issue announcements about potential weather threats and impending weather events. It also has been utilized during campus situations which might upset students and employees, such as the 9-11 70-floor challenge during which EMT and law enforcement students ran a circuit on campus in turnout gear and uniforms and during fire alarm tests.

Drug and Alcohol Abuse
The Wayne Community College campus has been designated "drug free." In compliance with the Federal Drug-Free Workplace and Drug-Free Schools and Communities Act of 1988 (Public Law 101-690), it is the policy of this College that the unlawful manufacture, distribution, dispensation, possession, use, or being under the influence of a controlled substance or alcohol is prohibited while in the workplace, on College premises or class sites, or as part of any college-sponsored activities. (Use of a drug authorized by a medical prescription from a registered physician shall not be considered a violation.) Any employee or student violating this policy will be subject to disciplinary action, up to and including termination or expulsion and referral for prosecution, as outlined in the College Catalog and Student Handbook and in the **College Procedures Manual 06-0606 - Alcohol and Controlled Substances**. Drug and alcohol violations are also listed among the specific reasons an employee may be terminated in College Procedure 02-0802 - Termination of Employment. This position is also published in the **2014-15 Campus Safety and Security Report**, SafeWayne Web pages, and expressed during new student and new employee orientations and in **College Procedure 02-0303 - Policy Concerning Controlled Substances**.

The Student Government Association and Student Activities Office sponsor an annual alcohol awareness presentation and the College's Criminal Justice Club has held Red Ribbon Week activities. That club also provides alcohol and drug abuse prevention information during the annual Safety Fair and sponsors a law enforcement official who administers a "Beer Goggles" experience for students and employees.

Violence Prevention
For the safety of the College community, anyone who is aware of concerning behavior or perceived threats – whether from firsthand knowledge, written or verbal information, or any other form of communication – is strongly encouraged to report it immediately to the Wayne Community College Chief of Police. Safety tips and crime prevention and education are included in student handbooks, various College procedures, College Success classes, reminder messages, orientation sessions, Safety Fair, and other means.

A HEALTHY ENVIRONMENT

HEALTH AND HEALTHY BEHAVIORS

The College encourages healthy behavior in its employees and students. A nurse is available to employees twice a month but beyond her visits, she sends e-mails with health tips and news. She also provides the required vaccinations to employees in certain academic areas, brings healthy initiatives to the campus, such as GoWayneGo, a county-wide effort to increase physical activity and improve nutritional choices, and arranges for a mobile mammogram bus visit each year. The Human Resources Department arranges for flu shots to be given each fall, providing 122 vaccinations in 2012, 153 in 2013, and 125 in 2014. When H1N1 was a threat, the College partnered with the Wayne County Health Department to hold a clinic on campus for all employees and students and any family members they wished to bring (**WCC Mail – Flu Shot Clinic**, **WCC Mail – GoWayneGo Registration Today**).

Student Accident Insurance is provided for every student enrolled in a curriculum program and is included in the student activity fee. For short-term clinical services to assist with emotional issues or stress, they may consult with counselors in the College's Counseling Services Department who may refer them to community resources. Continuing Education and Basic Skills students may purchase accident insurance when they register.

The Student Activities Office sponsors regular American Red Cross blood drives and study breaks with snacks during exams to help relieve student stress. It also provides an annual program on alcohol prevention.

Many student organizations support community efforts with activities that range from collecting snacks for the local hospice center and toys for patients in children's hospitals to sponsoring a team in an Alzheimer's walk and raising funds for Relay for Life and Cure for the Colors 5k run, to name a few. Some organizations take it a step further and actively educate. The College's chapter of the Phi Theta Kappa honor society has provided cancer symposiums that it opened to the public, the Criminal Justice Club sponsors Red Ribbon Week (anti-substance abuse) activities, and the BUDO Club, a martial arts group, regularly demonstrates its mental, spiritual, and physical routines.

The College hosts activities on its campus for the benefit of its students and employees and the public. It has sponsored smoking cessation programs and two talks on *Patient Protection and Affordable Care Act.* Each fall and spring semester, the College also provides an **HIV/AIDS seminar** with a doctor who gives the latest information on the disease and talks about prevention and treatment.

The College's annual Wellness Fair brings more than two dozen safety and health-related organizations and health care providers to the campus for students and employees to learn about safety, disease prevention, healthy habits, and available services.

To encourage its employees to engage in healthy behaviors, Wayne Community College allows full-time employees to take 30 minutes a day twice a week for physical exercise (**College Procedure 02-0236 - Wellness Release Time**).

The College has an exercise facility containing equipment for use by students and employees. It also has a walking and fitness trail that is open to College and community that includes a 1/3-mile paved trail and eight exercise stations. It is the first leg of a plan of trails that will connect the campus to other trails and greenways being built by the City of Goldsboro and the local hospital. The College also has tennis courts that are in constant use and a softball field, volleyball courts, and putting green that are available for student and employee use.

The College is represented on the Wayne County Health Department's "Epi Team" (epidemiology). This group meets quarterly and as necessary to track illness and disease incidents across the county and be proactive when faced with outbreaks. It also has members in the Wayne County Mental Health Association and on the Eastpointe (regional mental health agency) Critical Incident Team. These relationships give Wayne Community College immediate access to information and courses of action that it can share with its employees and students to keep them healthy.

Wayne Community College is a tobacco-free college. This policy was adopted by the Board of Trustees (**01-01 - Tobacco Use**), not only for the health of all who use the campus, but also for their safety. Since the policy's adoption in 2008, the cleanliness of the campus has improved also. The tobacco-free status is noted in student and employee publications, on signage around the campus, and on material provided to those who plan meetings and events on the campus. The authority to set this policy was granted by the N.C. General Assembly in statute 115D-20.1 (**College Procedure 06-0503 - Tobacco Free Campus**).

The College has a procedure concerning **communicable diseases** and a plan to deal with pandemics. Information on the College's procedures is also conveyed to students via the College Catalog and Student Handbook (page 162-163). When there are threats to the community's health, such as H1N1 and Ebola, the College responds by providing its employees and students with educational materials and accurate information designed to dispel myths and encourage appropriate behaviors and by requesting that faculty and staff report actual and suspected occurrences of illness and take responsibility for asking anyone who shows symptoms to seek medical care and not attend classes or work until they are well.

Wayne Community College employs qualified staff with appropriate responsibilities and authority to operate and maintain a safe, secure and healthy environment. The College's safety plans are tested and communicated well to employees, students and visitors. Inspections and risk assessments by both staff and outside agencies help to ensure the campus remains safe and secure and policies and procedures are in place to guide all of the College's safety practices and processes. Therefore, Wayne Community College is in compliance with Comprehensive Standard 3.11.2.

Sources

- 2014-2015 Campus Safety and Security Report (Page 2)
- 2014-2015 Campus Safety and Security Report (Page 8)
- 2014-2015 Employee Safety Orientation
- 2014-2015 Student Handbook 01-01-15 (Page 15)
- 2014-2015 Student Handbook 01-01-15 (Page 7)
- Board of Trustees Policy (01-01) Tobacco Use
- Brinson Qualifications
- Cameras and Call Boxes
- Campus Police Agency
- Chemical Inventory pg 1 & pg 67
- Clery Act - CSA Training Presentation
- Clery Act Daily Crime Log 2014
- College Procedures Manual (01-0201) - President's Council (Page 2)
- College Procedures Manual (01-0301) - Standing Committees
- College Procedures Manual (02-0236) - Wellness Release Time
- College Procedures Manual (02-0303) - Policy Concerning Controlled Substances
- College Procedures Manual (02-0305) - Communicable Disease
- College Procedures Manual (02-0307) - Hazard Communication Program
- College Procedures Manual (02-0604) - Workplace Harassment and Retaliation
- College Procedures Manual (02-0802) - Termination of Employment
- College Procedures Manual (05-0102) - Open Admissions Safety Exception
- College Procedures Manual (06-0202) - Technology Acceptable Use
- College Procedures Manual (06-0501) - Maintenance Work Order Requests
- College Procedures Manual (06-0503) - Tobacco-free Campus
- College Procedures Manual (06-0601) - Campus Police and Security
- College Procedures Manual (06-0602) - Crime Reporting
- College Procedures Manual (06-0603) - Access to Campus Facilities
- College Procedures manual (06-0606) - Alcohol and Controlled Substances
- College Procedures Manual (06-0608) - Campus IDs and Parking Decals
- College Procedures Manual (06-0614) - Key Control & Access Procedure

- College Procedures Manual (06-0615) - Sexual Misconduct
- College Procedures Manual (06-0618) - Traffic and Parking Procedures
- Convocation 2014 Safety Compliance Slides
- Convocation Agenda - Aug 2014
- Critical Incident Plan 122014 (Page 27)
- Emergency Reference Wall Cards
- Emergency Response Teams Members 2014-2015
- Farris Qualifications
- FY15 Budget-Service Contracts
- Grinder Inspection Samples
- Magoon Qualifications
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- Motor Vehicle Record Rating
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- NC General Statute (115D-20) - Powers and Duties of Trustees
- NC General Statute (115D-21.1) - Campus law enforcement agencies
- NC General Statute (115D-32) - Local Financial Support of Institutions
- NC General Statute (74G) - Campus Police Act
- Organizational Chart President and Chief Pages
- President's Council Safety Retreat June 2013 Agenda
- Public Information Officer Qualifications
- Repair Budget FY15
- Safety Committee Meeting Minutes 2014-15
- Safety Quizzes (Page 4)
- Safety Work Orders
- SafeWayne Website
- Sample AIDS Seminar Poster
- Sample Inspection Reports
- Sample Material Safety Data Sheets
- Sample Sprinkler Inspection Reports
- Sample Wall-Posted Emergency Floor Plan
- Sampling of drill critiques
- Student Government Association Minutes
- Wayne Community College Safety Plan
- Wayne Community College Safety Training Videos
- Wayne County Public Schools Crisis Symposium Recognition Certificates
- WayneCC Alert Webpages
- WCC Club Advisor Handbook 2014-15 (Page 10)
- WCC Emergency Response Plan (Page 11)
- WCC Emergency Response Plan (Page 21)
- WCC Emergency Response Plan (Page 3)
- WCC Emergency Response Plan (Page 47)
- WCC Hiring Guide Dec 2014 (Page 13)
- WCC Information Technology Computer Security Awareness Training 2014
- WCC Information Technology Standards & Procedures 11-01-2014 (Page 14)
- WCC Mail - Flu Shot Clinic
- WCC Mail - GoWayneGo Registration Today!
- WCC Occupational Safety and Health Plan (Page 2)
- WCC Pandemic and Communicable Disease Preparedness and Response Plan

3.11.3

Physical Resources: Physical facilities

The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Judgment

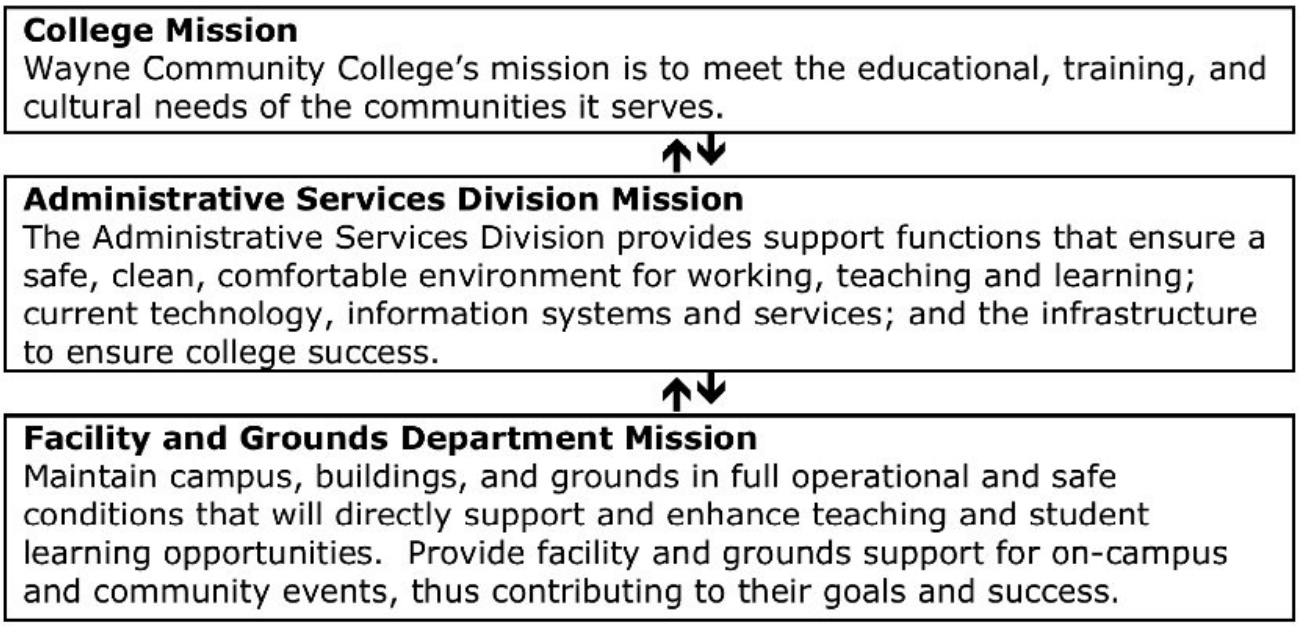
☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Mission Relevant

Wayne Community College's (WCC) commitment to operate and maintain physical facilities, both on and off campus, begins with the College mission statement and the mission statements of the division and department responsible for operating and maintaining the physical facilities of WCC. As is evidenced in the **WCC organizational chart**, the Facilities and Grounds Department reports to the Chief of Administrative Services, who in turn reports to the President.

The Administrative Services Division mission and the Facilities and Grounds Department mission are reflective of the College's mission statement ensuring that WCC complies with this standard by operating physical facilities that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.



Wayne Community College's Physical Facilities On Campus and Off Campus

Since 1990, the College has operated on its current campus, which is located on 175 acres on the north side of the city of Goldsboro, North Carolina. The simple average age of its buildings in the fall semester of 2014 is 20.4 years and the weighted average age per square foot is 21.86 including the off-campus facilities at the Wayne Executive Jetport.

Maps of the main campus and the off-campus location at the Wayne Executive Jetport are located in the "Find Us" section of the WCC website. The **Campus Video Tour** and **"flickr" photo album** provide an overview of the suitability of buildings and grounds for educational and cultural events held on campus.

Ten instructional buildings and two greenhouses are located on the main campus. In addition, maintenance and grounds facilities and the childcare center (five star rated on a 5-star state scale) are located on campus. Off-campus facilities include a College-owned aviation classroom building and a leased hangar at the Wayne Executive Jetport, both of which are primarily maintained and operated by WCC. The Jetport is approximately 6.5 miles and ten minutes from the main campus. The County of Wayne Government owns the hangar facility and is responsible for the building shell. The College is responsible for the internal hangar facility and all utilities.

Curriculum classes are also taught on the Seymour Johnson Air Force Base's (SJAFB) Watkins-Das Education Center and at SACSCOC approved high school academy locations in Wayne County. In addition, continuing education courses are taught in various locations throughout Wayne County. However, the SJAFB and approved high school sites are neither operated nor maintained by WCC.

The **Building Characteristics Report** from the most current Wayne Community College Facilities Inventory and Utilization Report for Fall

2013 reflects all of the College's physical facilities inventory, whether owned or leased. The report provides a snapshot of the cost, replacement value and space available to appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. Additional information from the Wayne Community College Facilities and Utilization Report for Fall 2013 is found in other sections of this narrative.

Long-range Campus Master Plan

In addition to the physical plant inventory listed in the Wayne Community College Facilities Inventory and Utilization Report, WCC maintains a long-range facilities master plan. A comprehensive **Campus Master Plan** was developed in 2007-2008 and covered the period of 2008 to 2013. In 2012, the Plan's priorities were reexamined and presented to the Board of Trustees for its input (**BOT Minutes**). Very few changes were recommended other than the establishment of new priorities and shifting the sequence of several projects. Work began in 2013 to update the Campus Master Plan and was completed in November 2014, covering the period of 2014 to 2024.

An addendum to the 2008 – 2013 Wayne Community College Master Plan was developed to prioritize the current facility needs of the College and to provide a guideline for future campus renovations and building acquisitions. The Addendum was approved by the Board of Trustees at the November 25, 2014 Board meeting (**Building Committee Report & BOT Minutes Nov 2014**). The **Executive Summary of the Master Plan Addendum 2014-2024** outlines the new facility priorities and the rationale for each.

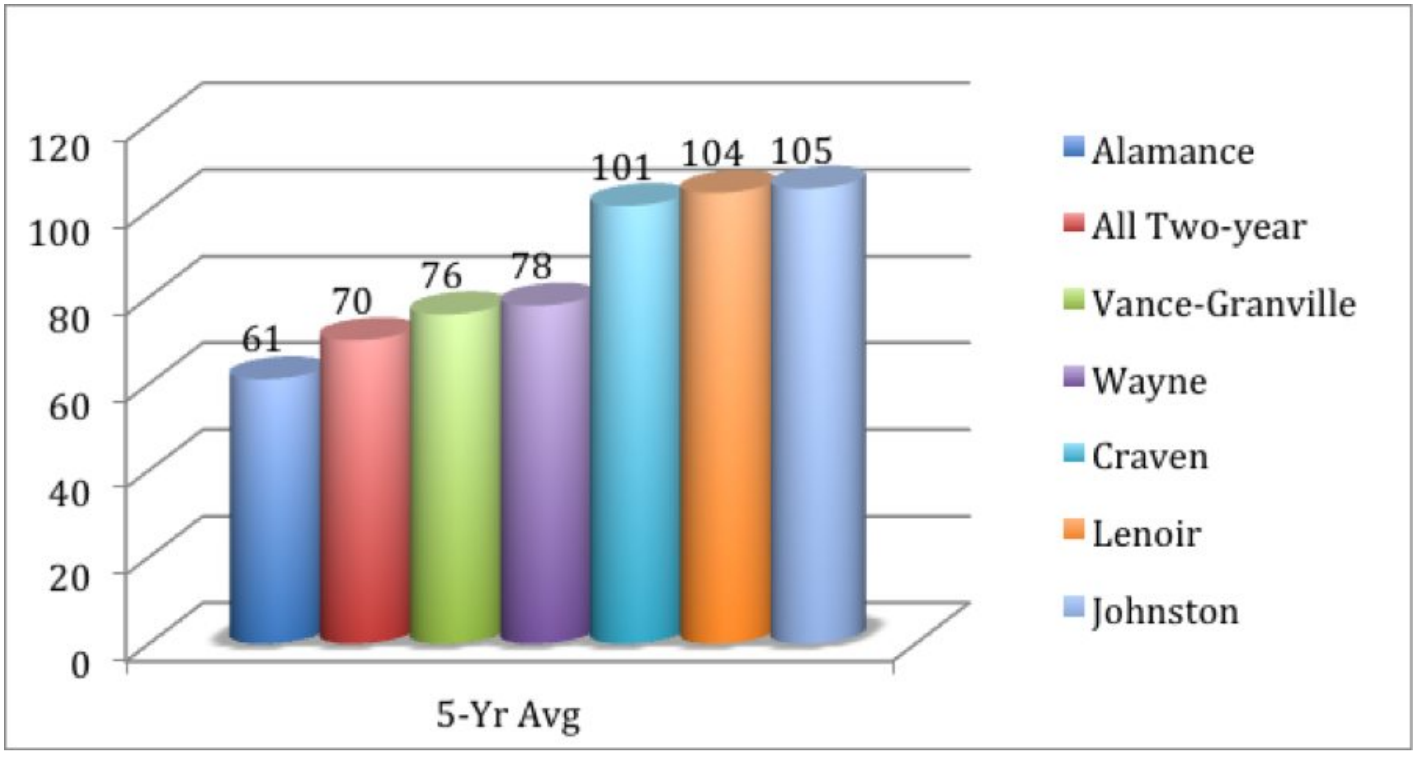
According to North Carolina General Statutes (NCGS) **115D-32 Local financial support of institutions**, the tax-levying authority of each institution (for WCC, the County of Wayne) shall be responsible for providing, in accordance with the provisions of NCGS 115D-33 or NCGS 115D-34, as appropriate, adequate funds to meet the financial needs of the institutions for the following budget items: (1) Plant Fund, (2) Current Expenses: a. Plant operation and maintenance, b. Support services. State bonds supporting higher education are another means of funding new construction on campus. The majority of the new construction outlined in the 2008-2013 Facilities Master Plan has not been accomplished due to lack of funding under either of these options and therefore remain in the Campus Master Plan. Priorities have been rearranged based upon program needs, enrollment, ability to repurpose space to mitigate short-term needs, and other factors.

Wayne Community College operates facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs

Wayne Community College operates or leases 402,962 gross square feet (GSF) of facilities, which is adequate to appropriately serve the needs of the institution's 35 degree programs, 13 diploma programs, and 46 certificate programs, as evidenced in the **2014-2015 Credit Hours by Program list**. There are a total of 222,706 square feet (SF) of assignable academic space as reported in the **Facilities Inventory and Utilization Study, 2013** for the State of North Carolina. This annual study is part of the Higher Education Comprehensive Planning Program operated by the state with data reported to and assembled by the University of North Carolina General Administration.

Wayne Community College's five year average of 78 square feet per full time equivalent (FTE) falls in the middle of five North Carolina Community Colleges that are of similar size (FTE and enrollment data) as WCC. The weighted average of the five colleges is 86 square feet per FTE with each college's data shown in Chart 1. According to the **Facilities Inventory and Utilization Study, 2013** for the State of North Carolina, public two-year colleges nationally average 70 square feet per FTE. Wayne Community College's average of 78 square feet per FTE is higher than the national average.

Chart 1: Five-year Average Square Feet per FTE Comparison



Source: Data from the *State of North Carolina Higher Education Comprehensive Planning Program Facilities Inventory and Utilization Study Reports for 2009-2013 (**Five Year Average SF per FTE**)*

Three examples are provided to demonstrate how the College's physical facilities on and off campus appropriately serve WCC's educational program needs.

The Dogwood Building is a three story building that houses the Business Office, Administrative Suite, College Foundation, Planning and Research, Military Business Center, Cooperative High School Programs, Faculty Offices, Music and Art Classrooms, and numerous general purpose classrooms shared by the College and Wayne Early Middle College High School. The Dogwood Building was built in 1992 and was renovated to accommodate the Administrative and Business Office functions in 2003. As evidenced by the Building Characteristic Report (**BCR**), the Dogwood Building has 36,798 GSF and 20,530 assignable SF. The building cost $3,037,689 and has an estimated replacement cost of $6,563,746. Space allocated to art and music is highlighted in the Room Characteristic Report (RCR) (**Dogwood RCR**). Music classes within the Associate in Arts Program have an appropriate multi-purpose, tiered space that accommodates both chorus and class lecture requirements with up to 50 stations or seats. A nine seat piano lab and ample storage are both right next door. The visual arts lab and storage encompasses 1101 SF and accommodates up to 25 stations.

The Aviation Systems Technology Program needs space at an airport with a hangar to house the airplanes for students to work on as well as classroom and lab spaces. As evidenced by the **Airport and Aviation Hangar RCRs**, the Airport Building (7860 SF) and Aviation Hangar (12,146 SF) at the Wayne Executive Jetport provide appropriate classroom and lab space. The airport classroom building houses four classrooms, a small library appropriate to the program needs, a computer lab, an electronics lab and a composite lab, along with offices, rest rooms, and other support space. The hangar building, with its rolling doors, has a metal fabrication and repair room, ample storage rooms, restrooms, and a main hangar area which houses engine test stands and several airplanes. There is also a concrete apron between the hangar and the taxi-way to the runway. The Information Technology and Facilities Maintenance staff have recently added Educational Broadband Service modems and associated equipment to provide 4G wi-fi service to the hangar. This enables students and staff to retrieve documents, specification sheets and schematic prints of the planes and components using wireless devices. An iPad cart has been added for this purpose as well.

The Air Conditioning, Heating and Refrigeration Technology Diploma Program requires classroom, lab, office, and storage space. The Room Characteristic Report (RCR) for the Magnolia Building (**Magnolia RCR**) reflects the four adjacent spaces that meet these needs. In total, rooms 103, 104, 106 and 108 comprise 3079 SF for this program. In addition, there is space outside for storage of air conditioners, heat pumps and other equipment, which can be rotated into the lab as needed for training. A roll-up door accommodates the transfer of this equipment in and out of the lab.

The Building Characteristic Report and the Room Characteristic Reports for each building are available to demonstrate that the College has allocated adequate space to meet all its educational program needs.

The Watkins-Das Education Center at Seymour Johnson Air Force Base (SJAFB) is operated and maintained by the U.S. Air Force. The Air Force ensures that the facilities meet the needs of the military service men and women and their families for their education and training needs. A **Memorandum of Understanding** with the Air Force allows WCC to offer college transfer coursework to base personnel and to civilians with the appropriate authorization to access the base.

Table 1 reflects the classroom and lab utilization for the campus (including both buildings at the Wayne Executive Jetport) between 2007 and 2013 by hour from 8:00 AM to 10:00 PM. Utilization for the campus averaging between 0.00% and 35.00% is reflected in the yellow shaded areas. These are considered under-utilized or as having available capacity. Utilization averaging between 35.01% and 65.00% is shaded in green. Space is optimally utilized during these times. Utilization over 65.00% would be shaded in red if the campus had any in that range. Those would be over-utilized spaces. Similar information is available on a room-by-room basis, but this table clearly reflects that the campus educational space is adequate to meet the educational and training needs of the institution.

Table 1: Room Utilization by hour 2007-2013

Room Type	Year	8am	9am	10am	11am	12pm	1pm	2pm	3pm	4pm	5pm	6pm	7pm	8pm	9pm	Total
Classroom	2007	40.0	62.9	54.6	43.2	39.7	36.2	21.3	9.8	6.7	7.3	12.1	12.7	7.9	2.9	25.5
Classroom	2008	31.7	55.9	50.8	39.4	34.9	30.5	18.1	12.7	7.3	8.9	17.1	16.8	13.3	4.1	24.4
Classroom	2009	34.9	53.7	50.5	46.7	38.7	31.7	19.4	13.0	6.7	6.7	12.4	13.0	8.6	3.8	24.3
Classroom	2010	31.1	57.8	51.1	44.1	38.7	31.1	18.1	8.6	5.7	11.4	16.5	12.7	7.0	2.5	24.0
Classroom	2011	36.4	57.7	55.7	51.5	45.9	33.8	24.6	12.1	8.9	9.2	18.7	15.7	11.5	7.2	27.8
Classroom	2012	37.3	53.6	55.9	46.4	42.4	42.0	30.5	21.0	10.2	6.4	16.9	14.9	13.2	7.8	28.5
Classroom	2013	31.3	57.8	60.4	50.9	43.6	35.3	28.0	13.8	8.4	6.2	19.3	17.1	13.1	9.1	28.2
Classroom	Total	34.7	57.0	54.0	45.9	40.5	34.3	22.7	12.9	7.6	8.1	16.1	14.7	10.6	5.2	26.0
Lab	2007	35.0	58.3	59.6	55.8	34.6	37.5	34.6	27.5	20.4	16.3	26.7	26.3	23.8	14.6	33.6
Lab	2008	24.1	57.1	57.6	52.2	30.6	33.5	33.5	28.2	20.0	19.6	28.2	24.5	21.2	11.8	31.6
Lab	2009	17.1	49.4	52.2	46.9	30.6	33.1	29.8	27.8	18.8	17.1	22.9	23.3	18.4	8.2	28.3
Lab	2010	20.4	42.9	51.0	43.7	22.9	26.5	25.3	23.7	16.7	9.8	17.1	17.6	12.2	4.9	23.9
Lab	2011	19.2	49.8	54.7	46.1	18.0	27.3	27.3	27.3	18.4	9.4	16.3	17.6	11.8	4.9	24.9
Lab	2012	19.2	46.0	50.8	50.4	25.2	26.4	29.6	27.6	16.4	9.2	19.6	20.4	15.2	8.0	26.0
Lab	2013	16.4	42.9	44.3	45.0	25.7	26.4	25.7	23.6	17.5	9.3	19.3	17.5	14.3	9.6	24.1
Lab	Total	21.5	49.3	52.7	48.5	26.7	30.0	29.3	26.5	18.3	12.9	21.4	20.9	16.6	8.9	27.4

Source: Data from the State of North Carolina Higher Education Comprehensive Planning Program Wayne CC Facilities Inventory and Utilization Study Report 2013, ***Room Occupancy and Station Usage, 2007-2013***

The Administrative Services Division makes every effort to accommodate the educational and training needs of the College by re-purposing space to meet short-term needs. Table 2 demonstrates the flexibility needed to ensure adequate space.

Table 2: Re-purposed Educational Space

BLDG-Room	From	To	Date
PIN-221 Exam	2 Open Rooms	2 Enclosed Simulated Mannequin Rooms	Various
MAG-108/109	Lab	Classroom/Lab	Nov-11
WLC-224	Classroom	Foreign Language PC lab	Nov-11
WAL-203	Single Classroom	Triple Instruction space	Feb-12
AZA-201	Classroom	High capacity Classroom/PC Lab	Jul-12
MAG-203	C.N.A. Lab	C.N.A./Physics Lab	Jan-13
HOL-223	Physics lab	Biology Lab	Jan-13
WLC-218	Academic Testing	Academic/GED Testing	Sep-13
WLC-210	Classroom	Math/Reading lab	Sep-13
WLC-213	Classroom	PC Lab/Foreign Language	Sep-13
MAG-218	PC Lab	Classroom	Sep-13
SPR-206	Classroom	PC Lab	Sep-13
SPR-234	PC Lab	Engineering Lab	Sep-13
AZA-201	Classroom/PC Lab	Adv Mfg Lab	Sep-13
WLC-202, 204	Math lab, Reading lab	Classrooms	Sep-13
WLC-227	Soft Skills Lab	Math Classroom	Jan-14
HOC-133, 174	Storage	Waterjet Room, Welding Simulator	Var 2014

Wayne Community College operates facilities, both on and off campus, that appropriately serve the needs of the institution's support services

The three examples that follow are evidence that WCC provides appropriate space to meet the needs of the College's support services.

The Wayne Learning Center Building's first floor is specifically designed to provide support services for students and visitors. The Student Services support areas on the first floor of the WLC Building were renovated in 2013-2014 to improve the front-door experience for students and improve the work flow for Admissions and Records, Financial Aid, Counseling and Student Services administrative offices.

A one-time opportunity to move unspent state funds into a Repair and Renovation project fund allowed WCC to pursue this project. Although at the bottom of the priority list in the 2008-2013 Facilities Master Plan, this project utilized $500,000 of state funds, which were matched over two years with $535,000 of county funds by deferring lower-priority capital projects. The new design is expected to make Student Services easier to locate and navigate. Most Student Services are now located in the same area with a single point of entry. The renovation project was completed in the fall of 2014.

Wayne Community College operates a State-licensed childcare facility in the Oak Building offering full-time care for children ages 6 weeks to 5 years. WCC's Child Care Center is open to the public, but placement preference is given to WCC students, faculty, and staff. The **Oak RCR** indicates that the childcare center occupies 4850 gross square feet with 3380 assignable square feet. It reflects four classrooms for infant/toddler, two-year-old, three-year-old, and four-year-old children. The report also reflects the maximum number of stations or children served in each classroom. The Oak Building also has appropriate staff and child restrooms, a kitchen, office area, conference room and utility rooms.

The Cedar Building houses the central energy plant with two boilers and three chillers providing hot and cold water in underground loops to each building on campus except for the Oak Building. The Cedar Building also houses the facilities and grounds maintenance departments with a fleet maintenance garage, receiving dock, and secure storage areas. The RCR reflects the Cedar Building as containing 13,456 square feet, which accommodates these essential functions. Two adjacent buildings also support the maintenance team housing grounds maintenance equipment, surplus furniture and other equipment and supplies. The Campus Master Plan outlines the need and plans to add central **energy plant** capacity prior to constructing new buildings.

The College provides space for a variety of support services. The support services on campus (including those in the examples above) and the identifiable square footage allocated to each are reflected in Table 3.

Table 3: Support Services Space Allocation

Support Service	Building	Square Feet
Administration & HR	Dogwood	3,397
Academic Skills Center	Wayne Learning Ctr.	4,201
Admissions and Records	Wayne Learning Ctr.	1,652
Auditorium, Stage, Support Rooms	Wayne Learning Ctr.	5,006
Bookstore	Wayne Learning Ctr.	1,910
Business and Industry Center	Walnut	4,126
Business Office & Cashier	Dogwood	2,252
Cafeteria, Kitchen	Wayne Learning Ctr.	4,473
Campus Information	Wayne Learning Ctr.	189
Campus Police and Security	Wayne Learning Ctr.	296
Childcare Center	Oak	4,850
College Transfer Advising	Wayne Learning Ctr.	420
Cooperative High School Programs	Dogwood	477
Counseling and Career Services	Wayne Learning Ctr.	2,257
Educational Support Technologies	Wayne Learning Ctr.	3,432
Facilities & Grounds Maintenance	Cedar and Others	15,456
Financial Aid	Wayne Learning Ctr.	1,651
Foundation	Dogwood	619
Information Technology	Various	2,454
Library	Wayne Learning Ctr.	13,366
Marketing and Recruiting	Wayne Learning Ctr.	657
Military Business Center	Dogwood	90
Open Computer Lab	Magnolia	1,403
Planning and Research	Dogwood	786
Public Information Office	Dogwood	86
SECU/ECU Partnership East	Dogwood	238
Student Activities	Wayne Learning Ctr.	3,693
Student Services Administration	Wayne Learning Ctr.	1,529

Off-campus at the Airport classroom building, instructors have on-site offices and staff facilities. Students have their own break room with a microwave oven and refrigerator. Due to the program size, vending services are not available as they are not self-supporting. Since students in the Aviation Systems Technology Program also take courses on the main campus, less than seven miles away, they have access to all of the main campus support services as well.

The Administrative Services Division repurposes space as needed to accommodate the support function needs of the institution. Table 4 illustrates physical changes to campus facilities for support functions. In addition, power, phone, data and other utilities are added as needed to support new staff, new equipment, updated technology and other requirements.

Table 4: Space Re-purposed for Support Functions

Type	BLDG-Room	From	To	Date
Support	WLC-153	Arcade	Internet Café	Jan-11
Support	WLC-104	Single Office	Double Office	Sep-11
Support	MAG-110	HVAC	2nd Campus Server Room	Nov-11
Support	DOG-211	Storage	Office/Book Distribution	Feb-12
Support	DOG-109	Office	Shared Office	Mar-13
Support	DOG-1XX	Open space	Cubicle Office	Nov-13
Support	WAL-136	Classroom	WORKS Lab	Jan-14
Support	WLC-229	Adjunt Office	College Transfer	Jan-14
Support	WLC-306/307	Open space	Two Offices	Jul-14
Support	DOG-216	Office	Storage	Aug-14
Support	DOG-220	Storage	Office	Aug-14
Support	HOC-241-245	Offices & Work Room	New Offices & Work Room	Aug-14
Support	HOC-232B	PC Work Room	Principal's Office	Aug-14
Support	HOC-270	Office/Meeting Space	WEMCHS Main Office / Reception	Aug-14
Support	WLC1XX	37 Offices, Lab, Other	39 renovated Offices, Lab, Other	Nov-14

Wayne Community College operates facilities, both on and off campus, that appropriately serve the needs of the institution's other mission-related activities

Wayne Community College's Mission Statement indicates that the College strives to meet the cultural needs of the communities it serves. The College houses one of the largest assembly spaces in Wayne County with a 400-seat auditorium and an attractive, adjacent atrium. The College's immaculate grounds make the campus a top choice for many outdoor events as well, including a national tennis tournament sponsored by the USTA. Business and industry, civic groups, non-profit agencies, and others reserve space at the College for numerous events, many of which meet the cultural needs of the communities served. The examples in Table 5 illustrate the types of events held on campus that expand cultural opportunities for our county.

Table 5: Cultural Events Held at WCC

Course	Event Start Date	Event End Date	# Occurs	Exp Head Count	Room
150th Anniversary Civil War Battles	03/26/13	09/17/13	6	150	Auditorium
150th Anniversary Civil War Lectures	08/20/13	08/22/13	2	150	Auditorium
A play: Civil War Voices	03/18/13	03/20/13	3	200	Auditorium
AIDS Seminar	02/26/13	02/26/13	1	100	Auditorium
Author Michael Parker Book Signing	03/27/13	03/27/13	1	50	WAL101
Bill Brettman Mini-Course	10/21/13	11/11/13	4	50	WAL101
Black History Month Movie	02/19/13	02/27/13	4	50	Auditorium
Carolina Games Summit	02/01/13	02/03/13	1	400	Aud, Atrium, WLC-161, Caf
Center Stage Theatre's Two-Eyed Titus	02/05/13	02/05/13	1	400	Atrium, Auditorium
Chamber Speaker Bill Drury	03/28/13	03/28/13	1	75	WAL101
Constitution Day	09/17/13	09/17/13	1	30	WLC161, Atrium
Continental Annual Pageant	11/23/13	11/23/13	1	150	Auditorium, Atrium, Cafeteria
Dallas Herring Recognition Day	03/06/13	03/06/13	1	100	Atrium
Distinguished Chair Travel Presentation	10/08/13	10/08/13	1	20	WAL101
FFA Regional Rally	05/06/13	05/06/13	1	250	Aud., Atrium, WLC-161
Fine Arts Festival	12/03/13	12/03/13	1	150	Aud, Atrium
Foundation Gala - The John Stiles Story	04/16/13	04/16/13	1	400	Aud., Atrium, WLC-161, Caf
Foundation Event, My Enemy, My Friend	04/18/13	04/18/13	1	400	Aud., Atrium, WLC-161
Future of the Middle East - What's Next?	03/04/13	03/25/13	4	60	WAL101
International Day Festival	03/15/13	03/15/13	1	300	Aud., Atrium, WLC-161
Jazz Gumbo	09/30/13	10/14/13	3	200	Auditorium
J Walker Concert	05/18/13	05/18/13	1	400	Auditorium
Law Enforcement memorial	05/08/13	05/08/13	1	100	Auditorium. Lounge
MLK Black History Month Celebration	01/17/13	01/17/13	1	150	Aud, Atrium, WLC-161
Memorial Day Observance	05/27/13	05/27/13	1	100	Auditorium, Atrium
Praxis Film Festival	01/26/13	01/27/13	1	200	Auditorium

In 2013, the list of cultural event projected attendees exceeded 11,000 people, as extracted from the R25 automated room/event scheduling system. In addition, community events such as monthly Toast Masters meetings, Fly-in events held periodically at the Wayne Executive Jetport facilities, a conference for all of Wayne County's childcare teachers, and the Cures for the Colors 5K road race and fundraiser are typical of the community uses of the campus. The WCC maintenance team supports these events as needed by assisting in mapping out tent locations, providing tables, chairs, waste receptacles and other items, locating accessible power, and cleaning, grass-cutting and other support functions before and after the events. They assist the Foundation's fundraising events by moving supplies and equipment to the off-site events and assisting with set-up and removal.

These examples clearly demonstrate that WCC operates facilities, both on and off campus, that appropriately serve the needs of WCC's other mission-related activities.

Maintenance of physical facilities, both on and off campus

Overview

Wayne Community College maintains its physical facilities through a variety of means, including preventive maintenance, regular inspections, observations, and a work order system to communicate and execute routine repair orders. The College uses Ellucian's Colleague enterprise resource planning software package and Webadvisor for managing facilities maintenance work orders and maintenance scheduling.

Information Technology (IT) uses a KACE helpdesk to manage maintenance requests for network, infrastructure, hardware and software support. Users may log in to the helpdesk system using their Active Directory user ID and password. The user submits the required information and receives a helpdesk ticket to track progress of their request. When the project is closed, the user is notified of the status change and is issued a satisfaction survey to allow feedback to be given on the support provided. Prior to 2014, when this KACE system was deployed, the IT Department used an e-mail based helpdesk system as outlined for the Educational Support Technology Department outlined below.

Educational Support Technology (EST) work orders are placed through the e-mail system to a "WCC-Media" helpdesk account. Seldom would these work orders involve facilities or infrastructure. Typically EST requests are for a media device to be setup in a classroom or lab for a specified purpose and time. E-mails directly to the appropriate technician are also allowed.

Further discussions related to specific aspects of WCC's physical facilities maintenance follow in the sections below.

Adequate Insurance Coverage to Protect and Maintain Assets

Maintaining facilities that meet the institution's needs includes protecting the investment in the facilities and other assets. The College maintains adequate **insurance policies** to protect the assets of the College. These include: property insurance (replacement cost), commercial umbrella coverage, commercial auto insurance, Officers and Directors insurance, general liability coverage, boiler and machine coverage, and various other policies such as student accident, student liability, childcare, and malpractice. Copies of these policies are maintained in the Business Office by the Chief Financial Officer. The renewal process for property coverage includes a visit by the insurer to inspect the property and look at changes in assets, safety and risk assessment, and adequacy of coverage. An **Inspection Summary Sheet** and cover letter are issued by the insurer outlining the condition of the property and suggested improvements to reduce risk.

Operations and Maintenance Budgets

Wayne Community College's operations and maintenance functions are fully funded by the County of Wayne in accordance with North Carolina General Statute (NCGS) **115D-32 - Local financial support of institutions**, which outlines the local support required for plant operation and maintenance at each of the 58 community colleges in North Carolina. WCC is the county's only public institution of higher education and receives community support and adequate financial assistance from the Wayne County Commissioners (local government) to meet the College's needs. Over the three-year period beginning fall 2012 through spring 2015, total county appropriations averaged over $3.9 million annually for current and capital expenses as indicated in Table 6. Over the three-year period, the county funded all requests with the exception of two projects totaling $54,675, a fleet vehicle and one phase of auditorium upgrades. County Commissioners entrusted the College administration in deciding which projects to defer based upon funds available. This equates to a funding level of 99.68% of all funds requested.

Table 6: County Budget Requests for Fiscal Years Ending 2013 to 2015

Budget	FYE13	FYE14	FYE15	3 Yr. Total	3 Yr. Avg
Administration	$85,991	$87,982	$88,971	$262,944	$87,648
General Institution	$313,919	$330,578	$325,608	$970,105	$323,368
Workforce Development	$160,249	$186,416	$188,315	$534,980	$178,327
Plant Operations	$1,673,598	$1,668,957	$1,632,390	$4,974,945	$1,658,315
Plant Maintenance	$1,022,311	$1,044,470	$1,129,401	$3,196,182	$1,065,394
Total Current Operations	**$3,256,068**	**$3,318,403**	**$3,364,685**	**$9,939,156**	**$3,313,052**
Capital Outlay	$725,407	$649,608	$637,325	$2,012,340	$670,780
Total Budget	**$3,981,475**	**$3,968,011**	**$4,002,010**	**$11,951,496**	**$3,983,832**
Less Rental Fees Collected	$36,000	$36,000	$36,000	$108,000	$36,000
Requested Appropriations	**$3,945,475**	**$3,932,011**	**$3,966,010**	**$11,843,496**	**$3,947,832**
Funded Appropriations	**$3,962,655**	**$3,932,011**	**$3,911,335**	**$11,806,001**	**$3,935,334**

Table 7 shows the budget percentage by category for the same years reflected in Table 6. Plant operations and maintenance funding held very steady with an average over 68% of the total county budget over the three-year period. Capital funding was also consistent and, as stated, met virtually all of the College's identified needs.

Table 7: County Budget Percentages for Fiscal Years Ending 2013 to 2015

Budget %	FYE13	FYE14	FYE15	3 Yr. Total	3 Yr. Avg
Administration	2.16%	2.22%	2.22%	2.20%	2.20%
General Institution	7.88%	8.33%	8.14%	8.12%	8.12%
Workforce Development	4.02%	4.70%	4.71%	4.48%	4.48%
Plant Operations	42.03%	42.06%	40.79%	41.63%	41.63%
Plant Maintenance	25.68%	26.32%	28.22%	26.74%	26.74%
Total Current Operations	**81.78%**	**83.63%**	**84.07%**	**83.16%**	**83.16%**
Capital Outlay	18.22%	16.37%	15.93%	16.84%	16.84%
Total Budget	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**
Less Rental Fees Collected	0.90%	0.91%	0.90%	0.90%	0.90%
Requested Appropriations	**99.10%**	**99.09%**	**99.10%**	**99.10%**	**99.10%**
Funded Appropriations	**100.44%**	**100.00%**	**98.62%**	**99.68%**	**99.68%**

The facilities maintenance budget and repair plan is developed annually with four basic sources of data that help the College determine how much to budget and what routine repairs to anticipate.

- Observations and inspections by the Administrative Services and Facilities Maintenance staff during the conduct of their jobs provide good budget input. These staff members make note of routine wear, upward trends in repair orders for specific equipment, cost-saving opportunities, safety inspection results, and improvements to aesthetics and functionality. Throughout the year, these items may be added to a file or saved in an electronic folder for inclusion in the budget request. An example of this is the multi-year elevator control upgrade project submitted for 2014-2015. Despite the fact that the College has a service agreement annually for its elevators, numerous repair calls were made for one particular elevator. This lead the Facilities and Grounds Superintendent to develop some preventive upgrade plans for all elevators, which could be completed over a few years and would enhance the operating run-time of all the elevators and better serve our students and staff.
- The planning process for new equipment forces employees to look at county budget requirements as they plan equipment projects for their programs, department or division needs. A machine, for example, may require natural gas or compressed air or may require a given number of amps of power to run. The Facilities and Grounds Superintendent or Chief of Administrative Services reviews the projects and ensures that, if funds are needed to support those infrastructure needs, they are included in the next county budget request.
- The repair budget has planned expenditures annually for items such as flooring replacement, blinds replacement, sealing of asphalt, caulking windows, paint and wall covering, and replacement of life safety devices. These are based on historical spending patterns and may be adjusted if needed. The Administrative Services team has learned for example that if the College replaces approximately $30,000 to $35,000 worth of carpet or flooring annually, the campus flooring will remain well-cared for and, with this amount of carpet, the work can be accomplished during breaks and summer sessions so as to be least disruptive. Supplemental amounts for larger spaces such as the library are added as needed, so it can be done at one time and may include extra funds to move library stacks and so forth. The supplies budget also includes funds for preventive maintenance supplies such as belts, filters, lubricants, tires, bulbs and ballasts.
- Funds are always needed for unplanned repairs, but with good planning for as many routine repairs as possible and with good preventive maintenance, this budget amount is kept at a relatively low amount.

The **Facility Repair Budget**, **Capital Budget**, and **Service Contract Budget**, funded by the county for year ending June 30, 2015, reflect the financial support and advance planning that occur for maintenance and operation of both on campus and off-campus facilities. These three components alone account for over 44% of the plant maintenance budget, with personnel expenses comprising almost 48%. The remaining 8% is primarily supply items. For each identified repair project and capital project, a project summary is provided to the County Commissioners as part of the budget package, which demonstrates the College's comprehensive repair and maintenance plans. **County budget requests and appropriations** for the previous three years reflect adequate support for each year, as illustrated in tables six and seven above. Included in the county budget request for 2014-2015 was a section devoted to funding **major capital construction needs**.

Facilities and Grounds Maintenance Organization

The operations and maintenance staff report directly to the Facilities and Grounds Superintendent who, in turn, reports to the Chief of Administrative Services, as seen in the Administrative Services Division **Organizational Chart**. The Facilities and Grounds Department is comprised of 30 employees who maintain all facilities and grounds on campus as well as the two buildings and the grounds off-campus at the Wayne Executive Jetport.

Routine Maintenance

The Facilities and Grounds Superintendent utilizes housekeeping and maintenance staff to identify and make routine repairs on a daily basis. In addition, contract services and direct-order contractors are used to execute projects and tasks requiring special expertise.

Routine maintenance work orders are normally generated through electronic forms as outlined in the College Procedure Manual (**CPM 06-0501 - Maintenance Work Order Request**). However, there are times when a phone call or e-mail is appropriate to initiate the routine repair process immediately. Routine work orders are numbered and controlled within the Ellucian Colleague work order system. They are normally printed daily and assigned to the appropriate maintenance staff members for execution. Immediate or emergency work orders

may be printed on demand or entered and closed after the emergency has been resolved. **Routine repair work orders** provide evidence that the WCC comprehensive maintenance program is effective.

Routine maintenance of the grounds at both on and off campus sites includes grass cutting, trimming, edging, blowing, and maintenance of sprinkler systems, as well as snow removal, sanding, and salting walking surfaces in winter. Additional grounds tasks are discussed in the Preventive Maintenance section below. Campus beautification projects include planting new trees and shrubs and seasonal potted plants at several building entries.

Completed and planned repairs are reported to the Board of Trustees bi-monthly through the Building Committee of the Board of Trustees. The **Building Committee Report** provides a summary of the work of the Facilities and Grounds Maintenance Department and is reflected in the **Board of Trustees meeting minutes**.

Deferred Maintenance

Wayne Community College makes every effort to refrain from deferring maintenance. It is the College's philosophy not to defer. The risk associated with deferring maintenance from a safety or total cost incurred perspective generally leads College Administration to a decision not to defer. **There have been no deferrals of required safety-related projects.** However, when a one-time opportunity to move state equipment funds into a capital repair and renovation project presented itself, matching county funds were needed and the College deferred a planned roof replacement and other minor capital improvements in order to implement the renovation of the Student Services areas in the Wayne Learning Center. Risk was very low and there were no safety concerns in doing so. The maintenance staff simply made it a point to inspect for missing shingles after each high-wind weather event, which has proven to be an adequate mitigation in response to this deferral. The benefits of the Student Services renovation are being enjoyed today as a result of this deferral decision. The roof replacement has been re-budgeted for 2015.

Preventive Maintenance

Wayne Community College's Maintenance Program focuses heavily on preventive maintenance (PM). PM work orders may be entered in the Ellucian Colleague system to be issued on a recurring basis. Work orders may also be entered as one-time assignments to be executed at the most opportune times such as during student breaks and between semesters. Buildings and rooms are most easily accessible during breaks and between semesters and maintenance staff is least likely to disturb faculty or students at these times. PM repair projects are prioritized and budgeted each year and funds are set aside annually to replace critical equipment such as exit lights, emergency egress lights and batteries. Resealing parking lots, painting, and carpeting are also found in the annual budgets every year.

Preventive maintenance related to grounds and grounds equipment is outlined in the **Grounds Preventive Maintenance** section of the WCC Maintenance Program. That part of the program addresses preventive measures such as application of fertilizer, pesticides, herbicides, and fungicides, along with several other topics.

Routine PM is also performed on systems across the campus as evidenced by **preventive maintenance work orders**. Drive belts are inspected and replaced as needed, filters are replaced on a planned, regular basis and lubrication of various systems is completed to ensure the systems operate reliably to support the needs of the institution. Vehicle maintenance is also completed on a PM schedule. Each vehicle in the fleet is maintained and inspected between each use and has a schedule for oil changes and annual inspections. The **Vehicle Oil Changes and Inspections Schedule** is a good example of routine PM. Other examples include fire suppression system inspections, back-flow prevention inspections and elevator inspections, which are all included in the **Service Contract Budget** discussed above.

The institution operates and maintains technological infrastructure sufficient for the needs of the institution

Wayne Community College operates a network infrastructure with fiber optic connectivity between all buildings on the main campus. Internet bandwidth, provided by Microelectronics Center of North Carolina (MCNC), is adequate at 250 megabytes (mb), burstable to 1 gigabyte (gb). Internet bandwidth is adequate based upon **MCNC Monthly Utilization** reports and is increased as needed to cover both average demand and spike demand. Two server rooms with partial redundant operations and fully redundant cooling systems serve the campus. Local backups are made daily on all College data with a second backup sent to a Barracuda cloud storage site, which has its own disaster recovery backup plan. A backup of Ellucian Colleague data is also produced daily to an MCNC off-site storage facility, which has its own disaster recovery backup plan. UPS units at each server room supply power for emergency situations to enable short-term operation and orderly shutdowns.

The bring-your-own-device (BYOD) trend has required WCC's Information Technology (IT) staff to monitor wireless usage and bandwidth allocation. BYOD has also required facilities maintenance staff to provide furniture layouts that enable access to available power in classrooms. In the past five years, wireless technology has been fully implemented and expanded once. Internet access at the off-campus airport classroom building at the Wayne Executive Jetport has been provided using DSL service from AT&T (6mb X 1mb download/upload). In 2014, demand dictated expansion to a Time Warner Cable connection, increasing bandwidth to 50mb X 5mb (download/upload). At the hangar building off-site, an Educational Broadband Service (EBS) modem has been installed to permit wireless access. This new requirement became evident once students had access to an iPad cart, which allowed fast searches from anywhere for aircraft technical specification documents instead of traditional micro-fiche searches. WCC had already experimented with limited use of EBS on campus to service small labs. This was an easy and inexpensive means of providing service at the off-campus site with bandwidth of 5mb X 1mb (download/upload). Internet service at the Watkins-Das Education Center at SJAFB is provided by the U.S. Air Force.

An open computer lab is available to all students in the Magnolia Building. It houses 50 networked computers with access to the software students need in their educational programs, as well as internet access, printing, and scanning capabilities. Computers are also available in the library for general-purpose use. Computers are also available for student use in the Financial Aid Department and Admissions and Records. Instructional labs with computers are located in the following buildings: Airport (2), Azalea (2), Hocutt (1), Holly (1), Magnolia (5), Pine (1), Spruce (7), Walnut (4), and Wayne Learning Center (6), plus three (3) test labs in Wayne Learning Center. In addition to these labs, laptop and iPad carts have been added and are accessible to each building to accommodate occasional demand in several more rooms and at the SJAFB Education Center. Cascaded computers are also available for Continuing Education and Human Resource Development training at several off-campus locations. Nine mobile device charging stations were added in 2014-2015.

Table 1 illustrated the utilization of both classrooms and labs and more importantly that none were over-utilized. Table 8 reflects the utilization of lab stations within the lab rooms for the campus (including offsite labs) between 2007 and 2013 by hour from 8:00 AM to 10:00 PM. Utilization of lab stations averaging between 0.00% and 35.00% is reflected in the yellow shaded areas. These are considered under-utilized or as having available capacity. Station utilization averaging between 35.01% and 65.00% is shaded in green. Stations are optimally utilized during these times. Utilization over 65.00% would be shaded in red if the campus had any in that range. Those would be over-utilized stations. Table 8 clearly reflects that the campus educational lab stations are adequate to meet the educational and training needs of the institution. This would include the technology labs with computers identified in each of the buildings listed in the previous paragraph. It also includes other technology labs such as computer integrated machining, automotive labs, and nursing and dental labs to name a few examples.

Table 8: Lab Station Utilization by Hour 2007-2013

Year	8am	9am	10am	11am	12pm	1pm	2pm	3pm	4pm	5pm	6pm	7pm	8pm	9pm	Total
2007	22.9	38.2	40.2	39.2	24.5	25.2	22.2	18.6	14.5	11.7	16.1	15.9	14.2	8.7	22.3
2008	17.5	37.0	36.0	33.1	21.1	22.0	20.5	19.0	14.2	12.3	17.8	16.4	14.4	9.1	20.7
2009	13.5	35.2	36.4	33.2	22.6	23.2	19.6	17.8	12.7	10.7	14.9	15.0	10.1	4.3	19.2
2010	16.6	31.1	34.9	31.1	18.8	18.3	18.2	17.4	13.6	8.1	12.6	12.6	7.2	3.2	17.4
2011	15.3	36.8	36.5	33.5	13.4	19.9	19.1	18.6	13.5	6.7	13.7	14.2	10.1	6.2	18.4
2012	16.4	34.0	35.4	36.7	19.1	18.8	19.7	19.1	12.5	6.0	10.4	10.6	7.5	3.2	17.8
2013	12.4	32.0	29.5	32.3	19.5	18.0	17.0	16.9	13.5	5.7	10.7	9.7	7.7	4.7	16.4
Total	16.3	34.8	35.4	34.1	19.8	20.7	19.4	18.2	13.5	8.7	13.7	13.4	10.1	5.6	18.8

Source: Data from the State of North Carolina Higher Education Comprehensive Planning Program Wayne CC Facilities Inventory and Utilization Study Report 2013, ***Room Occupancy and Station Usage, 2007-2013***

Wayne Community College Students have access to **NC LIVE**, the on-line catalog for North Carolina library resources, the North Carolina Research and Education Network (**NCREN**), and (**CCLINC**), the Community College Libraries in North Carolina. The WCC website contains easy access to a variety of student resources, including the current General Catalog and Student Handbook, calendar and course schedules, bookstore, transcript requests, **WayneCC Alert** system, and quick links to e-mail, **Webadvisor** (portal for registering and other functions), and **Moodle**. The Moodle learning management system platform is a hosted environment with sufficient resources to support students anywhere. The WayneCC Alert system, Webadvisor, Gmail service, and Moodle all require a single Active Directory sign-in supported by WCC. WCC's website has quick links to various social media sites.

A Technology Committee vets new software applications and equipment platforms as needed in fulfillment of their purpose as stated in the College Procedures Manual (CPM), **CPM 01-0301** - Purpose, Authority, and Membership of Standing Committees, "to promote the effective use of any technology that facilitates, enhances, and/or supports the administrative and educational processes." The committee was instrumental in moving WCC from Campus Cruiser and Groupwise e-mail systems to the Google Apps for Education system. The change was approved by the Technology Committee and forwarded to the President's Council for final adoption (**Google Apps Minutes**).

As shown in the **Organizational Chart**, the technology infrastructure is managed by an IT Director who reports to the Chief of Administrative Services. The IT department has five Computer Technicians, two of whom oversee the network, servers, switches, and telecommunications. Another technician serves as the College's Systems Administrator, while the remaining technicians specialize in hardware and software support. The Open Computer Lab is managed by a Lab Coordinator and one or more Lab Assistants.

The Educational Support Technology Department (EST) is also depicted in the **Organizational Chart**. EST supports the media and technology equipment used in classrooms, labs and meeting spaces, including the sound, light, videography and photography services, graphics, publications and printing functions.

In summary, the Information Technology (IT) Department operates and maintains over 2200 computers, printers, switches, wireless access devices, servers and mobile devices. The EST Department operates and maintains almost 300 digital projectors, overhead projectors, document cameras, Smart Podiums, smart boards, and other media devices. These assets are evidenced in the **IT-EST asset summary**. Both IT and EST support Wayne Community College's technological infrastructure, which meets the needs of the institution's educational and support functions.

The institution operates and maintains technological infrastructure sufficient for the needs of distance education

Through distance education, students have access to eight (8) associate degree programs, four (4) diploma, and six (6) certificate programs, all of which may be taken completely on-line. Students may also take individual courses via internet, hybrid, and traditional/web-assisted course formats in partial fulfillment of many other program requirements. In the spring semester of 2013, among the 875 courses offered at WCC, there were a total of 101 hybrid courses, 2 telecourses, 182 internet courses, and 550 traditional/web-assisted courses in which students could enroll as well as 40 cooperative education experiences. With the College's ample bandwidth, it has no problem hosting this range of distance education courses.

Students taking advantage of WCC's Distance Education offerings are able to do so without ever visiting the campus. Support services available on-site are also available to distance students, including but not limited to counseling, financial aid, admissions, advising, new student orientation, and tutoring. Internet, e-mail, phone, SKYPE, and FaceTime are among the options that are available for students to conduct official business with WCC. Once enrolled, the student receives a College e-mail account, access to Webadvisor (portal), WayneCC Alert system, Moodle, and any other instructional systems required by their course of study. In addition to Moodle, WCC also has software or subscription services that faculty often use with distance education courses. For example, Camtasia is a screen capture software that records onscreen activity, audio and video. Faculty members use it to narrate existing PowerPoint presentations. Captioning and transcribing content may be done using the College's access to the *3 Play Media* service. The MyMediasite subscription streamlines lecture recording and is used for editing and transcribing the narratives.

The technological infrastructure operated and maintained by WCC is sufficient to serve the needs of the College's distance education offerings.

Survey results indicate that physical facilities meet the needs of users

One component of WCC's periodic service review process (3-year cycle) is student and employee surveys. Surveys are conducted to determine satisfaction with physical facilities and services to ensure the facilities and services meet the needs of the College. In addition, the Chief of Administrative Services attends Student Government Association meetings and receives requests for improvements and additions there as well. Informal employee input is received routinely in the form of phone calls and e-mails. This input may result in work orders or budgeted projects for the upcoming fiscal year, if needed.

Employee survey results from 2013 are presented in Table 9.

Table 9: Employee Survey - 2013

Survey Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
I have adequate workspace to do my job.	33.3%	46.4%	16.1%	3.6%	.5%
Temperature in classrooms and offices in generally comfortable.	14.7%	49.7%	26.7%	7.9%	1.0%
Lighting in classrooms, offices and hallways is adequate.	31.7%	55.4%	8.6%	3.2%	1.1%
Exterior lighting is adequate.	13.1%	58.0%	22.2%	4.5%	2.3%
All buildings are accessible to persons with disabilities.	21.8%	62.6%	6.9%	1.1%	7.5%
I'm satisfied with the available educational technology	27.1%	63.3%	4.0%	0.0%	5.6%
I find the WCC Internal Web page useful.	27.1%	66.7%	3.4%	0.0%	2.8%
The technology resources allocated to me are sufficient to complete my job responsibilities.	27.0%	68.4%	2.9%	1.1%	.6%
I am satisfied with the services provided by the IT Department.	29.1%	66.3%	3.5%	0.0%	1.2%
I'm satisfied with software installs and updates for classroom labs.	20.2%	58.4%	2.9%	0.0%	18.5%
Campus grounds are attractive and well maintained.	47.4%	49.7%	1.1%	0.0%	1.7%
Offices are Clean.	23.3%	55.1%	12.5%	6.3%	2.8%
Building, hallways, and lobby areas are clean.	26.0%	63.6%	5.8%	3.5%	1.2%
Restrooms are clean.	30.3%	51.4%	12.0%	5.1%	1.1%
Maintenance is performed to quality standards.	28.3%	65.3%	4.0%	.6%	1.7%

As Table 9 indicates, for every survey question, the majority of responses indicate that employees agree or strongly agree that WCC's facilities and services adequately meet employee needs. As a result of this survey data, greater emphasis has been placed on the communication process to let maintenance know when exterior lights are not working.

Table 10 reflects that the majority of students responding to survey questions agree or strongly agree that they are satisfied with the facilities and services.

Table 10: Student Survey - 2013

Survey Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
I'm satisfied with the educational technology used in the classrooms.	32.9%	54.4%	3.7%	.8%	8.2%
I am satisfied with the services provided by the Open Computer Lab.	41.9%	35.0%	1.1%	.5%	21.5%
Campus grounds are attractive and well maintained.	51.2%	43.7%	1.6%	0.0%	3.5%
Classrooms are cleaned and prepared for classes each day.	46.8%	42.1%	2.9%	0.0%	8.2%

Wayne Community College's comprehensive approach to operation and maintenance of physical facilities, on and off campus, ensure the College meets the needs of educational programs, support services, and mission-related activities. Evidenced by a video tour and the WCC Flickr photo album, WCC Campus Master Plan, WCC Maintenance Plan, maintenance work orders, and employee and student satisfaction surveys, the College maintains and provides facilities that are conducive to supporting and promoting the institution, its programs, and its services to students and the community. Therefore, Wayne Community College is in compliance with Comprehensive Standard 3.11.3.

Sources

- Airport and Aviation Hangar Room Characteristic Report
- Board of Trustees - Building Committee Report - 2013 July 22
- Board of Trustees - Building Committee Report and Minutes - 2014 Nov 25
- Board of Trustees Minutes 2012 Sept 25 (Page 2)
- Board of Trustees Minutes 2013 July 22 (Page 2)
- Building Characteristics Report 2013
- Campus Maps
- Campus Video Tour
- Capital Budget - 2014-2015
- College Procedures Manual (01-0301) - Standing Committees (Page 16)
- College Procedures Manual (06-0501) - Maintenance Work Order Request
- Community College Libraries in North Carolina Online Catalog (CCLINC)
- County Budget Requests-Appropriations 2013-2015
- Credit Hours by Program 2014-2015 - Jan 2015
- Dogwood Room Characteristic Report
- Equipment List for Information Technology and Educational Support Technology
- Facilities Inventory and Utilization Study 2013 Sq Ft per FTE (Page 3)
- Facilities Inventory and Utilization Study 2013 Sq Ft per FTE (Page 6)
- Facility Repair Budget - 2014-2015
- Five Year Average Square Feet per Full Time Equivalent
- flickr Photo Album
- Grounds Preventive Maintenance
- Insurance Policies
- Magnolia Room Characteristic Report
- Major Capital Construction Needs - 2014-2015
- Monthly Utilization Report for MCNC Bandwidth
- Moodle
- NC Dept of Public Instruction Insurance Cover Letter & Inspection Summary Sheet
- NC General Statute (115D-32) - Local financial support of institutions
- NC LIVE On-line Catalog Homepage

- North Caroline Research and Education Network (NCREN)
- Organizational Chart Administrative Services
- Organizational Chart Educational Support Technology
- Organizational Chart Information Technology
- Organizational Chart Maintenance
- Organizational Chart President & Administrative Services
- Preventive Maintenance Work Orders
- Room Characteristic Report Oak Bldg
- Room Occupancy and Station Usage 2007-2013
- Routine Repair Work Orders
- Service Contract Budget - 2014-2015
- Seymour Johnson Air Force Base Memorandum of Understanding
- Vehicle Oil Changes and Inspections
- WayneCC Alert
- WCC Campus Master Plan
- WCC Campus Master Plan (2008) - Energy Plant
- WCC Campus Master Plan Addendum - 2014-2024 Executive Summary
- WCC Maintenance Program 2014
- WCC Technology Committee Meeting Minutes - Google Apps
- Webadvisor

3.12

Substantive change

The institution notifies the Commission of changes in accordance with the Commission's substantive change policy and, when required, seeks approval prior to the initiation of changes. *(See Commission policy "Substantive Change for Accredited Institutions.")*

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Wayne Community College (WCC) notifies the Southern Association of Colleges and Schools Commission on Colleges of changes in accordance with the Commission's substantive change policy and, when required, seeks approval prior to the initiation of changes. Since 2006, notification has been sent and approval, acknowledgement, or acceptance of notification received for 26 program changes.

Prior to 2014, the WCC Accreditation Liaison followed a written **departmental procedure** for reporting potential substantive changes to the Commission, but the College did not have an institutional policy on substantive change until College Procedures Manual (**CPM 09-0202**) was approved by WCC's President's Council in spring 2014. However, because of the late reporting for an off-campus site at a local high school in the fall of 2013, the College was required to submit a **monitoring report** for the Commission's review in December 2014. This led to an in depth review of the College's substantive review process and a major revision to the Substantive Change Notification Procedure in August 2014.

Wayne Community College received **written notification** in January 2015 that the Board of Trustees of SACS Commission on Colleges reviewed the College's Monitoring Report and no additional report was requested.

WCC's **substantive change procedure** describes both academic and non-academic substantive changes by definition, reporting processes, and responsibilities. Academic substantive changes are those that involve individual academic programs. Academic substantive changes include program initiation and termination, along with changes in collaborative agreements and off-campus sites. Non-academic substantive changes are those that are institutional, such as change in governance or degree level.

Academic substantive changes involving individual programs are initiated by division chairs using the **Academic Substantive Change Reporting Form** which includes information on the change type, description, and effective date of the proposed change. All academic program changes, including substantive changes, must be approved by the Wayne Community College Curriculum Committee (**CPM 01-0301 - Standing Committees**). The Curriculum Committee's purpose is:

- To review and recommend current curriculum program/course changes;
- To review and recommend requests for new curriculum programs of study or requests for curriculum deletions;
- To review and recommend articulation agreements with secondary and post-secondary institutions;
- To coordinate recommendations from advisory agencies, accrediting or certifying agencies and state offices affecting curricula; and
- To review, revise and recommend internal procedures/processes associated with curriculum committee functions and/or curriculum program approval.

Membership in the Curriculum Committee includes the Vice President of Academic and Student Services, the Associate Vice President of Academic and Student Services, academic division chairs, the Director of Admissions and Records, and the WCC Accreditation Liaison, along with other faculty and staff representatives. The committee is chaired by a faculty member.

In addition to academic program/curriculum initiations, revisions, and deletions, the Curriculum Committee is also responsible for reviewing and approving other potential academic substantive changes to include offering new internet courses and new programs at off-campus sites (**CPM 03-0203 – Curriculum Change Request**). To ensure that reporting to SACSCOC is completed in the time frame denoted in the SACSCOC Substantive Change Policy, any change that may be substantive must be approved by the WCC Curriculum Committee by a specific deadline. As stated in CPM 03-0203, Curriculum Change Request, "…No Academic Substantive Changes will be considered after November 15 for implementation in the fall semester of the next academic year; or March 15 for implementation in the spring semester of the next academic year."

When an academic change is proposed, the division chair completes a **Curriculum Change Request Form** which includes information about the proposed change. The **Academic Substantive Change Reporting Form** must accompany the Curriculum Change Request Form. Both signed documents are submitted to the Vice President of Academic and Student Services who, upon approval, forwards the documents to the WCC Accreditation Liaison and the Curriculum Committee Chairperson for inclusion in the next scheduled meeting of the Curriculum Committee. In this way, the Accreditation Liaison receives information on any potential substantive changes within the time required for reporting to SACSCOC. If the Accreditation Liaison determines that the request for an academic program change is substantive, the Accreditation Liaison works with the program faculty, Division Chair, and Vice President of Academic and Student Services to complete and submit the required documentation as indicated in the SACSCOC Substantive Change Policy.

As stated in the WCC Substantive Change Notification policy, the Vice President of Academic and Student Services, working with the WCC Accreditation Liaison, is responsible for ensuring that division chairs comply with the College procedure for timely notification and reporting of substantive changes.

Non-academic substantive changes include the entire institution as opposed to individual programs involved in academic substantive change. As stated in WCC's Substantive Change Notification policy, the Board of Trustees of Wayne Community College must approve non-academic substantive changes. According to **North Carolina General Statute (NCGS) 115D-14**, the Wayne Community College Board

of Trustees possesses "powers to enable it to acquire, hold, and transfer real and personal property, to enter into contracts, to institute and defend legal actions and suits, and to exercise such other rights and privileges as may be necessary for the management and administration of the institution" for the purposes created by or that may exist under provisions of the laws of the State of North Carolina. Management and administration of the institution includes institutional changes such as those identified by SACSCOC as substantive changes.

Per the Substantive Change Notification policy, the President, representing the Board of Trustees, reports the potential substantive change to the WCC Accreditation Liaison using the **Non-academic Substantive Change Reporting Form**. The President must indicate the substantive change type, a description of the change, and effective date of the change on the Non-academic Substantive Change Reporting Form which is signed by the President and the WCC Board of Trustees' Chairperson. The completed Non-academic Substantive Change Reporting Form is forwarded to the WCC Accreditation Liaison, who determines if the proposal represents a substantive change. If a prospectus is required, the Accreditation Liaison works with the President and other employees as necessary, to complete the prospectus within the time frame specified in the SACSCOC Substantive Change Policy.

As indicated in the WCC Substantive Change Notification policy, the College President is responsible for reporting non-academic substantive changes to the Accreditation Liaison, who in turn notifies SACSCOC. The Non-academic Substantive Change Reporting Form serves as timely notification to the WCC Accreditation Liaison, as well as evidence supporting adherence to the WCC Substantive Change policy. At the current time, there are no examples of non-academic substantive change at Wayne Community College.

Substantive change is carefully monitored and documentation is maintained in the Planning and Research Office. A complete **list of substantive changes** at WCC that have been approved by the Southern Association of Colleges and Schools Commission on Colleges since 2006 is provided for review.

Because the College has notified the Commission of changes in accordance with the Substantive Change Policy, seeks approval when required, and has implemented a procedure to ensure compliance, Wayne Community College is in compliance with Comprehensive Standard 3.12.1.

Sources

- Academic Substantive Change Reporting Form
- College Procedures Manual (01-0301) - Standing Committees
- College Procedures Manual (03-0203) - Curriculum Change Request
- College Procedures Manual (09-0202) - Substantive Change Notification
- Mechatronics - SACSCOC Academic Substantive Change Reporting Form
- Mechatronics - WCC Curriculum Change Request Form
- NC General Statute (115D-14) - Board of trustees
- Non-Academic Substantive Change Form
- SACS Commission on Colleges, January 2015
- Substantive Change Monitoring Report, August 28, 2014
- Substantive Change Notification Procedure
- Substantive Change Notification Procedure, April 21, 2008
- Substantive Changes since 2006

3.13

Policy Compliance

The institution complies with the policies of the Commission on Colleges.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Compliance for each of the sub-categories under Comprehensive Standard 3.13 (3.13.1; 3.13.2; 3.13.3; 3.13.4.a; 3.13.4.b; 3.13.5.a; and 3.13.5.b) is documented separately. Individual compliance certification follows.

3.13.1

Policy Compliance: Accrediting Decisions of Other Agencies

Applicable Policy Statement. Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

Documentation: The institution should (1) list federally recognized agencies that currently accredit the institution or any of its programs, (2) provide the date of the most recent review by each agency and indicate if negative action was taken by the agency and the reason for such action, (3) provide copies of statements used to describe itself for each of the accrediting bodies, (4) indicate any agency that has terminated accreditation, the date, and the reason for termination, and (5) indicate the date and reason for the institution voluntarily withdrawing accreditation with any of the agencies.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Wayne Community College (WCC) is accredited by only one U.S. Department of Education (DOE) recognized institutional accrediting agency: **The Southern Association of Colleges and Schools Commission on Colleges**. In addition, as indicated on the **DOE Accreditation web site**, several academic programs are accredited by DOE-recognized program accrediting agencies.

Table 1 lists Wayne Community College programs that are currently accredited by federally-approved external accrediting agencies. Each program is subject to review by the organization specific to its particular discipline and each program is currently in good standing with that agency.

Table 1: WCC Programs and Accrediting Agency Status

Program	Accrediting Agency	Date of Last Review	Date of Next Review	Standing / Sanctions applied / Reinstatement Actions Taken
Associate Degree Nursing	Accreditation Commission for Education in Nursing	August 1, 2013	2021	Good standing Continued Accreditation
Practical Nursing	Accreditation Commission for Education in Nursing	August 1, 2013	2021	Good standing Continued Accreditation
Dental Hygiene	Commission on Dental Accreditation of the American Dental Association	August 12, 2013	2020	Good standing Approved Without Reporting Requirements
Dental Assisting	Commission on Dental Accreditation of the American Dental Association	August 26, 2014	2020	Good standing Approved Without Reporting Requirements

Wayne Community College describes itself materially in identical terms to each of the DOE recognized programmatic accrediting bodies as demonstrated in Table 2. Each program name in Table 2 links to the program's 2013 self-study in which the College identifies itself.

WCC's institutional **mission statement** was updated in 2012 and 2014. Therefore, the mission statements described in the program accreditation self-studies do not reflect the College's current mission statement, but those that existed at the time the self-studies were written. However, neither the Accreditation Commission for Education in Nursing nor the Commission on Dental Accreditation of the American Dental Association requires that the College notify the agency of updates in institutional mission statements.

Table 2: Self-Study Reports and Accreditation Description

Program	Accreditation Description
Dental Hygiene Self-Study	Page 1-11
Dental Assisting Self-Study	Page 8
Associate Degree Nursing & Practical Nursing Self-Study	Page 3-7

Wayne Community College has a substantive change procedure (**College Procedures Manual 09-0202 - Substantive Change Notification**) to notify the Commission in the event that a program, among other actions, receives initial accreditation or if a change in program accreditation status occurs.

Wayne Community College has not had any instances of failure to notify the Commission of any of the following: 1) gaining new membership with a federally approved accrediting body; 2) dropping membership with a federally approved accrediting body; or 3) termination of accreditation by an agency or a sanction by another accrediting agency.

In addition to the two federally recognized programmatic accrediting agencies, Wayne Community College is also accredited by the following third party agencies (with dates of last approval):

- **National Automotive Technician Educational Foundation**, 2013
- **Commission on Accreditation of Allied Health Education Programs**, 2007
- **Federal Aviation Administration**, 2013
- **National Association for the Education of Young Children**, 2013
- **North Carolina Board of Nursing**, 2013
- **North Carolina Department of Justice Criminal Justice Standards Division**, 2014

In addition to the programs listed above, the Medical Laboratory Technology (MLT) Program is seeking serious applicant status through the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) in Spring 2015. Upon approval, the program will prepare for an off site review and on site visit. The College will notify the Commission on Colleges immediately upon receipt of accreditation status for the MLT program.

Because the College has accurately notified the Commission of its accreditation status, and each of the accredited programs listed above has remained in good standing with its programmatic accrediting body, Wayne Community College is in compliance with Comprehensive Standard 3.13.1.

Sources

- Accreditation Commission for Education in Nursing (ACEN) 2013
- College Procedures Manual (09-0202) - Substantive Change Notification
- Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- Commission on Dental Accreditation 2013 (Page 3)
- Commission on Dental Accreditation 2014
- Dental Assisting Self Study 2013 Standard 1 (excerpt) (Page 11)
- Dental Hygiene Self Study 2013 Standard 1 (excerpt)
- Federal Aviation Administration - Certificate and Approval Letter 2013
- National Association for the Education of Young Children - 2013
- National Automotive Technicians Education Foundation - NATEF
- North Carolina Board of Nursing
- North Carolina Department of Justice Accreditation - Criminal Justice 2014
- Nursing Self Study 2013 - Executive Summary
- Southern Association of Colleges and Schools - Commission on Colleges - Institution Report
- US Department of Education Accreditation Website
- Wayne Community College Mission Statement

3.13.2

Policy Compliance: Collaborative Academic Arrangements: Policy and Procedures

Applicable Policy Statement. Member institutions are responsible for notifying and providing SACSCOC with signed final copies of agreements governing their collaborative academic arrangements (as defined in this policy). These arrangements must address the requirements set forth in the collaborative academic arrangements policy and procedures. For all such arrangements, SACSCOC-accredited institutions assume responsibility for (1) the integrity of the collaborative academic arrangements, (2) the quality of credits recorded on their transcripts, and (3) compliance with accreditation requirements.

Documentation: The institution should provide evidence that it has reported to the Commission all collaborative academic arrangements (as defined in this policy) that included signed final copies of the agreements. In addition, the institution should integrate into the Compliance Certification a discussion and determination of compliance with all standards applicable to the provisions of the agreements.

Judgment

☐ Compliance ☐ Partial Compliance ☐ Non-Compliance ☑ Not Applicable

Narrative

Wayne Community College (WCC) does not currently participate in any collaborative academic arrangements as defined by the Commission on Colleges.

The Southern Association of Colleges and Schools Commission on Colleges' (SACSCOC) *Collaborative Academic Arrangements* policy, now called *Agreements Involving Joint and Dual Academic Awards: Policy and Procedures,* states that "for the purposes of accreditation and review by the Commission, the following definitions apply,"

- A dual educational program is one whereby students study at two or more institutions, and each institution awards a separate program completion credential bearing only its own name, seal, and signature.
- A joint educational program is one whereby students study at two or more institutions and are awarded a single program completion credential bearing the names, seals, and signatures of each of the participating institutions.

Wayne Community College does not have any collaborative agreements that meet these requirements; therefore, the policy is not applicable.

3.13.3

Policy Compliance: Complaint Procedures Against the Commission or Its Accredited Institutions

Applicable Policy Statement. Each institution is required to have in place student complaint policies and procedures that are reasonable, fairly administered, and well-publicized. (See FR 4.5). The Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request. This record will be reviewed and evaluated by the Commission as part of the institution's decennial evaluation.

Documentation: When addressing Federal Requirement 4.5, the institution should provide a copy of its student complaint policy or policies and, for each policy, an example of how the institution follows it through resolution of the complaint. (An institution may have several policies adapted to student services, academics, etc.)

When addressing this policy statement, the institution should provide information to the Commission describing how the institution maintains its record and also include the following: (1) individuals/offices responsible for the maintenance of the record(s), (2) elements of a complaint review that are included in the record, and (3) where the record(s) is located (centralized or decentralized). The record itself will be reviewed during the on-site evaluation of the institution.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Procedures for addressing written student complaints are outlined in the Wayne Community College **General Catalog and Student Handbook** and in the Wayne Community College Procedures Manual (CPM) **05-0802-Student Rights, Responsibilities, and Judicial Procedures** and **05-0804-Appeal of Final Course Grade**. This information also appears on **course syllabi** and on the **distance education homepage**.

As stated in CPM 05-0802,

"Students have the right to file a grievance when they have reason to believe that a condition, situation, or action affecting them is unjust, inequitable, a hindrance to effective performance, is in violation of written campus policies or procedures, or constitutes arbitrary, capricious, or unequal application of written campus policies or procedures." The procedure is intended to "assure students that grievances will be considered fairly, rapidly, and in a non-threatening atmosphere."

The grievance process is illustrated with a student example.

- Student enrolled in EDU 151-A was told by her instructor that she had overcut the course and would be dropped
- Student was upset and spoke with the Director of Counseling Services who explained the Grievance Process to the student
- Student spoke with the instructor and then the department chair but was unable to resolve the situation to her satisfaction
- Student completed the **Grievance Form** which the Director of Counseling Services forwarded to the Division Chair - student requested to be allowed to complete EDU 151-A
- Division Chair investigated the grievance, spoke with all parties involved, and determined that a withdrawal was appropriate.
- **Letter** sent to student with Division Chair's decision
- No further appeal was submitted

The grade appeal process is illustrated with a student example.

- Student verbally appealed final grade of DEN 110 - Orofacial Anatomy to course instructor (who is also department chair)
- Course instructor upheld original grade
- Student **appealed in writing** to division chair requesting final grade in DEN 110 be reconsidered
- Following review, division chair sent **letter** to student upholding original grade
- No further appeal was submitted

Further evidence that Wayne Community College follows its complaint procedures can be found in the response to Federal Requirement 4.5 on student complaints.

Record of Student Complaints

Wayne Community College records all written student complaints, including:

- student grievances (complaints submitted in writing via a Student Grievance Form that provide for levels of appeal to a Student Grievance Committee, the President, and potentially the Board of Trustees)
- grade appeals (complaints about final course grades submitted in writing to a Department Chair which can be appealed to the Division Chair and potentially the Vice President of Academic and Student Services)
- general student complaints (complaints submitted in writing via an online Student Complaint Form that are disseminated to the appropriate area administrator for resolution)

A record of all written student complaints is located in the Office of the Associate Vice President of Academic and Student Services. The record for each complaint includes the date of the complaint, the parties involved, the subject of the complaint, and the date and nature of the resolution. This log is available for review upon request.

Wayne Community College maintains a record of student complaints, including information on the parties involved, the nature of the

complaint, and its resolution as required by Commission policy. Therefore, Wayne Community College is in compliance with Comprehensive Standard 3.13.3.

Sources

- College Procedures Manual (05-0802) - Student Rights, Responsibilities, and Judicial Procedures (Grievance Procedure)
- College Procedures Manual (05-0804) - Appeal of Final Course Grade
- Distance Education - Student Rights
- General Catalog and Student Handbook - Student Grievance Procedure (Page 5)
- Grade Appeal - Decision
- Grade Appeal - Letter from Student
- Grievance - Form
- Grievance - Letter to Student
- Syllabus (Page 2)

3.13.4.a

Policy Compliance: Reaffirmation of Accreditation and Subsequent Reports

Applicable Policy Statements
An institution includes a review of its distance learning programs in the Compliance Certification.
Documentation: In order to be in compliance with this policy, the institution must have incorporated an assessment of its compliance with standards that apply to its distance and correspondence education programs and courses.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Wayne Community College (WCC) offers Distance Education (DE) courses as an integral part of its program offerings. The College addresses distance learning in the applicable narratives for Core and Federal Requirements and Comprehensive Standards throughout the compliance certification.

A list of standards that include a review of distance education in the Compliance Certification document is provided as evidence in Table 1. **Wayne Community College offers no correspondence education programs.**

Table 1: Distance Education Standards

Standard	Summary of Distance Education Component
2.7.1 Program Length	Program length is the same for programs delivered by traditional and distance education modalities and is publicized in the General Catalog and Student Handbook in print and online on the WCC website (Academic Programs). North Carolina Community College System standards define program length with no distinction for delivery method.
2.7.2 Program Content	In keeping with Wayne Community College's (WCC) mission, the College offers a coherent course of study in 35 degrees which include associate degree programs in Associate in Arts (AA), Associate in Science (AS), Associate in General Education (AGE), and Associate in Applied Science (AAS). Associate degree courses may be delivered through traditional and/or distance education modalities. Program content is the same for programs delivered by traditional and distance education modalities.
2.8 Faculty	Online course sections in 2013 were taught 64.9% by full-time faculty and 35.1% by part-time faculty. A breakdown by courses and contact hours over three semesters is provided for full and part-time instruction.
2.9 Learning Resources and Services	WCC's Clyde Erwin Library has access to nearly 25,000 streaming videos, hundreds of thousands of journal and newspaper articles, e-books and more via 108 accessible databases including NC LIVE subscription databases.The Community College Libraries in NC (CCLINC) are also available to WCC students. Distance education students can access the on-line public access catalog from anywhere and may use interlibrary loan materials in-person from the Erwin Library. A Moodle library literacy skills page is under development based upon success using information literacy training sessions on campus.
2.10 Student Support Services	WCC provides student support programs, services, and activities that promote student learning and enhance the development of distance education students. Admissions can be conducted online via the College Foundation of North Carolina (CFNC) application. Counseling Services is available to distance education students via links on the WCC website, email, face-to-face via Skype, and by telephone. Distance education students interact with their advisors via telephone, email, or face-to-face meetings. An online New Student Orientation is available to distance education students. Financial aid resources are available to distance education students via Financial Aid TV links, email, telephone, and WCC's website. Student Government Association meetings are streamed live online. The WCC Erwin Library has resources available for distance education via its website. The Academic Skills Center provides online tutoring through its website.
2.11.2 Physical Resources	WCC maintains technology and infrastructure adequate for the needs of its distance education students. Ample bandwidth, hosted Moodle learning management system and various services enable distance students the same opportunities as traditional students.
3.3.1.1 Educational programs to include student learning outcomes	Distance education courses are included in the assessment of program learning outcomes which is inclusive of all instructional methods. Distance Education courses are assessed through the comparison of course outcomes to those of traditional courses.
3.3.1.3 Academic and student support services	Assessment of the Distance Education Department includes survey results from both students and employees, service unit outcomes, a service unit review on a three-year cycle, and evaluation of any major expenditures requested via planning objectives.
3.4.4 Acceptance of academic credit	WCC makes no distinction between distance education and traditional courses in the evaluation, awarding, and acceptance of academic credit.
3.4.5 Academic Policies	WCC publishes its academic policies in the Wayne Community College

	General Catalog and Student Handbook that can be accessed by distance education students on the WCC website.
3.4.6 Practices for awarding credit	Credit awarded for courses is the same regardless of delivery method; transcripts do not record delivery method.
3.4.9 Academic support services	Appropriate Academic Support Services are available to distance education students and faculty. An on-line New Student Orientation is available to all students. The Distance Education Department directly assists distance education students and faculty and connects them to other academic support services, as needed. A help desk for distance education and Webadvisor is available to answer questions and the open computer lab staff assist with passwords and login ID's and other topics. Phone, mail, e-mail, Skype, and Facetime are among the avenues available to connect distance education students with Counseling, Admissions, Financial Aid and other academic support services. In addition, the Academic Skills Center provides online tutorial services for distance students. Numerous resources are available through the Moodle learning management system and the College web site.
3.4.11 Academic program coordination	WCC assigns responsibility for program coordination, curriculum development and review to qualified faculty/staff, regardless of the mode of delivery. The Curriculum Committee reviews distance education courses in the same manner as traditional courses. Program reviews are also conducted in the same manner as for programs offered only in traditional settings.
3.4.12 Technology Use	Distance Education students have access to the requisite technology to be successful in meeting program objectives and enhance learning. An open computer lab and other accessible computer stations, on-line library resources, tutorials, blogs, Google Hangouts, and the Moodle learning management system are all examples of technology available to students. Wifi accessibility and charging stations on campus enable students to work on distance education courses. The open computer lab also offers help desk functions to all students.
3.5.3 Undergraduate Program Requirements	WCC publishes its academic program requirements in the Wayne Community College General Catalog and Student Handbook that can be accessed by distance education students on the WCC website.
3.7.1 Faculty Competence	Faculty require the same credentials for effective teaching, no matter the instructional modality.
3.8.1 Learning / information resources	Distance education student users can start at the Distance Education Users Page from the library home page. WCC's Erwin Library has access to nearly 25,000 streaming videos, hundreds of thousands of journal and newspaper articles, e-books and more via 108 accessible databases including NC LIVE (67 databases) and 29 subscription databases. The Community College Libraries in NC (CCLINC) are also available to WCC students. DE students can access the on-line public access catalog from anywhere and may use inter-library loan materials in-person from the Erwin Library. A Moodle library literacy skills page is under development based upon success using information literacy training sessions on campus.
3.8.2 Instruction of library use	Erwin Library staff members are available to assist users in person, by telephone, or by email in response to either direct inquiries or online "Ask-A-Librarian" form submissions. Instruction and guidance are available on the library website and via on-line tutorials.
3.9.1 Student rights	WCC publishes a clear statement of student rights and disseminates this statement by methods to ensure that it is available to distance education students.
3.9.2 Student records	The security, confidentiality, and integrity of all student records are protected; WCC has security measures in place to protect and back up electronic data.

3.11.3 Physical facilities	WCC maintains technology and infrastructure adequate for the needs of its distance education students. Ample bandwidth, a hosted Moodle learning management system, and various services enable distance students the same opportunities as traditional students.
4.3 Publication of policies	Academic calendars, grading policies, and refund policies are published and distributed to distance education students via the WCC General Catalog and Student Handbook on the WCC website.
4.4 Program length	Program length is the same for programs delivered by traditional and distance education modalities and is publicized in the WCC General Catalog and Student Handbook in print and online on the WCC website (Academic Programs). These standards define appropriate program length for an associate degree as ranging from 60 to 76 semester credit hours.
4.5 Student complaints	Students in distance courses have an adequate procedure for resolving their complaints. Procedures for addressing written student complaints are outlined in WCC's General Catalog and Student Handbook. This information also appears on course syllabi and on the distance education homepage. In an effort to offer students an avenue for general complaints that the the College can centrally track, an online Student Complaint Form was created in Fall 2014. The online form links to the General Catalog and Student Handbook for other appeals processes.
4.6 Recruitment materials	Distance education courses are represented accurately in recruitment materials. The webmaster is charged with developing procedures for web content management; ensuring compliance with federal, state, and other regulations; and working with content owners and managers to keep website information current and accurate. Students, employees, and the public are directed to the online version of the General Catalog and Student Handbook and the WCC website for the most current information.
4.8.1 Verification of student identity in distance or correspondence education	User names and passwords are issued to each student and are verified by Active Directory upon access to College systems required by distance education students. Passwords expire at a minimum, every 90 days. The Technology Acceptable Use Policy applies to all students and employees.
4.8.2 Written procedure for distance and correspondence education student's privacy	WCC has written procedures for protecting the identity and privacy of distance education students. The same procedures apply to all students, regardless of the method of instruction. FERPA notices are issued to students and employees are appropriately trained. Students must authorize the release of any confidential information.
4.8.3 Written procedure for projected additional student charges	Wayne Community College (WCC) has no additional student charges associated with verification of student identity and therefore does not distribute a written procedure at the time of registration or enrollment.

According to the WCC Procedure Manual (**03-0106**) Distance Education, "The distance education program at WCC supports the institutional mission of meeting education and training needs of the communities it serves by offering students an effective and flexible distance education experience." The **Distance Education Strategic Plan** provides details about the College's distance education courses, including the institutional philosophy regarding distance education, as well as goals and performance indicators to assess the effectiveness of distance education courses.

WCC's Distance Education Department provides oversight of the distance education courses and has developed a mission consistent with its role and the College's mission. The Distance Education Department's mission, "to create a flexible and convenient method of earning course credit or a degree online by offering high quality, well-developed courses, training, and resources by supporting students and employees," was reviewed in 2013-14 as part of the Distance Education Department's **Service Unit Review**. The College's Distance Education Department is advised by the Distance Education Committee. According to WCC CPM (**01-0301**) Purpose, Authority, and Membership of Standing Committees, the Distance Education Committee's purpose is to "develop procedures and promote practices that contribute to the quality and growth of distance education at Wayne Community College."

For the purpose of the Commission on College's reaffirmation review, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place as defined in SACSCOC's Guidelines for Addressing Distance and Correspondence Education. According to the SACSCOC's definition of distance education, web-assisted courses are not included in the distance education definition since they are primarily delivered via the traditional, face-to-face method with a requirement that students have Internet access as a supplemental part of the course. Therefore WCC's response to this standard does not include web-assisted courses.

Overview of Distance Education at WCC

WCC offered its first online course in 1998. Since that time, the offering of distance learning courses, defined by the Southern Association of Colleges and Schools Commission on Colleges, has steadily increased to accommodate the student demand for this type of access. WCC offers hybrid sections and internet sections. Currently, credentials for nine academic programs can be earned completely online, however no program is offered exclusively through distance education.

As is the case with traditional courses, faculty members assume primary responsibility for the development and the content of the courses, under the supervision and oversight of the department and division chairs, who exercise oversight of distance education courses. The rigor and quality of online courses are comparable to that of courses that are offered face-to-face as evidenced by identical course outcomes in each methodology (Syllabi - **ENG 114 Seated** & **ENG 114 Internet**; **HIS 132 Seated** & **HIS 132 Internet)** and online course approval process. In addition, faculty members must meet the same educational qualifications no matter the instructional modality (WCC College Procedures Manual **02-0108** - Faculty Credentials).

The Distance Education Department provides regular training (**DE Professional Development**) and is available to assist faculty in the development and design of their courses. The Distance Education Department has two full-time staff members for this purpose.

All faculty members are evaluated in the same way, no matter the instructional modality (WCC CPM **02-0401** Performance Appraisal). There is an annual review by the immediate supervisor, and course evaluations are completed by students at the end of each semester. Immediate supervisors annually conduct observations of the online courses to collect data related to instructional effectiveness. Faculty members are provided with results of the student evaluations at the end of each semester. Further details on the evaluation of faculty are included in Comprehensive Standard 3.7.2.

Moodle is the Learning Management System utilized at WCC and is designed to allow students and faculty to participate in classes delivered online or to use online materials and activities to complement face-to-face instruction. Moodle allows instructors to create a virtual classroom environment that is available around the clock. Instructors use Moodle to post course materials such as syllabi, lecture notes, handouts, and streaming video and audio files. Faculty also use Moodle to send announcements, to email students in their course, to collect assignments, to facilitate student collaboration and discussion using discussion boards, to deliver secure online examinations, and to securely post grades.

To ensure security, all Moodle users have a unique login and password. In addition, faculty are encouraged to use standard strategies such as randomizing assessment questions, changing tests at least every other semester, and setting time limits on quizzes. WCC also uses the Respondus LockDown Browser®, a custom browser that locks down the testing environment within Moodle. When students use Respondus LockDown Browser they are unable to print, copy, go to another URL, or access other applications. When an assessment is started, students are locked into it until they submit it for grading.

Training and orientations are offered each semester to both students and faculty to familiarize them with the Moodle interface (**Student Moodle Training**, **Moodle Student Support Guide**, **DE Department Training Tally**, **Moodle Faculty Help Website**).

Assessment of Distance Education

Due to ever-changing technology, distance education must be continually reviewed, updated, and assessed, and new methodologies implemented including training, resources, and assessments to fulfill the College's mission. Wayne Community College's Distance Education Plan serves as the strategic plan for distance education at the College.

WCC's Distance Education Plan has evolved with the changing technology and the increasing use of online learning. Prior to the review and revision of the plan in 2014, WCC operated under the **2007-2011 Distance Education Plan**, followed by the **2011 Distance Education Strategic Plan Review**. The 2011 plan emphasized assessment and course quality and provided the groundwork on which to build and improve WCC's distance education offerings. Several of the strategies included in the 2011 plan are relevant and on-going, such as training, evaluation, and student self-assessment.

The **2014-2017 WCC Distance Education Strategic Plan** includes goals and performance measures which were approved by WCC's Distance Education Committee. This plan addresses five major areas that support the achievement of campus goals, mission, and vision. The five areas are:

- Online course and program effectiveness
- Student preparedness and support
- Instructional and faculty support
- Course quality
- Academic integrity and student identity

The Distance Education Plan is evaluated and updated annually, and assessment results are used to improve the College's Distance Education offerings. The **2014 Distance Education Annual Report** includes performance measures and data from each of the five major areas. Some examples of these goals and assessment data follow.

Online course and program effectiveness
Strategic Goal: DE efforts address student access and success, program excellence, and institutional quality.

- From fall 2012 through spring 2014 students in traditional courses succeeded in an average of 77% of their courses. Success rates in online courses for the same period averaged 68%. See Table 2.

Table 2: Course Success Rate by Method of Instruction, 2011-2014

Year	Total # Online	Online % Success	Total # Hybrid	Hybrid % Success	Total # Traditional	Traditional % Success
2011-2012	7887	71.2%	3972	74.5%	12883	80.6%
2012-2013	7938	70.4%	4451	75.8%	14345	78.8%
2013-2014	9267	67.8%	4575	74.1%	14443	78.1%

Online courses are assessed via a peer review process as described in the Distance Education Plan to help increase course quality, course effectiveness, and thus increase the course success rate.

Student preparedness and support
Strategic Goal: Students are prepared for online learning.

- **Noel-Levitz** (a survey of online students given in fall 2013) results for *Campus item: Technical expectations (hardware, software, etc.) were clearly explained prior to enrolling in online courses,* indicates a shortfall. Students ranked this item at 6.65pts./ 7 possible, but satisfaction on this item was 5.91 points / 7 points possible. Strategies discussed with the Distance Education committee and implemented include:
  - **Course information sheets**
  - **Updating Distance Education webpages**

Instructional and faculty support
Strategic Goal: WCC online faculty members are effective in online teaching.

- Several Noel-Levitz items refer to online instruction, addressing quality, variety of instructional approaches and materials, assignment design, and assessment and evaluation. Responses in each area indicate an opportunity to strengthen online teaching processes.

Course quality
Strategic Goal: WCC presents consistently well-designed courses.

- **The existing course Online/Hybrid Course Checklist with oversight from department and divisions chairs has resulted in increased consistency regarding course readiness each semester.**

Academic integrity and student identity
Strategic Goal: Increase awareness of the importance of academic integrity and student identity.

- Summer 2014 **Enrollment Verification Quiz** included the **Academic Integrity policy** located in the WCC General Catalog and Student Handbook and a question requiring students to indicate they have read the policy.

Wayne Community College offers courses in a variety of instructional modalities, including online, seated, and hybrid. Distance education courses are integrated within the College's academic programs and support services, and are reviewed as part of WCC's Planning and Evaluation processes, as well as through the Distance Education Plan. Because the College includes a review of its distance learning programs within the applicable standards in the Compliance Certification, Wayne Community College is in compliance with Comprehensive Standard 3.13.4.a.

Sources

- College Procedures Manual (01-0301) - Standing Committees
- College Procedures Manual (02-0108) - Faculty Credentials
- College Procedures Manual (02-0401) - Performance Appraisal
- College Procedures Manual (03-0106) - Distance Education
- DE Professional Development Moodle
- Distance Education Department Training Tally
- Distance Education End of Year Report 2014
- Distance Education Plan (2007-2011)
- Distance Education Plan Review (2011)
- Distance Education Service Review 2013-2014

- Distance Education WebPage
- English 114 Syllabus - Internet
- English 114 Syllabus - Seated
- Enrollment Verification Quiz
- General Catalog and Student Handbook - Academic Integrity
- History 132-02 Syllabus
- History 132-40 Syllabus
- Moodle Faculty Help
- Moodle Student Help and Student Support Information Page
- Noel Levitz Results 2013
- Online Course Information
- Online Hybrid Course Checklist Moodle
- Student Moodle Training Sessions
- WCC Distance Education Strategic Plan 2014-17

3.13.4.b

Policy Compliance: Reaffirmation of Accreditation and Subsequent Reports

Applicable Policy Statements

If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role with in that system.

Documentation: The institution should provide a description of the system operation and structure or the corporate structure if this applies.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Wayne Community College (WCC) is part of the North Carolina Community College System (NCCCS). According to the NCCCS website, "With 58 colleges serving more than 850,000 individuals annually, the North Carolina Community College System is one of the largest systems of higher education in the United States."

The North Carolina Community College System was established in 1963 through enactment of a general statute by the North Carolina General Assembly. **North Carolina General Statute 115D** provided for the creation of the NCCCS under the direction of the State Board of Community Colleges.

North Carolina General Statute (NCGS) 115D defines the purpose of community colleges as:

"the offering of vocational and technical education and training, and of basic, high school level, academic education needed in order to profit from vocational and technical education, for students who are high school graduates or who are beyond the compulsory age limit of the public school system and who have left the public schools…"

Approval for the college transfer program was added to the purpose of these institutions in 1995.

The NCCCS offers an all-inclusive range of academic programs to meet the needs of local communities. The System focuses on workforce preparedness, higher academic education, basic educational skills, job retraining, personal growth and development, and community and economic development.

NCCCS Mission Statement

The mission of the North Carolina Community College System is to open the door to high-quality, accessible educational opportunities that minimize barriers to post-secondary education, maximize student success, develop a globally and multi-culturally competent workforce, and improve the lives and well-being of individuals by providing

- education, training and retraining for the workforce including basic skills and literacy education, occupational and pre-baccalaureate programs.
- support for economic development through services to and in partnership with business and industry and in collaboration with the University of North Carolina System and private colleges and universities.
- services to communities and individuals which improve the quality of life.

Governance

The North Carolina General Assembly per NCGS 115D-2.1 has assigned the 58 public community colleges to the State Board of Community Colleges (State Board). The State Board has full authority to adopt all policies, regulations, and standards it may deem necessary for operation of the System. The North Carolina Community College System serves as a resource agency and an administrative arm of the State Board. The State Board is responsible solely for the NCCCS and is not under the province of any other board or commission.

Members of the State Board are selected by the Governor and the General Assembly and represent a diverse group of individuals from business, industry, education, and government. As stated in NCGS 115D-2.1, the State Board consists of 21 members, with the Lieutenant Governor and the State Treasurer as ex-officio members. The Governor appoints ten members, four from the state at large and one from each of the six Trustee regions. Four are elected by the Senate and four by the House. The president or vice president of the North Carolina Comprehensive Community College Student Government Association serves as an ex-officio member. Terms are staggered and expire every odd-numbered year. No person may be appointed or elected to more than two consecutive terms of six years.

The State Board meets at least ten times per year to evaluate the recommendations of the System Office, to set policy for the System, and to oversee its operation. Members elect a Board Chair to serve as the Board's leader, spokesperson, and presiding officer. The Chair is responsible for projecting the public image of the Board and providing positive leadership.

The State Board has three major functions: (1) equitable distribution of funds and fiscal accountability, (2) establishment and maintenance of state priorities, and (3) approval and accountability of educational programs. Through the exercise of its authority in these

areas, the State Board can recommit the System to existing policies or alter the direction of the System through changes in policy.

The North Carolina Community College System Office, headed by the President, R. Scott Ralls, Ph.D, provides state-level administration and leadership of the community college system under the direction of the State Board of Community Colleges.

As part of its administrative function, the NCCCS provides support services for all program offerings at the 58 community colleges. The System Office personnel assist staff at the colleges in the development and implementation of curricula and other programs and by providing technical assistance in a range of areas. The NCCCS also provides other services that would be difficult for an individual institution to initiate such as statewide data collection.

System Office Functions and Structure

The North Carolina Community College System Office works with the colleges in a wide range of functional areas including, but not limited to, leadership, assistance, and consultation in the following:

- Academic and Basic Skills Programs
- Audit Services
- Business and Finance
- Computer Information Systems Projects and Training
- Continuing Education & Human Resource Development
- Data Collection and Analysis
- Legal Affairs
- Library Resources
- Student Services
- Systems and Technical Support
- Workforce Development

The System Office is divided into four divisions: (1) Executive Division; (2) Finance and Operations Division; (3) Technology Solutions and Distance Learning Division; and (4) Programs and Student Services Division. Descriptions of the functions of each division are published on the NCCCS website (www.nccommunitycolleges.edu) and are widely known to all 58 colleges.

The purpose of the Executive Division of the NCCCS is to provide leadership and support, under the policies, regulations and instructions of the State Board, to the System Office and to the 58 community colleges charged with preparing North Carolina's workforce for the global economy. Led by the System Office President, the Executive Division advocates for essential resources for the statewide community college system from public and private sources; spearheads the effort to recruit and retain world-class businesses and industries; provides professional services, including guidance on legal and policy issues, to colleagues in the community colleges and in the System Office; ensures planning, performance management and accountability for ethical uses of public funds and other resources; signals the value of North Carolina's community colleges to key constituencies, inside and outside North Carolina; staffs the State Board of Community Colleges; plans and manages system-wide events; and directs overall operations of the System's Office.

The Division of Programs and Student Services provides leadership, assistance, and consultation to the 58 community colleges in the areas of academic programs, adult basic education, workforce development, continuing education, student success initiatives, financial aid, national post-secondary education policy research, institutional research, and performance management. Staff within the Division develop and administer state-level policies and strategies to improve student access, enhance program quality, and increase student success. In addition, the staff engages college faculty and administrators to develop, field test, evaluate, and disseminate best practices that support student success.

The Division of Programs and Student Services is the point of contact for consultation and professional development related to the implementation of academic programs, career technical education, dual enrollment, industry-recognized credentials, employability skills development, career readiness certifications, college completion strategies, and data analysis.

The Division of Finance and Operations supports the System Office and the 58 community colleges by advocating on behalf of the System, providing fiscal and human resource services and guidance, as well as ensuring accountability to promote good stewardship of public resources.

The Division of Technology Solutions & Distance Learning provides leadership to the 58 institutions in the North Carolina Community College System through policy development, development and coordination of information and reporting systems, negotiation and brokerage of goods and services, and technical assistance. The division supports the staff of the System Office through information and technology resources and project management planning and organization. The division engages in implementing information technology, distance learning technologies and programs, library resources, and project management services. A commitment to customer service and the use of information for improving policies, practices and programs unifies this work unit with diverse functions.

Role of Individual Colleges within the System

Wayne Community College is one of 58 colleges within the NCCCS supporting the System Office’s primary goal of creating success for more than 800,000 students in the communities in which they live and work. The 58 colleges are assigned specific "service areas" throughout the state, and generally serve a county or contiguous counties in that service area. The System Office expects all 58 colleges to offer a comprehensive range of educational programs to meet the needs of local communities, including:

- Workforce preparedness
- Higher education
- Basic educational skills
- Job retraining
- Personal growth and development

- Community and economic development

Curriculum programs are made up of credit courses leading to certificates, diplomas, or associate degrees and range in length from one semester to two years. Most programs offered within the community college system are designed to prepare individuals for entry-level technical positions in business and industry and lead to an associate in applied science degree. Each college also offers credit courses in the arts and sciences leading to an associate degree designed to transfer at the junior level into a senior college or university. Developmental education courses are available for students needing to improve their skills so they can perform at the level required for college programs. Developmental education consists of courses and support services which include, but are not limited to, diagnostic assessment and placement, tutoring, advising, and writing assistance. These courses do not earn credit toward a college credential, but provide the student with courses for academic readiness.

Another category of programs is continuing education. These non-credit courses may be occupational, academic, or vocational in nature. Some are offered as community service courses. Others are designed to upgrade occupational skills and are funded through enrollment-driven formulas. Each college offers instruction in basic academic skills which include Adult Basic Education (K-8 and basic literacy skills), Adult High School, and high school equivalency programs (9-12 academic preparation), and English as a Second Language (ESL).

Because of the unique character of community colleges, student services play an especially important role at the individual colleges. As part of the student service areas' functions, students receive academic, personal and career counseling services, special assessment and placement assistance, help in the transition to work and job development, financial aid assistance, and a variety of other services essential to student success.

Finally, there is a broad effort to offer specialized programming often targeting the economic development of the community or the communities served. Customized Training and the Small Business Center network provide direct consulting and customized training to business and industry to promote their success. The Human Resources Development and Workforce Innovation and Opportunity Act provide services and training specifically targeted to the unemployed and underemployed. A variety of other programs connect the colleges with the unique needs and aspirations of their communities.

Wayne Community College's Role in the System

Per North Carolina General Statute 115D-12 and like all North Carolina community colleges, Wayne Community College operates under a local Board of Trustees, composed of 12 citizens from the College's service area. Board of Trustee members are appointed to staggered four-year terms, set local policy, and govern the College. The Board of Trustees elects and the State Board approves selection of the College's President, who operates the College within state and local policies, rules and budgets.

Wayne Community College complies with all requirements established by the North Carolina General Assembly, the State Board of Community Colleges, and the Southern Association of Colleges and Schools Commission on Colleges.

WCC supports the interests and needs of the citizens, businesses, and the community of Wayne County through the College's institutional and programmatic planning and evaluation processes. As part of the planning process, Wayne Community College has developed a mission statement and institutional goals that meet the needs of the local service area.

Wayne Community College Mission Statement and Goals

Wayne Community Colleges mission statement and goals are as follows:

Wayne Community College (WCC) is a learning-centered, public, associate degree granting institution with an open door admissions policy. WCC is located in Goldsboro, North Carolina and is part of the North Carolina Community College System. Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves.

1. **Increase Student Access:** Develop policies and practices that provide increased opportunities for students to enter into, and successfully proceed through, post-secondary education and training programs.
2. **Ensure Program Excellence:** Examine and continually improve rigor, relevance and quality in all academic and training opportunities to ensure that successful completion equates to a competitive position in the workplace or in the attainment of higher education goals.
3. **Improve Student Success:** Increase the number or student leaving with a job-ready credential that can lead to successful employment in a global economy and provide for better skills, better jobs, better pay, and continued educational attainment.
4. **Ensure Institutional Quality:** Examine and continually improve relevance and quality in all college administrative, student, and support services to ensure that the College's vision, mission, and goals will be achieved.

To accomplish its mission and goals, the College offers a variety of credit courses that lead to associate degrees, diplomas, and certificates. WCC also offers training and retraining for the workforce that includes basic skills and literacy education. In addition the College offers courses and services to individuals in the community that improve quality of life. To help students achieve their goals, WCC provides a variety of support services such as academic advising, financial aid counseling, technology support and computer labs, library services, career counseling and job placement, and tutoring.

Wayne Community College, like all North Carolina community colleges, is evaluated annually on eight Performance Measures. Mandated by the General Assembly in 1999, the measures are reported for all 58 community colleges as a vehicle for public accountability and to ensure that programs and services offered by the North Carolina community colleges are of sufficient quality. The system-wide measures have established "baselines" and "goals" and results of each college's performance is published by the NCCCS. Each college is also required to make its constituencies aware of its performance and Wayne Community does so in its *General Catalog and Student Handbook* (print and online) and on the Planning and Research internal website. The Performance Measures for Student Success **summaries** for the past two years are provided.

Sources

- 2013 and 2014 NCCCS Performance Summary Pages
- NC General Statute (115D-1) - General Provisions for State Administration

3.13.5.a

Policy Compliance: Separate Accreditation for Units of a Member Institution

Applicable Policy Statement.
All branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation. All other extended units under the accreditation of the parent campus are also evaluated during such reviews.

Documentation: For institutions with branch campuses: (1) The name of each branch campus must include the name of the parent campus—the SACSCOC accredited entity. The institution should provide evidence of this for each of its branch campuses. (2) The institution should incorporate the review of its branch campuses, as well as other extended units under the parent campus, into its comprehensive self-assessment and its determination of compliance with the standards, and indicate the procedure for doing so.

Judgment

☐ Compliance ☐ Partial Compliance ☐ Non-Compliance ☑ Not Applicable

Narrative

Wayne Community College (WCC) does not have any branch campuses and therefore Comprehensive Standard 3.13.5.a is not applicable.

3.13.5.b

Policy Compliance: Separate Accreditation for Units of a Member Institution

Applicable Policy Statement.
If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country.

Implementation: If, during its review of the institution, the Commission determines that an extended unit is sufficiently autonomous to the extent that the parent campus has little or no control, the Commission will use this policy to recommend separate accreditation of the extended unit. ***No response required by the institution.***

Judgment

☐ Compliance ☐ Partial Compliance ☐ Non-Compliance ☑ Not Applicable

Narrative

3.14

Representation of status with the Commission: Publication of accreditation status

A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Wayne Community College accurately and consistently publishes its accreditation status in the WCC **General Catalog and Student Handbook** (both in print and online), the College **website**, **curriculum schedule of courses** (print and online), and **Program Brochures** used for marketing purposes.

The published statement includes the name, address, and phone number of the Southern Association of Colleges And Schools Commission on Colleges. Wayne Community College's statement reads as follows:

> Wayne Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the associates degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, 404-679-4500, http://www.sacscoc.org for questions about the accreditation of Wayne Community College.

The College is in compliance with Comprehensive Standard 3.14 because it represents its accredited status accurately and publishes the name, address, telephone number, and website of the Commission in accordance with Commission requirements and federal policy.

Sources

- Agriculture and Natural Resources Program Brochure
- Curriculum Schedule of Courses
- General Catalog and Student Handbook
- Website

4.1

Student achievement

The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The **mission** of Wayne Community College (WCC) is to provide training and education to the communities it serves. To ensure that the College is effectively fulfilling its mission of offering instruction, WCC uses a variety of methods to evaluate success with respect to student achievement.

Wayne Community College's **Strategic Plan for Institutional Effectiveness** includes Institutional Performance Indicators (measures) which assess student achievement. These indicators evaluate student achievement to include retention, graduation and licensure pass rates and student learning outcomes. Performance indicators also track the success of several different student populations including basic skills, developmental, and college transfer students. Each indicator includes **standards (acceptable performance)** and **targets (desired performance)**. Indicator results that fall below the acceptable standard require further investigation or review, while the target provides a focus for improvement. The College's Planning Council and Assessment Committee members are instrumental in reviewing indicators and providing direction for improvement.

North Carolina Community College System Performance Measures

Included in WCC's institutional performance indicators on student achievement are eight performance measures which are reported annually by the North Carolina Community College System (NCCCS). Mandated by the North Carolina General Assembly beginning in 1999, these measures are reported for all 58 North Carolina community colleges on an annual basis. The system-wide measures, originally referred to as "Critical Success Factors" (**2012 NCCCS Critical Success Factors**), have undergone a number of changes since 1999. In 2013 new performance-based student success measures were implemented and the name of the report was changed to "**Performance Measures for Student Success**" (Performance Measures for Student Success – **2013**, **2014**). Each of the eight NCCCS performance measures has an associated performance goal which is determined by the North Carolina Community College System Office and is based on the previous performance of all 58 North Carolina community colleges. The College understands the importance of student achievement and uses the results of each NCCCS performance measure (indicator) for institutional improvement. The College's **Planning Council** is responsible for leading **six institution-wide subcommittees** whose task is to analyze, create, and implement strategies designed to improve the results of the performance measures in order to reach the performance goals established by the NCCCS (**Planning Council Minutes**). The College's most current performance measure data, 2012-13 and 2013-14, are provided in Tables 1-8.

Wayne Community College's institutional student achievement data are presented in Tables 1 through 8.

Table 1: Basic Skills Student Progress

Purpose: To ensure adults with low literacy skills are progressing academically toward basic skill attainment necessary for employment and self-sufficiency

Description: Percentage of students who progress as defined by an educational functioning level

NCCCS Performance Measure Basic Skills Student Progress	2012-2013	2013-2014
NCCCS Performance Goal	51.3%	51.2%
NCCCS Baseline	20.6%	20.6%
NCCCS Average	41.0%	41.3%
Wayne Community College	66.5%	69.8%

Basic Skills Progress Subcommittee Year End Report 2013-14

Wayne Community College exceeded the target (NCCCS Performance Goal) as set forth by the Basic Skills Progress subcommittee in both 2012-13 and 2013-14. It should be noted that Wayne Community College is serving as a resource college for under performing colleges in the NCCCS on this specific performance measure due to its percentage of attainment above the established target. The Basic Skills Progress subcommittee has established four strategies/action items for continued improvement. One specific strategy/action item is to implement specific training in technology and workplace skills for low-performing students. All action items are included in the Year End Report 2013-14.

Table 2: GED Passing Rate

Purpose: To ensure quality GED preparation and high levels of GED attainment

Description: Percentage of students taking at least one GED test during a program year who receive a GED diploma during the program year.

NCCCS Performance Measure GED Passing Rate	2012-2013	2013-2014
NCCCS Performance Goal	82.0%	82.0%
NCCCS Baseline	49.3%	49.3%
NCCCS Average	71.1%	73.6%
Wayne Community College	71.9%	74.0%

GED Passing Rate Subcommittee Year End Report 2013-14

The GED Passing Rate is below WCC's target but is above the standard (NCCCS Average) set forth by the GED Passing Rate subcommittee. Strategies/Action Items include increasing students' access to computer training to assist with the current computer-based high school equivalency testing format.

Table 3: Developmental Student Success Rate in College-level English

Purpose: To ensure remedial English and reading coursework prepares students to succeed in credit-bearing English courses

Description: Percentage of previous developmental English and/or reading students who successfully complete a credit English course with a grade of "P", "C" or better upon the first attempt

NCCCS Performance Measure Developmental Student Success Rate in College Level English	2012-2013	2013-2014
NCCCS Performance Goal	74.9%	74.9%
NCCCS Baseline	45.2%	45.2%
NCCCS Average	63.7%	64.4%
Wayne Community College	63.3%	64.7%

Developmental Student Success Rate in College-level English Subcommittee Year End Report 2013-14

Developmental Student Success Rate in College-level English exceeded the standard of 64.4% but did not meet the target of 74.9%. There was small improvement on this measure from the previous year. Therefore, the subcommittee is reinforcing the Strategy/Action Item that addresses advising and shortening the time frame between developmental course completion and enrollment in a college-level English course. A new Strategy/Action Item has been implemented to increase student awareness of tutorial services in the Academic Skills department.

Table 4: Developmental Student Student Success Rate in College-level Math Courses

Purpose: To ensure remedial math coursework prepares students to succeed in credit-bearing math courses

Description: Percentage of previous developmental math students who successfully complete a credit math course with a "C" or better upon the first attempt

NCCCS Performance Measure Developmental Student Success Rate in College-Level Math	2012-2013	2013-2014
NCCCS Performance Goal	75.4%	75.4%
NCCCS Baseline	47.5%	47.5%
NCCCS Average	64.8%	64.4%
Wayne Community College	66.4%	60.3%

Developmental Student Success in College-level Math Subcommittee Year End Report 2013-14

Developmental Student Success Rate in College-level Math fell below the system's average and the College's previous year's attainment. Delayed enrollment in college-level math after successfully completing developmental math is thought to be a reason for the decrease in this student achievement measure. An action item is the collection of data to determine causes of delay between developmental math completion and enrolling in a college-level math course.

Table 5: First Year Progression

Purpose: To ensure first-year students reach an academic momentum point that helps predict future credential completion

Description: Percentage of first-time fall credential-seeking students attempting at least twelve hours within their first academic year who successfully complete ("P", "C" or better) at least twelve of those hours

NCCCS Performance Measure First Year Progression	2012-2013	2013-2014
NCCCS Performance Goal	74.6%	74.6%
NCCCS Baseline	53.2%	53.2%
NCCCS Average	67.8%	68.3%
Wayne Community College	73.3%	71.9%

First Year Progression Subcommittee Year End Report 2013-14

While First Year Progression decreased in 2014, it was still above the standard of 68.3%. The subcommittee is currently reviewing programs with progression rates below the target of 74.6%. A focus on student advisement is another strategy being implemented to improve first year progression.

Table 6: Curriculum Student Completion

Purpose: To ensure student completion and persistence toward a post-secondary credential

Description: Percentage of first-time fall credential-seeking students who graduate, transfer, or are still enrolled with 36 hours after six years

NCCCS Performance Measure Curriculum Student Completion	2012-2013	2013-2014
NCCCS Performance Goal	45.6%	45.6%
NCCCS Baseline	28.6%	28.6%
NCCCS Average	41.6%	43.6%
Wayne Community College	48.8%	51.3%

Curriculum Student Completion Subcommittee Year End Report 2013-14

Curriculum Student Completion exceeded the standard and target in both 2012-2013 and 2013-2014. The subcommittee has implemented a strategy to analyze course scheduling to determine if scheduling is a barrier to student completion.

Table 7: Licensure and Certification Passing Rate

Purpose: To ensure programmatic coursework prepares students to competently practice in their chosen profession

Description: Aggregate institutional passing rate of first time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners.

NCCCS Performance Measure Licensure and Certification Passing Rate	2012-2013	2013-2014
NCCCS Performance Goal	91.7%	91.7%
NCCCS Baseline	71.0%	71.0%
NCCCS Average	85.2%	83.3%
Wayne Community College	79.6%	83.1%

Licensure and Certification Passing Rate Subcommittee Year End Report 2013-14

Wayne Community College made gains in Licensure and Certification Passing Rates in 2013-2014. Action plans related to licensure and certification are specific to the respective training program. For example, the Associate Degree in Nursing program has placed greater emphasis on testing strategies. The Basic Law Enforcement Training (BLET) program is implementing more intensive writing assignments within their courses. All program specific action strategies are designed to improve student achievement on licensure and certification exams.

Table 8: College Transfer Performance

Purpose: To ensure the academic success of community college students at a four-year university or college

Description: Among community college associate degree completers and those who have completed 30 or more credit hours who transfer to a four-year university or college, the percentage who earn a GPA of 2.00 or better after two consecutive semesters within the academic year at the transfer institution.

NCCCS Performance Measure College Transfer Performance	2012-2013	2013-2014
NCCCS Performance Goal	93.8%	93.8%
NCCCS Baseline	71.2%	71.2%
NCCCS Average	87.6%	87.8%
Wayne Community College	83.2%	90.1%

College Transfer Success Subcommittee Year End Report 2013-14

The College Transfer Performance measure was above the standard and approaching the target of 93.8%. Action plans include increased dialogue with faculty at four-year institutions where Wayne Community College students matriculate and improvement in the advising process. In addition, WCC's Quality Enhancement Plan, OnPoint, focuses on college transfer advising.

Institutional Methods to Evaluate Student Achievement

Wayne Community College's Strategic Plan also includes institutional performance indicators (measures) that are not NCCCS performance measures but are vital to the College's achievement of its mission. These indicators include student learning outcomes, enrollment, and retention.

Student Learning Outcomes

Student learning outcomes and students attainment of these outcomes are important components of measuring student achievement.

Wayne Community College's **Assessment Committee** is responsible for overseeing the assessment of student learning outcomes including Institutional Program Outcomes (ILO) and Program Learning Outcomes (PLO) for all curriculum programs. The membership of the Assessment Committee includes faculty and staff from all areas of the College, and is co-chaired by two faculty members. Members of this committee work with faculty in creating outcomes and assessments and approve curriculum assessment plans. WCC's Assessment Committee also has the responsibility for assuring that outcomes, assessments, and use of results are documented (minutes **2.15.11**;**2.20.13**; **10.8.14**; **2014-15 Subcommittees**). In 2012, Wayne Community College began using the Weaveonline assessment management system to document ILO and PLO assessment plans.

Institutional Learning Outcomes (ILO)

Wayne Community College identifies college-level general education competencies as Institutional Learning Outcomes (ILO) which are embedded in general education courses. The ILOs assess overall student learning in seven areas - oral communication, written communication, culture/social structures, mathematics, natural sciences, social behavior, and computer technology. Institutional Learning Outcomes are designated as Institutional Performance Indicators (measures).

In Spring 2010, Wayne Community College developed an **Institutional Learning Outcomes Assessment Plan**. Faculty teams from multiple disciplines including general education and technical areas were involved in development of the general education competencies (outcomes) and the three year cycle ILO assessment model. Faculty teams developed the signature/template assignment (artifact) the students would produce for ILO assessment and created analytic or holistic rubrics to score these assignments. Standards (acceptable performance) were set based upon the rationale that 70% attainment (Grade of C) allows students to achieve a 2.0 GPA necessary for graduation and to transfer courses to a four year institution. Targets (desired performance) varied based on the specific ILO.

Table 9 provides an overview of the assessment of Institutional Learning Outcomes (general education competencies) as well as direct links to individual ILO reports, signature assignments, and grading rubrics.

Table 9: ILO Reports, Signature Assignments, and Assessment Rubrics
College Procedures Manual (01-0301) - Standing Committees (Assessment Committee)

ILO	Year Assessed	Courses Assessed (courses assessed include both traditional and distance)	Proposed Standard(Acceptable Performance) and Target (Desired Performance)	Direct Assessment(s)	Action Items (Closing the Loop)
Technology	2010-2011	CIS 110 A few programs did not require CIS 110 so they assessed technology by direct embedded assignment	Standard 70% Target 80%	83% of the students scored in the "Acceptable" range- 3 or higher on the scoring rubric	**Action Items**
Composition	2010-2011	ENG 113 ENG 114	Standard 70% Target 80%	55.8% of the students scored in the "Acceptable" range - 3 or higher on the scoring rubric	**Action Items**
Natural Sciences	2011-2012	AST 111 BIO 110 BIO 111 BIO 140 BIO 160 BIO 168 BIO 175 CHM 130 CHM 131 CHM 151	Standard 70% Target 80%	60% of students scored in the "Acceptable" range-3 or higher on the scoring rubric	**Action Items**
Social Sciences	2011-2012	ANT 210 ECO 251 ECO 252 GEO 111 HIS 112 HIS 131 POL 120 PSY 150 PSY 241 SOC 210	Standard 70% Target 80%	29.5% of students scored in the "Acceptable" range-3 or higher on the scoring rubric	**Action Items**
Mathematics	2012-2013	MAT 161 MAT 115 MAT 171 MAT 110	Standard 70% Target 80%	59% of students scored in the "Acceptable" range-3 or higher on the scoring rubric	**Action Items**
Communication	2012-2013	COM 231 ENG 114	Standard 70% Target 80%	86.5% of students scored in the "Acceptable" range-3 or higher on the scoring rubric	**Action Items**
Humanities & Fine Arts	2012-2013	ART 111 ART 114 MUS 110 DRA 111 ENG 231 ENG 232 ENG 241 ENG 261 SPA 211	Standard 70% Target 80%	56% of students scored in the "Acceptable" range-3 or higher on the scoring rubric	**Action Items**
Technology	2013-2014	CIS 110 A few programs did not	Standard 80% Target 90%	86% of the students scored in the "Acceptable"	**Action Items**

		require CIS 110 so they assessed technology by direct embedded assign.		range- 3 or higher on the scoring rubric	
Composition	2013-2014	ENG 113 ENG 114	Standard 70% Target 80%	51.2% of students scored in the "Acceptable" range-3 or higher on the scoring rubric	**Action Items**

Program Learning Outcomes (PLO)

Program Learning Outcomes (PLOs) are defined as those outcomes that students who complete a specific program of study should have mastered upon graduation. Targets are established and clearly defined by program faculty. All PLO assessments are completed in the same manner no matter the instructional modality. Outcomes for which the target is not met require the creation of an action plan. The action plan describes how the assessment results will be used to improve students' learning. Each PLO is assessed on a three year cycle and all PLO results are included in Academic Program Reviews.

Program learning outcomes and assessment reports from each of WCC's five academic divisions are provided as evidence.

- **Allied Health Divisions-Dental Hygiene**
- **Applied Technology-Agribusiness Technology**
- **Arts & Sciences- Associate in Arts**
- **Business and Computer Technologies-Business Administration**
- **Public Safety-Criminal Justice- Latent Evidence**

Enrollment

The WCC Annual Student Headcount is defined as unduplicated enrollment in curriculum and continuing education courses for the academic year. Although enrollment does not necessarily measure student achievement, it is an indication of student access which is consistent with the College's mission and goals. As such, enrollment is included as an institutional performance indicator (measure). This measure shows enrollment trends in both credit and non-credit courses (Table 10).

Table 10: Credit and Non-credit Enrollment Trends

	Curriculum	Con Ed
2008-09	2657.37	1009.98
2009-10	2993.02	981.44
2010-11	3194.48	920.76
2011-12	3055.37	903.03
2012-13	3149.36	794.94
2013-14	3173.58	761.58

Source: NCCCS Data Warehouse

Standard: Curriculum, increase by 1% annually; Continuing Education, greater than or equal to previous year
Target: Curriculum, 3% increase annually; 9% increase by 2016; Continuing Education, 1% increase annually

The curriculum unduplicated headcount increased slightly from 5,091 in 2012-13 to 5,186 in 2013-14. However, during the same time period, the unduplicated headcount for continuing education decreased from 8,662 to 7,690. This was an increase of 1.8% for curriculum enrollment which is above the standard set by the College. Continuing education saw a decrease of 11.2% which is well below the established standard for growth. In response to the results of this indicator, the institution is implementing the following strategies:

Use of Results / Action Items:

- Academic Divisions, departments, and Continuing Education continue to recruit students at local high schools, community events, Wayne County Fair, etc.
- Curriculum - WCC has continued to provide the William Ford Loan program.
- Curriculum - Implemented Multiple Measures of Placement to remove barrier of developmental education to those high school graduates within the last five years with a GPA of 2.6 or higher – this has decreased the potential FTE.

- Continuing Education - Emphasis on developing new courses based on labor market information to attract students(Introduction to Customer Service, Introduction to Direct Care Work and Direct Care Basics, Stage 1 Automotive Electrical Training Course)
- Continuing Education - Implementation of email marketing through MailChimp to interested students to consistently make them aware of upcoming courses.
- Emphasis on developing new courses based on labor market information to attract students.
- Implementation of email marketing to interested students to consistently make them aware of upcoming courses.

Retention

Annual curriculum retention is an institutional performance measure and is a strategic priority for the College. As such, each curriculum program has implemented a Program Outcome (PO) that addresses retention. Program outcomes look at program specific data and implement action items to increase student retention. The College's annual retention rate is defined as the number of students enrolled in one fall who either graduate during the academic year or are enrolled in the following fall semester (Tables 11 & 12). The College has established an institutional standard of 78% and target of 80% for Fall to Spring retention and a standard of 59% and target of 61% for Fall to Fall retention.

Table 11: Fall to Fall Retention

Fall	Fall Enroll	Grad	Fall2 Enroll	Retention
2008	3499	421	1573	57.0%
2009	3721	443	1766	59.4%
2010	3999	516	1684	55.0%
2011	3555	547	1620	61.0%
2012	3962	575	1786	59.6%
2013	4041	642	1646	56.6%

Source: WCC Student Data System

Standard: 59%
Target: 61%

The fall-to-fall retention for 2013-14 (56.0%) decreased slightly for the third straight year, from 61.0% in 2011-12 and 59.6% in 2012-13. The total number of graduates has increased steadily over the past five years, from 443 in 2009-10 to 642 in 2013-14 which indicates student success in achieving academic goals.

Table 12: Fall to Spring Retention

Fall	Fall Enroll	Grad	SP Enroll	Reten
2008	3499	92	2469	73.2%
2009	3721	62	2707	74.4%
2010	3999	85	2903	74.7%
2011	3555	121	2642	77.7%
2012	3962	113	2876	75.4%
2013	4041	154	2916	76.0%

Source: WCC Student Data System

Standard: 78%
Target: 80%

The fall-to-spring retention for 2013-14 (76%) increased slightly from the year before (75.4%), but is still lower than the high of 77.7% in 2011-12. The number of fall graduates, however, increased by nearly 40 to a six year high of 154. The increase in the number of fall graduates is evidence of student achievement.
Use of Results / Action Items:

- Continue to provide feedback via email, grade reports, etc. to students regarding their current academic standing in courses.
- Increase flexibility in course scheduling to meet more student demands.
- Program Outcomes will be assessed to determine if Program specific action items are successful.

Program outcomes including action plans from each of WCC's five academic divisions are provided as evidence.

- Allied Health and Public Services - **Medical Assisting Program Outcome**
- Applied Technology - **Agribusiness Technology Program Outcome**
- Arts & Sciences - **Associate in Arts Program Outcome**

- Business and Computer Technologies - **Accounting Program Outcome**
- Public Safety - **Criminal Justice Program Outcome**

Wayne Community College evaluates student achievement consistent with its mission and uses data to demonstrate achievement of goals. Therefore, the institution is in compliance with Federal Requirement 4.1

Sources

- 2012 NCCCS Critical Success Factors
- 2013 NCCCS Performance Measures for Student Success Report
- 2013 Performance Summary Page
- 2014 Performance Summary Page
- Accounting Program Outcome-2013-14 Report
- Agribusiness Technology Program Outcome-2013-14 Report
- Agribusiness Technology-Program Learning Outcomes
- Assessment Committee Minutes 10.8.14
- Assessment Committee Minutes 2.15.11
- Assessment Committee Minutes 2.20.13
- Assessment SubCommittees 2014-15
- Associate in Arts Program Outcome-2013-14
- Associate in Arts-Program Learning Outcomes
- Basic Skills - Year-End Summary Report
- Business Administration-Program Learning Outcomes
- College Procedures Manual (01-0301) - Standing Committees (Assessment Committee)
- College Procedures Manual (01-0301)- Standing Committees (Planning Council)
- College Transfer - Year-End Summary Report
- Communication ILO Closing the Loop and Action Items (2012-13)
- Communication ILO Report 2012-13
- Composition ILO Closing the Loop and Action Items-2010-11
- Composition ILO Closing the Loop and Action Items-2013-14
- Composition ILO Report 2010-11
- Composition ILO Report 2013-14
- Criminal Justice - Latent Evidence-Program Learning Outcomes
- Criminal Justice Program Outcome-2013-14 Report
- Curriculum Student Completion - Year-End Summary Report
- Dental Hygiene-Program Learning Outcomes
- English Developmental Success Year-End Summary Report
- First Year Progression Year-End Summary Report
- GED Pass Rate - Year-End Summary Report
- Humanities and Fine Arts ILO Closing the Loop and Action Items-2012-13
- Humanities and Fine Arts ILO Report 2012-13
- Institutional Learning Outcomes-Assessment Plan
- Licensure and Certification Pass Rate Year-End Summary Report
- Math Developmental Success Year-End Summary Report
- Mathematics ILO Closing the Loop and Action Items-2012-13
- Mathematics ILO Report 2012-13
- Medical Assisting Program Outcome-2013-14 Report
- Natural Sciences ILO Closing the Loop and Action Items-2011-12
- Natural Sciences ILO Report 2011-12
- Planning Council Minutes, February 2013
- Social Sciences ILO Closing the Loop and Action Items-2011-12
- Social Sciences ILO Report 2011-12

- Technology ILO Closing the Loop and Action Items-2010-11
- Technology ILO Closing the Loop and Action Items-2013-14
- Technology ILO Report 2010-11
- Technology ILO Report 2013-14
- WCC Planning Council Performance Measures Subcommittees
- WCC Strategic Plan for Institutional Effectiveness 2013-2016
- WCC Website - Mission Statement

4.2

Program curriculum

The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates or degrees awarded

The mission of the North Carolina Community College System (NCCCS) has been defined in the North Carolina General Statute (**115D-1**), "...the establishment, organization, and administration of a system of educational institutions throughout the state offering courses of instructions in one or more of the general areas of two year college parallel, technical, vocational, and adult education programs,..."

The law further describes the purpose of the individual institutions:

> The major purpose of each and every institution operating under the provisions of this Chapter shall be and shall continue to be the offering of vocational and technical education and training, and of basic high school level, academic education needed in order to profit from vocational and technical education, for students who are high school graduates who are beyond compulsory age limit of the public school system and who have left the public schools....

The North Carolina Community College System (NCCCS) has approved Wayne Community College (WCC) to offer **94 academic programs**, including 35 associate degrees (AA, AS, AGE, and AAS programs), 13 diplomas, and 46 certificates. Programs offered by WCC must be approved by the North Carolina State Board of Community Colleges and meet the criteria for associate, diploma, and certificate programs. These programs support the college's mission:

> Wayne Community College (WCC) is a learning-centered, public, associate degree granting institution with an open door admissions policy. WCC is located in Goldsboro, North Carolina and is part of the North Carolina Community College System.
>
> Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves.

Wayne Community College's mission statement guides program development as demonstrated by the curriculum application process required by the North Carolina Community College System when a college is requesting a new program. The application requires the college to certify that, "this curriculum program will...provide educational and training opportunities consistent with the mission of the College."

Wayne Community College programs of study adhere to the State Board of Community Colleges Code (**1D SBCCC 400.97***)*, the **North Carolina Community College System (NCCCS) Curriculum Procedures Reference Manual**, and the North Carolina Community College System **Curriculum Standards**. Faculty members, including department and division chairs of respective academic areas, develop the programs of study based upon the specific North Carolina Community College curriculum standard and follow the curriculum program approval process outlined in the WCC College Procedures Manual (**03-0201**) - Curriculum Program Approval. **WCC's Curriculum Committee** provides oversight for the programs offered, and reviews the proposed additions, deletions, and revisions to ensure that all programs of study maintain their academic integrity. **Curriculum Committee minutes** are provided as evidence of this curriculum oversight.

The Curriculum Committee is composed of faculty and staff representing all areas of the campus and reviews all curriculum proposals for compliance with state and local requirements and purposes. Upon the Curriculum Committee's approval of a new program of study, the Curriculum Committee of the Board of Trustees reviews the documents and presents the program of study request to the full Board for its approval. After approval by the WCC Board, the program of study is sent to the North Carolina Community College System for its review process. An example of the WCC curriculum application process is evidenced in WCC Curriculum Committee **minutes**, Board of Trustees **minutes**, and in the State Board of Community Colleges **approval**.

In compliance with the Commission on Colleges policy and procedures regarding substantive change, a **substantive change notification** is included as evidence that the institution follows the appropriate protocols.

To ensure that its degree programs are based upon fields of study appropriate to its mission, Wayne Community College adheres to the curriculum standards approval and review process required by State Board of Community Colleges Code (**1D SBCCC 400.97**) - Courses and Standards for Curriculum Programs. If an institution wishes to initiate a new degree program, it must follow the **NCCCS Curriculum Procedures Reference Manual**, Section 3, which requires the College to demonstrate, among other things, the purpose of the proposed program and how it relates to the college's mission, workforce training, and institutional strategic plan. The **application** for the Mechatronics Technology Associate in Applied Science degree demonstrates that degree programs at Wayne Community College are related to the College's mission.

The annual WCC College **Program Review Process** is the instrument for assessing individual academic programs. Program Reviews are completed on a three-year cycle and are in-depth evaluations of the effectiveness of academic programs. Based on an analysis of the available data, program faculty, along with faculty from other programs, look at performance in all aspects of the academic program. The purpose of program reviews is to identify areas of need in which to focus improvement efforts and resources. The process of program reviews helps ensure that the curriculum is directly related and appropriate to the mission and goals of the institution. A **program review** is provided as evidence that the institution systematically evaluates programs of study.

In keeping with its mission to meet the educational, training, and cultural needs of the communities it serves, the College offers the following educational programs that do not result in a degree:

1. An adult basic skills programs (providing coursework for those individuals seeking high school diploma or equivalency or whose basic literacy and life skills are below a high school level)
2. Continuing education occupational extension programs (providing courses for adults to update or gain new skills).
3. Community Service programs (workshop and conference facilities, human resource development, cultural enrichment, and recreation)
4. Wayne Business and Industry Center (job related counseling, education, training, and technical services for area businesses)

In addition, the College concurrently admits actively enrolled high school students in accordance with State Board of Community College Code (**1D SBCC 200.95**) - Education Services for Minors for the purpose of enrichment and learning beyond levels available within local high schools. The North Carolina Community Colleges refer to this concurrent enrollment of high school students as **Career & College Promise** (CCP). CCP provides seamless dual enrollment educational opportunities for eligible North Carolina high schools students to accelerate the completion of college pathways leading to college transfer or provide entry-level job skills.

Wayne Community College's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, and degrees awarded. Therefore, Wayne Community College is in compliance with Federal Requirement 4.2

Sources

- 2014-2015 Program Credit Hours by Program Type
- Board of Trustees Meeting Minutes, February 2011 - New Program (Page 2)
- Career and College Promise (CCP) Booklet 2014-2015
- College Procedures Manual (01-0301) - Purpose, Authority, and Membership of Standing Committees
- College Procedures Manual (03-0201) - Curriculum Program Approval
- Curriculum Committee Meeting Minutes, October 2012 (Page 4)
- Curriculum Committee Minutes, January 2011 - New Program (Page 2)
- Mechatronics - New Program Application
- NC General Statute (115D-1) - Statement of Purpose
- NCCCS Curriculum Procedures Reference Manual Section 3
- North Carolina Community College System - Curriculum Standards
- Program Review Guide 2014-15
- Program review summary - Medical Assisting 2014-1-1
- State Board of CC Code (1D SBCCC 200.95) - Education Services for Minors
- State Board of CC Code (1D SBCCC 400.97) - Courses and Standards for Curriculum Programs
- State Board of Community Colleges - New Program Approval
- Substantive Change Letter, November 12, 2014

4.3

Publication of policies

The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution makes available to students and the public current academic calendars

Wayne Community College uses a variety of resources to provide students and the general public its current academic calendar. The current academic calendar is included in the Wayne Community College **General Catalog and Student Handbook**, the primary source of information about the College which is published annually **online** and in print for students, prospective students, and the public. Incoming students are provided an Acceptance Pack with information introducing them to the College. This information includes the **current academic calendar**, tuition and fees, advisor information, and placement test results. Distance education students are mailed the Acceptance Pack. The current academic calendar is also distributed in the Office of Admissions and Records and is available on the College **website**.

Three times each year, the College publishes a **Curriculum Schedule of Courses** which contains the academic calendar for that semester, including dates for registration, payment, and refunds. The Curriculum Schedule of Courses is available to students and members of the public in the Advising Center, Admissions and Records, Counseling Services, department offices, the Library, and on the College **website**. The schedule of courses is also mailed to individuals who request a copy.

During the registration process, students are provided a **Student Planner** that contains an annual calendar with dates for orientation, registration, withdrawal deadlines, final exams, and campus holidays.

The institution makes available to students and the public current grading policies

The Wayne Community College General Catalog and Student Handbook also contains all grading policies including **grade reporting**, the **grading system**, the **repeat policy for curriculum coursework**, and the **grade appeal process** as well other academic information. The General Catalog and Student Handbook is published annually and is available in print and online. Grading policies are also published on course **syllabi**.

The institution makes available to students and the public current refund policies

The tuition refund policy, as established by the North Carolina **State Board of Community Colleges Code (Chapter 1E: Subchapter 900)** and the North Carolina General Assembly in accordance with **North Carolina General Statute 115D-39** and is provided in the Wayne Community College **General Catalog and Student Handbook**, the **Curriculum Schedule of Courses**, and the College's **website**. Additionally, the academic calendar that each incoming student receives includes **refund policies**.

Wayne Community College is in compliance with Federal Requirement 4.3, as the College makes available to students and the public current academic calendars, grading policies, and refund policies through various print and electronic sources.

Sources

- Academic Calendar - Fall 2014
- Academic Calendar - Refund Policy
- Curriculum Schedule of Courses - Calendar
- Curriculum Schedule of Courses - Refund Policy
- General Catalog and Student Handbook - Calendar
- General Catalog and Student Handbook - Grade Appeal Process
- General Catalog and Student Handbook - Grade Reporting
- General Catalog and Student Handbook - Grading System
- General Catalog and Student Handbook - Refund Policy
- General Catalog and Student Handbook - Repeat Policy
- NC General Statute 115D-39 - Student Tuition and Fees
- State Board of CC Code (Chapter 1E: Subchapter 900.) - Refunds
- Student Planner
- Syllabus - Grading Policies (Page 2)

- Website - Academic Calendar - each semester
- Website - Curriculum Schedule of Courses
- Website - General Catalog and Student Handbook
- Website - Refund Policy

4.4

Program length

Program length is appropriate for each of the institution's educational programs.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Program Length is appropriate for each of the institution's educational programs

As a member of the North Carolina Community College System (NCCCS), Wayne Community College (WCC) adheres to the State Board of Community College Code (**1D SBCCC 400.97**) - Course and Standards for Curriculum and **North Carolina General Statute 115D-5** which authorizes the State Board of Community Colleges to "regulate the awarding of degrees" for its associate degree program curriculum standards based on the semester credit hour system.

The minimum and maximum numbers of semester hours allowed by State Board standards are shown in Table 1. WCC does not offer degrees at the baccalaureate, graduate, or professional level.

Table 1: North Carolina State Board Standards for Degrees, Diplomas, and, Certificates

Degree, Diploma, Certificate	Minimum Semester Hours	Maximum Semester Hours
Associate in Applied Science	64	76
Associate in Arts	60	61
Associate in Science	60	61
Associate in General Education	64	65
Diploma	36	48
Certificate	12	18

Wayne Community College (WCC) offers 35 curriculum programs at the associate degree level, 13 at the diploma level, and 46 at the certificate level for a total of 94 programs. As a member of the North Carolina Community College System (NCCCS), Wayne Community College adheres to the State Board of Community College Code (**1D SBCCC 400.97**) for its associate degree program curriculum standards based on the semester credit hour system. Program length is appropriate for each of the College's educational programs and is established according to the North Carolina Curriculum Procedures Reference Manual **Section 3** and the curriculum standards from the NCCCS. The NCCCS program division ensures that programs offered at all 58 of the North Carolina Community Colleges use the program curriculum as set forth in the **NCCCS Curriculum Standards**. (Curriculum Standard Example - **Business Administration**) Curriculum standards outline the curriculum requirements for program length but also include minimum general education requirements, minimum major hours either as core requirements concentration, and other major hours, and minimum other required hours are specified. Required and recommended courses, course numbering, and credit hours are specified in the curriculum standard. Courses are only selected from the **Combined Course Library** (CCL) which provides a course description, credit hours, and state mandated prerequisites and co-requisites. Completion requirements for each degree program are outlined in the **WCC General Catalog and Student Handbook** and on WCC's **website**. Completion requirements for degree, certificate, and diploma programs are the same for traditional and distance education students.

Table 2: Credit Hours by Program

Credit Hours by Program 2014-15 Catalog (Jan, 2015)		
Program		**Number of Credit Hours**
College Transfer Degrees		
Associate in Arts		**60-61**
Associate in Science		**60-61**
Associate Degrees		
Accounting		**67**
Agribusiness Technology		**65-69**
Applied Animal Science Technology		**73**
Associate in General Education		**64-65**
Automotive Systems Technology Degree		**70-71**
Aviation Systems Technology		**89**
Biotechnology		**67**
Business Administration		**67-69**
Business Administration/Operations Management		**68**
Collision Repair and Refinishing Technology		**72**
Computer Information Technology		**65-66**
Computer-Integrated Machining		**71-73**
Criminal Justice Technology		**70**
Criminal Justice Technology/Latent Evidence		**66**
Dental Hygiene		**74**
Early Childhood Education		**73-74**
Electronics Engineering Technology		**70**
Emergency Management Technology		**65**
Forest Management Technology		**71-72**
Healthcare Management Technology		**75-76**
Human Services Technology		**65**
Industrial Systems Technology		**71-74**
Mechanical Engineering Technology		**68**
Medical Assisting		**71**
Medical Laboratory Technology		**70**
Medical Office Administration		**68-69**
Networking Technology		**68-69**
Nursing		**72**
Office Administration		**65-66**
School-Age Education		**71-72**
Simulation and Game Development		**65-66**
Sustainable Agriculture		**66**
Turfgrass Management Technology		**68**
Total Degree Programs	**35**	
Diploma		
Air Conditioning, Heating, and Refrigeration Technology		**43**
Automotive Systems Technology		**40**
Business Administration		**44**
Collision Repair and Refinishing Technology		**46**
Computer Information Technology		**37**
Computer-Integrated Machining		**38**
Dental Assisting		**46**
Medical Office Administration/Medical Coding		**47**
Medical Office Administration/Medical Transcription		**44**
Nursing/Practical		**47**
Office Administration		**42**
Pharmacy Technology		**38**
Welding Technology		**37**
Total Diploma Programs	**13**	
Certificate		
Air Conditioning, Heating, and Refrigeration Technology-Comfort Cooling		**12**
Air Conditioning, Heating, and Refrigeration Technology-Heat Pump		**13**

Air Conditioning, Heating, and Refrigeration Technology-Heating Technology		**12**
Agribusiness Technology		**18**
Applied Animal Science Technology		**15**
Automotive Maintenance & Light Repair		**18**
Basic Law Enforcement Training		**19**
Business Administration		**18**
Business Administration/Operations Management		**16**
Collision Repair and Refinishing Technology		**17**
Computer Information Technology – Software Applications		**12**
Computer-Integrated Machining – Basic Machining		**12**
Computer-Integrated Machining – CNC Operator		**12**
Computer-Integrated Machining – CNC Programming		**16**
Computer-Integrated Machining – Computer-Aided Manufacturing		**16**
Computer-Integrated Machining – Coordinate Measuring Machine		**13**
Computer-Integrated Machining – Intermediate Machining		**18**
Criminal Justice Technology – Management		**18**
Criminal Justice Technology/Latent Evidence		**16**
Early Childhood Administrator's		**16**
Early Childhood		**16**
Early Childhood Special Needs		**18**
Infant/Toddler Care		**16**
Electronics Engineering Technology		**15**
Emergency Management – Management		**18**
Industrial Systems		**17**
Industrial Systems Technology – Industrial Controls		**15**
Industrial Systems Technology – Maintenance Management		**15**
Industrial Systems Technology – Mechanical Systems		**14**
Mechanical Engineering Technology – Drafting		**12**
Mechanical Engineering Technology - Engineering Technology		**14**
Mechanical Engineering Technology – Tool Design Certificate		**18**
Medical Office Administration/Medical Insurance		**18**
Network Technology – Routing and Switching		**12**
Office Administration		**17**
Office Administration/Microsoft Applications		**15**
Phlebotomy		**12**
Simulation and Game Development		**12**
Sustainability Technology – Building Science		**16**
Sustainability Technology – Energy Management		**16**
Sustainable Agriculture		**17**
Turfgrass Management Technology		**18**
Welding Technology		**15**
Welding Technology – MIG Welding		**12**
Welding Technology – Stick Welding		**14**
Welding Technology – TIG Welding		**12**
Total Certificate Programs	**46**	
Total Programs		**94**

* State Board of Community Colleges Code (SBCCC) shows a minimum of 64 hours for the Associate in Arts (AA) and Associate in Science (AS) but the curriculum standard for **AA** and **AS** shows a minimum of 60 hours. The SBCCC has not been revised to reflect the change at the time this document was compiled.

****Approved by SBCC to exceed 76 hours**

The WCC College Procedures Manual (CPM) outlines the process for the review and approval of new programs (**CPM 03-0201-Curriculum Program Approval**) and program changes,(**CPM 03-0203 -Curriculum Change Request**) WCC's Curriculum Committee (**CPM 01-0301-Purpose, Membership & Authority of Standing Committees**) reviews and approves curriculum recommendations. New programs approved by the Curriculum Committee are submitted to the Board of Trustees for review and approval. At the state level, the NCCCS program personnel review the curriculum proposals from the local colleges before presenting them to the State Board of

Community Colleges for final approval. Only those programs that have been approved by the WCC Curriculum Committee, the WCC Board of Trustees and, subsequently, the State Board of Community Colleges are offered at WCC. This level of oversight prevents deviation from the NCCCS required program length for associate degrees offered at WCC. As part of the planning for new programs, the College provides **Substantive change notification** to the Southern Association of Colleges and Schools Commission on Colleges for review prior to implementation.

An example of curriculum revisions is provided.

- Department/Division Chair brought **proposed change** in Accounting program to Curriculum Committee
- Curriculum Committee reviewed requested change, ensured change is consistent with NCCCS curriculum standard, **approved change**
- Change sent to North Carolina Community College System Office for review
- North Carolina Community College System Office ensured change is consistent with NCCCS curriculum standard, **approved change**

An example of curriculum approval is provided.

- Department/Division Chair brought **new program request** to Curriculum Committee
- Curriculum Committee reviewed requested program, approved new program
- Change sent to North Carolina Community College System Office for review
- North Carolina Community College System Office **approved new program**

Program Length Exception

All of Wayne Community College's curriculum programs fall within the NCCCS guidelines for minimum semester hours. However, the College's **Aviation Systems Technology** program curriculum is 89 credit hours which is set by the Federal Aviation Administration (FAA) curriculum guidelines. This program is approved by the State Board of Community Colleges (SBCC) to exceed the maximum standard hours for an Associate in Applied Science program as referenced in **SBCCC 1D 400.95(d)** based on **Federal Regulation 147.21**.

For additional information, please refer to Comprehensive Standard 2.7.1 (Program Length) and Federal Requirement 4.9 (Definition of Credit Hour). WCC's program length is appropriate for each of the institution's educational programs and is therefore compliant with Federal Requirement 4.4.

Sources

- 2014-2015 Credit Hours by Program Type
- Aviation Systems Technology (A60200) Curriculum Standard
- College Procedures Manual (01-0301) - Purpose, Authority, and Membership of Standing Committees
- College Procedures Manual (03-0201)-Curriculum Program Approval
- College Procedures Manual (03-0203)-Curriculum Change Request
- Curriculum Committee Minutes, January 2011 (new program)
- Curriculum Standard - Business Administration
- Degrees, Diplomas, and Certificates
- Federal Aviation Administration (FAA) Federal Regulation Part 147
- NCCCS Combined Course Library
- NCCCS Curriculum Procedures Reference Manual
- NCCCS Curriculum Standards Search Results Page
- NCCCS Office Approval (Sustainable Agriculture)
- Programs of Study 2014-2015 General Catalog and Student Handbook
- State Board of CC Code (1D SBCCC 400.95) - Curriculum Program Approvals and Terminations
- State Board of CC Code (1D SBCCC 400.97) - Courses and Standards for Curriculum Programs
- Substantive Change Letter, November 12, 2014

4.5

Student complaints

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (*See the Commission policy "Complaint Procedures against the Commission or its Accredited Institutions."*)

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution has adequate procedures for addressing written student complaints

Procedures for addressing written student complaints are outlined in the Wayne Community College **General Catalog and Student Handbook** and in the Wayne Community College Procedures Manual (CPM) **05-0802 - Student Rights, Responsibilities, and Judicial Procedures** and **05-0804-Appeal of Final Course Grade**. This information also appears on **course syllabi** and on the **distance education homepage**.

Student Grievance

As stated in CPM 05-0802,

> "Students have the right to file a grievance when they have reason to believe that a condition, situation, or action affecting them is unjust, inequitable, a hindrance to effective performance, is in violation of written campus policies or procedures, or constitutes arbitrary, capricious, or unequal application of written campus policies or procedures." The procedure is intended to "assure students that grievances will be considered fairly, rapidly, and in a non-threatening atmosphere."

Student grievance procedure steps are as follows:

- First step - The student addresses the faculty or staff member where the alleged problem originated. An attempt is made to resolve the matter equitably and informally at this level. The conference must take place within five business days after the incident which generated the complaint.
- Second step - If the complaint is not resolved at the informal conference, the student speaks with the faculty/staff member's immediate supervisor (e.g., department chair) who attempts to resolve the issue. This discussion must take place within five business days after completion of step one.
- Third step - If the grievance is not resolved within the department, the student may file a written grievance. Grievance Forms are obtained from the Director of Counseling Services who explains the written process to the student. A completed Grievance Form must be returned to the Director within five days after completion of step two. The Director refers the written grievance to the appropriate administrator (e.g., division chair) involved who responds in writing to the student within ten business days after receipt of the Grievance Form.
- Fourth step - If the written statement of the administrator does not satisfy the grievant, the student may request to appear before the Student Grievance Committee. The student must submit a written request to the Director within three business days after receipt of the administrator's response. The request shall include a copy of the Grievance Form, a copy of the administrator's written response, and the reason why the administrator's response is unsatisfactory. The Director notifies the President who insures that the Committee is organized in a manner consistent with procedure outlined in the **General Catalog and Student Handbook** and **CPM 05-0802 -Student Rights, Responsibilities, and Judicial Procedures**. The **Disciplinary Review Committee** may serve as the Student Grievance Committee or, at the direction of the President, a new committee may be formed for each grievance. The Student Grievance Committee shall meet between five and fifteen business days after receipt of the request and functions by the **guidelines** outlined for the Disciplinary Review Committee. The Committee Chair sends a copy of the Committee's decision to all parties involved within two business days after the Committee's decision.
- Fifth step - The Committee's decision may be appealed to the President by either party involved within three business days after receipt of the Committee's decision. The President shall render a decision within ten business days after receipt of the appeal.
- Sixth step - The President's decision may be appealed to the Board of Trustees by either party involved within three business days after receipt of the President's decision. The Board of Trustees or a committee of the Board shall render a decision within twenty business days after receipt of the appeal. The decision of the Board is final.

Grade Appeal

Additionally, a student has the right to appeal a course grade when they believe their performance in a course has been incorrectly evaluated by the instructor (**CPM 05-0804 - Appeal of Final Course Grade**). A student who wishes to appeal a grade on individual assignment does not use the Grade Appeal Process, but rather works directly with the appropriate instructor and department chair.

Steps for the Grade Appeal Process are as follows:

- First step - The student initiates discussion with the course instructor. This must occur with no later than two business weeks following the completion of the course.
- Second step - If the issue cannot be resolved between the student and the instructor, the student appeals in writing to the department chair. This appeal should clearly set forth the basis for the student's belief that the evaluation is incorrect. The department chair will work with the instructor and division chair to review the student's appeal and will respond to the student within one business week of the date of appeal.
- Third step - If the student is not satisfied with the department/division chairs' decision, the student has the right to appeal that decision in writing to the Vice President of Academic and Student Services. Within one business week of the student's appeal, the Vice President will notify all parties of the decision, which is final.

The institution is responsible for demonstrating that it follows those procedures when resolving student complaints

The grievance process is illustrated with a student example.

- Student enrolled in EDU 151-A was told by her instructor that she had overcut the course and would be dropped
- Student was upset and spoke with the Director of Counseling Services who explained the Grievance Process to the student
- Student spoke with the instructor and then the department chair but was unable to resolve the situation to her satisfaction
- Student completed the **Grievance Form** which the Director of Counseling Services forwarded to the Division Chair - student requested to be allowed to complete EDU 151-A
- Division Chair investigated the grievance, spoke with all parties involved, and determined that a withdrawal was appropriate.
- **Letter** sent to student with Division Chair's decision
- No further appeal was submitted

The grade appeal process is illustrated with a student example.

- Student verbally appealed final grade of DEN 110 - Orofacial Anatomy to course instructor (who is also department chair)
- Course instructor upheld original grade
- Student **appealed in writing** to division chair requesting final grade in DEN 110 be reconsidered
- Following review, division chair sent **letter** to student upholding original grade
- No further appeal was submitted

Other examples of written student complaints being adjudicated include a Student Code of Conduct Appeal, a Residency Appeal, and a Limited Admissions Appeal.

Student Code of Conduct Appeal:

- BIO 168 instructor witnessed alleged act of academic dishonesty during quiz
- **Charge Form** received by Director of Counseling Services detailing alleged violation of student code of conduct
- Director of Counseling Services conducted investigation, found sufficient evidence of academic dishonesty, and imposed sanctions; **letter** sent to student
- Student **appealed** decision of Director
- Disciplinary Review Committee meeting scheduled, **letter** sent to student with meeting details, basic procedural rights, college witness list, and committee membership list
- Student **witness list** received
- Committee met, Committee's **decision** to uphold original sanctions
- **Letter** sent to student with Committee's decision and right to appeal to President
- No further appeal received

Residency Appeal:

- Student submitted **application for admission** and supplemental **residency form**
- Student was notified of out-of-state residency status
- Student submitted **letter of appeal**
- Residence Appeal Committee found sufficient evidence to approve student's appeal and change residency status to in-state
- **Letter** sent to student with Committee's decision

Limited Admissions Program Appeal:

- Student applied for admission to the Associate Degree Nursing program
- Student not accepted into program, placed on waiting list
- **Letter** sent to student with admission status
- Student submitted **letter of appeal**
- Student **met with Chair of Admissions Committee** to review points toward admission
- Student indicated she did not want to meet with full committee
- No further appeal received

Each of these appeal processes are handled by different areas of the College and are de-centrally stored within the final office involved in the appeal. For example, Residency Appeals and Limited Admissions Appeals are stored in the Office of Admissions and Records and Student Code of Conduct Appeals are stored in the office of the Director of Counseling Services.

Official record of student complaints

In an effort to offer students an avenue for general complaints that the College can more centrally track, an **online Student Complaint Form** was created in Fall 2014. The online form links to the General Catalog and Student Handbook for the other appeals processes.

This form is posted on the **Students Start Here** section of the website as well as in the **General Catalog and Student Handbook**. When a student submits their complaint via the online form, the form is automatically routed to the Associate Vice President of Academic and Student Services who assigns it to the appropriate administrator based on the nature of the complaint. As described in the College Procedures Manual (**05-0802**), "the assigned administrator follows up with resolution to the complaint within five business days. The administrator's response is final and is added to the official record of student complaints."

The official record of student complaints, which includes Student Grievances, Grade Appeals, and general student complaints, is available for review in the office of the Associate Vice President of Academic and Student Services.

Wayne Community College has adequate procedures for addressing written student complaints and has demonstrated that it follows those procedures when resolving student complaints; therefore, the College is in compliance with Federal Requirement 4.5.

Sources

- Charge Form
- College Procedures Manual (01-0301) - Disciplinary Review Committee (Page 2)
- College Procedures Manual (05-0802) - Grievance Committee
- College Procedures Manual (05-0802) - Grievance Procedure
- College Procedures Manual (05-0802) - Student Complaints
- College Procedures Manual (05-0802) - Student Rights, Responsibilities, and Judicial Procedures
- College Procedures Manual (05-0804) - Appeal of Final Course Grade
- Distance Education - Student Rights
- General Catalog and Student Handbook - Student Complaints
- General Catalog and Student Handbook - Student Grievance Procedure (Page 5)
- General Catalog and Student Handbook - Students' Rights, Responsibilities and Judicial Procedures
- Grade Appeal - Decision
- Grade Appeal - Letter from Student
- Grievance - Form
- Grievance - Letter to Student
- Grievance - Reply
- Grievance Committee - Guidelines
- Grievance Committee - Organized
- Letter of Appeal
- Letter to Student - Committee Decision
- Letter to Student - Committee Procedures
- Limited Admissions Program Appeal - Letter of Appeal
- Limited Admissions Program Appeal - Letter to Student
- Limited Admissions Program Appeal - Memo from Chair
- Residency Appeal - Application for Admission
- Residency Appeal - Letter of Appeal
- Residency Appeal - Letter to Student
- Residency Appeal - Residency Form
- Sanctions - Letter to Student
- Student Complaints - Online Form
- Student Witness List
- Syllabus (Page 2)
- Website - Students Start Here - Student Complaints

4.6

Recruitment materials

Recruitment materials and presentations accurately represent the institution's practices and policies.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Recruitment Materials and Presentations

Wayne Community College (WCC) uses the **General Catalog and Student Handbook** as the main source for publishing information about the College's programs, practices and policies. Annual editions are available in print and online. Recruiting information is also distributed through the following media channels: the College's **website**, departmental and program **brochures**/**flyers**/**posters**, **billboards**, **newspaper advertisements**, **digital signs**, and **community booth displays**.

The following are examples of recruitment materials used to represent the College:

Printed recruitment materials

- **Animal Science Poster**
- **Continuing Education Flyer**
- **Departmental Brochures** (Nursing, Business Technologies, Public Safety, Engineering and Manufacturing, College Transfer)
- **Allied Health Banner**
- **Career and College Promise Booklet**
- **Basic Skills Bookmarks**
- **Discover Wayne (Open House) Table Tents**

Presentations and other recruitment materials

- **Billboard 2014** (It's the Connections)
- **New Student Orientation PowerPoint**
- **Vehicle Wraps**
- **WCC Access Packs**
- **WCC Mobile App**

Representation of the Institution

Wayne Community College continually reviews and updates its recruiting materials to ensure accurate representation of the College's programs, practices, and policies. The appropriate department, division, or administrative personnel are responsible for providing accurate information to the Marketing and Recruiting Specialist for the purpose of creating and producing new recruiting materials that adhere to the WCC brand and style guidelines (**WCC Visual Identity Guidelines**).

The Marketing and Recruiting Specialist or Public Information Officer reviews and revises recruiting publications in accordance with WCC's Publications Guidelines (**College Procedures Manual (08-0105) - Publications Guidelines**). WCC uses a project management application (**Basecamp**) to coordinate design projects with the WCC Graphics Department. Basecamp facilitates the production of recruitment materials by tracking the review and editing process to ensure accuracy.

The **Marketing and Recruiting Specialist** is responsible for coordinating the College's recruitment efforts. WCC's faculty and staff assist with recruiting presentations conducted on and off campus, at local high schools, and at numerous community events throughout the year. Student Ambassadors and Student Government Association officers, under the direction of College personnel, assist with tours and campus events. Examples of recruitment activities include high school career fairs, open houses (**Discover Wayne**), and campus tours. The Marketing and Recruiting Specialist ensures that consistent, accurate information is disseminated at these recruitment events.

As outlined in the **College Procedures Manual (06-0413) - Web and Digital Communication**, the Webmaster is charged with developing procedures for web content management; ensuring compliance with federal, state, and other regulations; and working with content owners and content managers to keep website information current and accurate. Students, employees, and the public are directed to the online version of the General Catalog and Student Handbook and the WCC website for the most current information.

Wayne Community College's recruitment materials and presentations accurately represent the College's practices and policies; therefore, the College is in compliance with Federal Requirement 4.6.

Sources

- Access Pack
- Allied Health Banner
- Animal Science Poster

- Basecamp
- Basic Skills Bookmarks
- Billboard
- Career and College Promise Booklet
- College Procedures Manual (06-0413) - Web and Digital Communications
- College Procedures Manual (08-0105) - Publication Guidelines
- Community Booth
- Continuing Education Flyer
- Departmental Brochures
- Digital Sign
- Discover Wayne
- Discover Wayne - Table Tents
- General Catalog and Student Handbook
- Job Description - Marketing and Recruiting Specialist
- Mobile App
- New Student Orientation - Powerpoint
- Newspaper Advertisement Copy
- Vehicle Wrap
- Wayne Community College Visual Identity Guidelines
- Website - Home Page

4.7

Title IV program responsibilities

The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U. S. Department of Education.)

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Wayne Community College (WCC) is in compliance with its program responsibilities under Title IV of the Higher Education Opportunity Act of 2008

Federal financial assistance through Title IV programs plays a significant role in the recruitment and retention of students and largely impacts the College's efforts to assist students with their educational expenses. Therefore, continuous compliance of federal regulations is critical to the institution's integrity as it dictates how government funds are accepted and followed at Wayne Community College. The College demonstrates compliance with this Federal Requirement through various audit and review mechanisms.

The U.S. Department of Education requires that the College submit a copy of the **Fiscal Operations Report and Application to Participate (FISAP)** annually. The FISAP is used by schools to apply for Campus-Based Program funding for the upcoming award year and to report Campus-Based Program expenditures for the previous award year.

The College has received approval from the U.S. Department of Education to participate in Title IV programs through June 30, 2018. The College's **Program Participation Agreement** is provided as evidence of continued compliance with all statutory provisions of or applicable to Title IV of the Higher Education Act.

In North Carolina, colleges are required to submit the **North Carolina Higher Education Data** collection report annually. This report contains a summary of grants, scholarships, loans, and third party pay awarded by the College each year.

The North Carolina Office of the State Auditor audits federal financial aid at least once every three years and issues a comprehensive statewide independent audit under the Single Audit Act which meets Federal auditing and reporting guidelines in accordance with the **Office of Management and Budget Circular A-133**. There were no deficiencies or audit findings for Wayne Community College for the most recent statewide financial aid audits (**Fiscal Year (FY) 2009**, **FY 2010**, **FY 2012**).

Periodically, a college is chosen to be audited at the college level rather than the state level. Colleges are chosen based on total federal dollars spent and the time period from which the last college-level single audit occurred. Wayne Community College was chosen for a college-level single audit for fiscal year ending June 30, 2014. The College is pleased that this audit report (**FY 2014**) "disclosed no deficiencies in internal control that we consider to be material weaknesses in relation to our audit scope at the College or any instances of noncompliance or other matters that are required to be reported under the Single Audit Act."

The North Carolina Office of the State Auditor, under the authority of **North Carolina General Statute 147-64.6** and **North Carolina General Statute 115D-58.16**, performs a comprehensive financial audit of the College's financial statements, including internal controls, every two years. The Office of the State Auditor performed a comprehensive financial audit for the most recent fiscal year (**Audit Report - FY 2014**).

In the North Carolina Office of the State Auditor's Report relating to the comprehensive financial audit for FY 2014, the Auditor stated:

- "We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above."
- "The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Governmental Auditing Standards."

The two previous comprehensive financial audits from the Office of the State Auditor are also available for review (**Audit Report - FY 2012**, **Audit Report - FY 2010**).

Management Letters from the North Carolina Office of the State Auditor are available for review (**Management Letter - FY 2014, Management Letter - FY 2012**, **Management Letter - FY 2010**).

In addition to the financial statements, the College also submits the Consolidated Annual Financial Report to the North Carolina Office of the State Controller. Current year and prior year Consolidated Annual Financial Reports are available for review (**Consolidated Annual Financial Report - FY 2014**, **Consolidated Annual Financial Report - FY 2013**).

The Title IV programs subject to audit are the Federal Pell Grant Program, Federal Supplemental Educational Opportunity Grant (FSEOG), and Federal Work-Study (FWS). The Federal Pell Grant Program is audited and reconciled between WCC and the Department of Education's Common Origination Disbursement (COD) System by September 30th of each year. All other Title IV programs are reconciled annually between the WCC Financial Aid Office and the College's Business Office.

Wayne Community College has adequate controls between the Financial Aid Office and Business Office in that no one office may both

award and disburse funds. For federal financial aid transactions, WCC operates on an electronic transfer basis. Financial Aid staff certify and adjust awards using the U.S. Department of Education's Common Origination and Disbursement (COD) website. The COD system processes and sends funding level adjustments to the U.S. Department of Education's grants management system known as G5. Business Office personnel sign in to the G5 system to process drawdowns of federal financial aid funds or to refund funds back as needed. The College manages federal financial aid funds in accordance with U.S. Department of Education guidelines (**Blue Book**).

In addition to Title IV funds received, the College also administers state funds provided by the North Carolina Legislature. These funds include the North Carolina Lottery Scholarship, the North Carolina Community College Grant, the North Carolina State Childcare Grant, North Carolina Targeted Assistance, and North Carolina Less-than-Halftime programs. Accountability for these funds are included in the same audits previously referenced.

In March 2014, the College underwent a Program Review of its Title IV aid administration by the U.S. Department of Education. The purpose of a Program Review is to evaluate compliance with the Title IV, HEA statute and regulations, to identify liabilities owed to the Department for errors in compliance, and to improve future institutional capabilities. This is the first federal Program Review for the College in approximately 26 years. Over the ensuing decades, College staff members have worked hard to serve our student population and have worked diligently to award Title IV aid in an appropriate and accurate manner.

Following post-review communication with the Department, there were **four findings** that required further action. Three findings are closed. One finding requires the College to return $6,876.10 in need-based funds to the Department (.000415% of our $16,561,810 Title IV aid disbursed in 2013-2014). A **check** in the amount of $6,876.10 has been forwarded to the Department which closes the final finding and the Program Review.

The College does not currently participate in federal student loan programs. Federal cohort default rates are as follows:

Table 1: Federal Cohort Default Rates

	2 year official default rate	3 year official default rate
2011	2.7%	15%
2010	3.9%	5.9%
2009	10.1%	
2008	8.6%	
2007	8.0%	
2006	3.8%	

The College has not been placed on a federal reimbursement method nor has the institution been required to obtain a letter of credit in favor of the United States Department of Education. No pending litigation issues with respect to financial aid activities exist and there are no significant unpaid dollar amounts due to the US Department of Education. Wayne Community College is unaware of any infractions to regulations which could jeopardize Title IV funding.

Since Wayne Community College's last reaffirmation in 2006, the College has not been subject to any complaints filed with the United States Department of Education, nor have there been any adverse communications sent to the Department of Education concerning the College and its practices. Wayne Community College maintains its awareness of all policies and procedures governing the administration of aid and program integrity.

Wayne Community College is in compliance with its program responsibilities under Title IV of the Higher Education Opportunity Act of 2008 and is therefore in compliance with Federal Requirement 4.7.

Sources

- Audit Report - FY 2010
- Audit Report - FY 2012
- Audit Report - FY 2014
- BlueBook
- College-Level State Audit - FY 2014
- Final Program Review Determination
- Fiscal Operations Report and Application to Participate (FISAP)
- Management Letter 2010
- Management Letter 2012
- Management Letter 2014
- NC General Statute (115D-58.16) - Audits
- NC General Statute (147-64.6) - Duties and responsibilities
- North Carolina Consolidated Annual Financial Report - FY 2013
- North Carolina Consolidated Annual Financial Report - FY 2014
- North Carolina Higher Education Data (NCHED)

- Office of Managment and Budget - Circular A-133
- Program Participation Agreement
- Single Audit Report - FY2009
- Single Audit Report - FY2010
- Single Audit Report - FY2012
- U.S. Department of Education Payment

4.8.1

Verification of Student Identity in Distance or Correspondence Education

An institution that offers distance or correspondence education demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completed the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Wayne Community College (WCC) offers distance education and demonstrates that the student who registers in a distance education course is the same student who participates in and completed the course or program and receives credit by verifying the identity of the student who participates in class or coursework by using:

Secure login and pass code

Protecting the integrity of educational credentials, identity, and privacy of all students is an essential best practice, therefore all Wayne Community College students benefit from the same username and password safeguards regardless of the method of instruction (online, hybrid, or traditional). Students receive a unique username and directions to create an **initial password**. This unique username and password combination is required for students to access their WCC email, Moodle (WCC's learning management system), and Webadvisor (student, faculty, and staff information portal) accounts; these accounts are crucial to student success at WCC. Students must create their initial password prior to accessing any of their accounts. To protect the integrity of their account information, all WCC students, faculty, and staff must reset their account password at least every 90 days using the Active Directory (AD) Self-Service Password Reset Center accessed through the **Create Password / Forgot Password / Expired Password** page on the WCC website.

Further identity and privacy protection is required for students utilizing WCC's Open Computer Lab. WCC staff follow the **Open Computer Lab Identification Check Procedures** and the **Password Reset Guidelines for Students** that specify necessary steps for verifying student identity prior to assisting students with password creation, reset, or expiration issues.

Students bear significant responsibility in protecting the security of their unique username and password as detailed in the Technology Acceptable Use Policy (TAUP) located in the **WCC General Catalog and Student Handbook** and on the **Moodle login website**. The TAUP defines as unacceptable, the use as use of another person's account, divulging passwords to anyone else, and but not limited to divulging personal, confidential, or sensitive information. WCC also publishes the Technology Acceptable Use Policy in the WCC College Procedures Manual (**06-0202**) - Technology Acceptable Use.

Wayne Community College does not offer correspondence education.

Proctored examinations

Wayne Community College does not use proctored examinations to verify student identification.

Other technologies

Wayne Community College uses the **Respondus LockDown browser** that prevents students from accessing other web pages during quizzes and tests. This technology is available to all instructors who administer tests in Moodle.

Wayne Community College utilizes secure login and passwords to ensure verification of student identity in Distance or Correspondence Education. Therefore, Wayne Community College is in compliance with Federal Requirement 4.8.1.

Sources

- College Procedures Manual (06-0202) - Technology Acceptable Use (TAUP)
- General Catalog and Student Handbook -Technology Acceptable Use Procedure (TAUP)
- Open Computer Lab Identification Check Procedures
- Password Reset - Online Services
- Password Reset Procedures for Students
- Respondus Lockdown
- Technology Acceptable Use Procedure (TAUP) - Online Services
- WCC Initial Login and Password Creation

4.8.2

Written Procedure for Distance and Correspondence Education Student's Privacy

An institution that offers distance or correspondence education has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Wayne Community College has a written procedure for protecting the privacy of students enrolled in distance education courses and programs

Wayne Community College (WCC) defines distance education in WCC College Procedures Manual (**03-0106**)- Distance Education, as all instruction and support services in which faculty, staff, and students are physically separated.

Wayne Community College's commitment to supporting student privacy applies to all students regardless of method of instruction and is detailed in the WCC's College Procedures Manual (**05-0301**) - Confidentiality of Student Records. Family Educational Rights and Privacy Act of 1974 (FERPA) information is available to students on the WCC website **FERPA Notice to Student** and in the **General Catalog and Student Handbook**. Student records, academic transcripts of the College, postsecondary transcripts, high school transcripts, and other documents maintained as part of the student's permanent file are maintained in the Office of Admissions and Records.

Student records are not released without a signed **Authorization to Release Form**. WCC College Procedures Manual (**06-0202**) - Technology Acceptable Use outlines a procedure by which all students, faculty, staff, and public patrons are responsible for using WCC's technological resources in an effective, ethical, and lawful manner to ensure that the College maintains confidentiality, integrity, and availability of systems and information assets. This information is provided to students in the **General Catalog and Student Handbook** and **online**.

Wayne Community College Procedures Manual **(06-0419)** - Recording and Privacy addresses student privacy as it regards privacy of student or staff likenesses captured in any format including photograph, video, or audio.

Wayne Community College has a written procedure to protect the privacy of students enrolled in distance and correspondence education courses or programs. Therefore, Wayne Community College is in compliance with Federal Requirement 4.8.2.

Sources

- Authorization to Release Information
- College Procedures Manual (03-0106) - Distance Education
- College Procedures Manual (05-0301) - Confidentiality of Student Records
- College Procedures Manual (06-0202) - Technology Acceptable Use (TAUP)
- College Procedures Manual (06-0419) - Recording and Privacy
- FERPA Notice to Students
- General Catalog and Student Handbook - FERPA
- General Catalog and Student Handbook-Technology Acceptable Use
- Technology Acceptable Use Procedure (TAUP) WCC Online Services

4.8.3

Written Procedure for Projected Additional Student Charges

An institution that offers distance or correspondence education has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Wayne Community College (WCC) has no additional student charges associated with verification of student identity and therefore does not distribute a written procedure at the time of registration or enrollment. If such fees become necessary, the WCC Board of Trustees Policy (**04-14**) - Local Fees is the campus' guiding document in addressing any changes or student notifications.

Sources

Board of Trustees Policy (04-14) - Local Fees

4.9

Definition of Credit Hours

The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy. *(See Commission policy "Credit Hours.")*

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The institution has policies and procedures for determining credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy

Wayne Community College determines credit hours awarded for course work and programs in accordance with the North Carolina Community College System's **Combined Course Library** (CCL). All courses published in the CCL include the amount of credit, the level of credit, and the distribution of credit. Credit hours awarded are determined by the North Carolina State Board of Community Colleges Code (**1G SBCCC 100.1**) and conform with the federal definition of the credit hour. The definition of credit hours includes one semester hour for each 16 hours of classroom instruction, one semester hour for each 32 hours of experiential laboratory work, one semester hour for each 48 hours of faculty-directed laboratory work, one semester hour for each 48 hours of clinical practice in health programs, and one semester hour for each 160 hours of work experience. The Wayne Community College Procedures Manual (CPM) **05-0104-Definition of Credit Hours** follows the State Board Code.

The amount, level, and distribution of credit hours awarded for courses are published in the Combined Course Library of the North Carolina Community College System (NCCCS) and the **WCC General Catalog and Student Handbook**, which is available in print and online versions. The number of credit hours remains the same for each course regardless of instructional modality. Wayne Community College does not deviate from the established credit hour definitions in State Board of Community College Code.

Wayne Community College's policy and procedures for determining credit hours for programs and courses conform to commonly accepted practices in higher education and Commission policy. Therefore, Wayne Community College is compliant with Federal Requirement 4.9.

Sources

- College Procedures Manual (05-0104) - Definition of Credit Hours
- General Catalog and Student Handbook - Credit Hour
- NCCCS-Combined Course Library
- State Board of CC Code (1G SBCCC 100.1) - Definitions Credit Hours