

**Wayne Community College
Program Review and Outcome Assessments, 2020-21
(Previous Program Review Cycle, 2017-18)**

Name of Program: Associate in Engineering

Section 1: Program Overview

Mission/Purpose: *As part of the review cycle, programs are asked to formally evaluate their mission/purpose statement.*

Please provide your current mission/purpose statement.

The mission of the Associate in Engineering Degree Program is to offer the academic requirements necessary to complete the Associate in Engineering Degree as well as prepare students to transfer to a four-year institution.

Provide narrative for the analysis of the mission/purpose statement. *(Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.)*

The mission statement for the Associate in Engineering degree is appropriate as it is a transfer-oriented degree with a primary focus on helping students prepare for transfer to a four-year college or university.

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

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

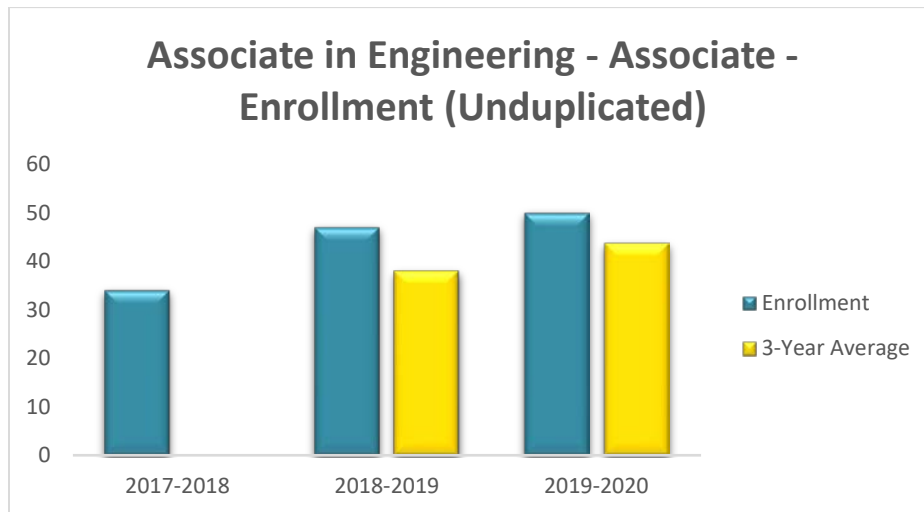
The Associate in Engineering degree program is part of the College Transfer Division at Wayne Community College, which is an open-door admissions community college. Students representing each of Wayne County's ten public and private high schools attend each semester. The college's Vision and Mission Statements, as well as Core Values are aligned with the Associate in Engineering degree program and College Transfer Division through the diverse faculty and educational opportunities, both inside and out of the classroom, provided to our students. Organizations such as the Phi Theta Kappa Honor Society, North Carolina Scholars of Global Distinction, and WCC Honors Program represent both an institutional and division wide commitment to academic excellence. The Associate in Engineering degree program, along with the College Transfer Division are committed to ensuring program excellence (Goal 2). Three of the seven North Carolina Community College System's performance measures are attached to the College Transfer Division, which includes the Associate in Engineering; they are curriculum math student success, curriculum English student success, and college transfer student success. Wayne Community College is regularly in the top 25% of all 58 North Carolina Community Colleges.

Associates, Diplomas, Certificates, and Pathways Offered: Utilizing the table below, list all associates, diplomas, certificates, and pathways offered.

Program Type (Associate, Diploma, Certificate, or Pathway)	Program Title
Associate	Associate in Engineering
Pathway	Associate in Engineering Pathway

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

Program Enrollment (Associate) (unduplicated)		
Academic Year (Fall, Spring, Summer)	Enrollment	3-Year Average
2017-2018	34	
2018-2019	47	38
2019-2020	50	44



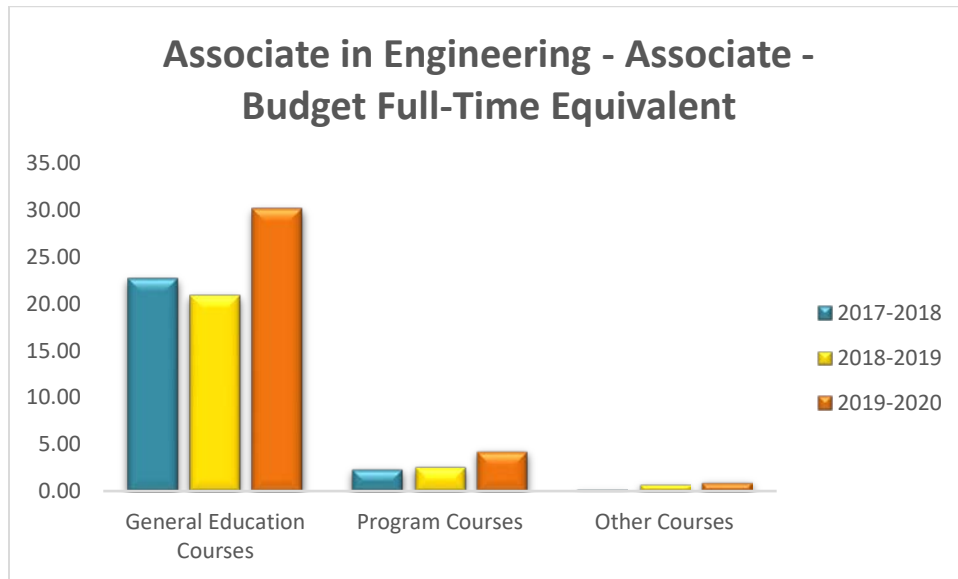
Provide narrative for analysis of program enrollment. (Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any plans to improve or increase program enrollment.)

The enrollment is increasing. Students interested in pursuing a four-year degree in Engineering find that starting at Wayne Community College provides a seamless transition for transfer. WCC offers Calculus I, II, III, Linear Algebra, Differential Equations as well as Introduction to Engineering, Drafting, Statics and Dynamics.

Of note, the Associate in Engineering degree is a rigorous program with a minimum math requirement of Calculus I. Students who do not have the prerequisites required for Calculus I and/or Physics I must begin their academic journey in the Associate in Science so that financial aid resources will pay for prerequisite courses such as Math 171/172. It is expected that enrollment in the AE degree program will be fluid as some students will not be able to meet the minimum math requirements and decide to transfer to more academically appropriate programs.

Program Budget Full-Time Equivalent (BFTE) (Academic Year - Fall, Spring, Summer) – (highest level only)

Academic Year (Fall, Spring, Summer)	General Education Courses	Program Courses	Other Courses	Total
2017-2018	22.73	2.34	0.16	25.23
2018-2019	20.94	2.59	0.69	24.22
2019-2020	30.20	4.31	0.97	35.48
Total	73.87	9.24	1.82	84.93



Analysis of program budget full-time equivalent (BFTE) (What is the program budget FTE data indicating? Is the program budget FTE increasing or decreasing? What are possible reasons for increase/decrease? Describe any plans to increase program budget FTE.)

The BFTE indicates the AE program has adequate faculty to support the students. Courses have been offered in a variety of modalities including online, face-to-face, and hybrid. The new AE instructor, who started in 2020, can also teach upper-level mathematics courses (Differential Equations and Calculus III) to AE students and has made a positive impact on student-teacher communication, which in turn promotes retention in the program.

Activities to ensure program is current (2017-18; 2018-19; 2019-20 – Academic Year, Fall, Spring, Summer)

List program curriculum changes, revisions, and/or deletions.

DMA 025 – Applications with Real Numbers	Spring 2018 – New course
DMA 045 – Linear Equations & Inequalities	Spring 2018 – New course
GEO 112 – Cultural Geography	Spring 2018 – New course
ART 288 – Studio	Spring 2018 – New Course
BIO 155 – Nutrition	Fall 2019 – New Course
EDU 216 – Foundations of Education	Fall 2019 – New Course
MUS 110 – Music Appreciation	Fall 2019 -- Updated
ART 111 – Art Appreciation	Fall 2019 -- Updated
EDU 144 – Child Development	Spring 2020 – New course

EDU 145 – Child Development II	Spring 2020 – New Course
EDU 131 – Child, Family, & Community	Spring 2020 – New Course
MAT 280 – Linear Algebra	Spring 2020 – New Course
SOC 240 – Social Psychology	Spring 2020 -- Updated
COM 110 – Intro to Communication	Fall 2017 -- Updated
COM 140 – Intro to Intercultural Communications	Fall 2017 -- Updated
COM 231 – Public Speaking	Fall 2017 -- Updated
COM 120 – Intro to Interpersonal Communication	Fall 2020 -- Updated
ENG 241 – British Literature I	Fall 2017 -- Updated
ENG 242 – British Literature II	Fall 2017 -- Updated
FRE 211 – Intermediate French I	Fall 2017 -- Updated
FRE 212 – Intermediate French II	Fall 2017 -- Updated
JPN 111 – Elementary Japanese I	Fall 2017 -- Deleted
JPN 112 – Elementary Japanese II	Fall 2017 -- Deleted
JPN 181 – Japanese Lab I	Fall 2017 -- Deleted
JPN 182 – Japanese Lab II	Fall 2017-- Deleted
JOU 110 – Intro to Journalism	Fall 2017 -- Deleted
JOU 111 – Publication Workshop I	Fall 2017 -- Deleted
JOU 112 – Publication Workshop II	Fall 2017 -- Deleted
SPA 211 – Intermediate Spanish I	Fall 2017 -- Updated
SPA 212 – Intermediate Spanish II	Fall 2017 -- Updated
CHI 111 – Elementary Chinese I	Fall 2020 -- Deleted
CHI 112 – Elementary Chinese II	Fall 2020 -- Deleted
CHI 181 – Chinese Lab I	Fall 2020 -- Deleted
CHI 182 – Chinese Lab II	Fall 2020 -- Deleted
ACA 122 College Transfer Success	Revised Fall 2021 per NCCCS Memo (7/6/2020)
DRA 126 Story Telling	Fall 2020 -- Deleted
HIS 162 Women and History	Fall 2020 -- Deleted
HIS 226 The Civil War	Fall 2020 -- Deleted
HIS 228 History of the South	Fall 2020 -- Deleted
HIS 236 North Carolina History	Fall 2020 -- Deleted
HUM 120 Cultural Studies	Fall 2020 – New Course
HUM 121 The Nature of America	Fall 2020 -- Deleted
HUM 122 Southern Culture	Fall 2020 -- Deleted
HUM 130 Myth in Human Culture	Fall 2020 -- Deleted
HUM 211 Humanities I	Fall 2020 -- Deleted
REL 221 Religion in America	Deleted for Fall 2020
PED 119 Circuit Training	Fall 2020 --Deleted
PED 121 Walk, Jog, Run	Fall 2020 --Deleted
PED 139 Bowling – Beginning	Fall 2020 --Deleted
PED 148 Softball	Fall 2020 --Deleted
PED 149 Flag Football	Fall 2020 --Deleted
PED 152 Swimming – Beginning	Fall 2020 – Deleted
DRA 111 Theatre Appreciation	Fall 2020 -- Updated
HUM 110 Technology & Society	Fall 2020 – Updated
HUM 115 Critical Thinking	Fall 2020 -- Updated
ENG 111 Writing & Inquiry	Fall 2020 -- Updated
MAT 143 Quantitative Literacy	Fall 2020 – Updated
MAT 121 Algebra/Trigonometry I	Fall 2020 -- Updated

MAT 152 Statistics	Fall 2020 -- Updated
MAT 110 Math Measurement & Literacy	Fall 2020 -- Updated
MAT 171 Precalculus Algebra	Fall 2020 -- Updated
ECO 251 Microeconomics	Fall 2020 -- Updated
ECO 252 Macroeconomics	Fall 2020 -- Updated

Provide an overview of the significance of the program changes and improvements that occurred over the past three years. (What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, program degrees, certificates, diplomas, and/or delivery methods?)

- The addition of a full time instructor with a Ph.D in Engineering has opened the doors for new courses, new resources and increased communication with students.
- The instructor has offered two new courses to AE students. These courses are the highest level available to our students with enhanced rigor and expectations. The courses are EGR 225 (offered Sp 2021) and EGR 214 (to begin Fall 2021). Additionally, DFT 170 and EGR 150 have been offered each semester.
- A collaborative effort with ECU and two other community colleges with an NSF grant has provided for professional development and faculty dialogue regarding transferability of courses. The S-STEM grant has provided tuition assistance for three students while at WCC. The students receive \$3000 per year at WCC and are eligible to apply for \$10,000 for two years at ECU after graduation from WCC. The students must demonstrate financial need via FAFSA documents.
- WCC taught DFT 170 for Lenoir Community College students as a partnership using Moodle and Collaborate. Students from LCC attended the course synchronously from their campus. WCC provided the instructor and grading for their students in Spring 2019.
- As of Fall 2017, students were required to pass English 111 with a grade of C or better to enroll in COM 110, COM 140, and COM 231. These changes intensified student preparedness for communication studies and enhanced their abilities to express themselves in a more coherent manner before enrolling in the COM courses.
- In the Fall of 2017, the Associate in Engineering Degree was updated to include ENG 241 and 242, allowing these degree students more English and elective options.
- As of Fall 2017, FRE 281 – FRE 3 lab – and FRE 282 – French 4 lab -- were attached as co-requisites with FRE 211 and FRE 212, respectively, to enhance student learning opportunities in the intermediate level of French language studies.
- In the Fall of 2017, the following courses were deleted from the college catalogue due to lack of enrollment: JPN 111, JPN 112, JPN 181, JPN 182, JOU 110, JOU 111, and JOU 112.
- As of Fall 2017, SPA 281 – SPA 3 lab – and SPA 282 – SPA 4 lab -- were attached as co-requisites with SPA 211 and SPA 212, respectively, to enhance student learning opportunities in the intermediate level of Spanish language studies.
- As of Fall 2020, the following courses were deleted from the college catalogue due to low enrollment: Chi 111, Chi 112, Chi 181, and Chi 182.
- In the Fall of 2020, The NC Community College System added Com 120 to the list of UGETC course as part of the Comprehensive Agreement. The change made here at WCC regarding this class reflects this change.
- The ACA 122 course was revised per a system office memo. Only one word needed to be changed in the course description, leading to negligible differences from the previous program review cycle.
- Other Humanities, Social Sciences, and Fine Arts (HUM/SS/FA) department courses were deleted from the college catalog. Due to the 2014 CAA, fewer elective classes are needed by transfer students.
- Local pre-requisites were eliminated for ART 111 and MUS 110. This allows CCP students (and specifically WEMCHS students) an opportunity to earn 6 hours of UGETC credit and build a college GPA to a minimum of 2.8, eliminating the need (except on a limited basis for those who are unsuccessful) to take the new National Repository of Online Courses (NROC) test to place into ENG 111 and/or other courses with pre-

requisites. Briefly, this change allowed more CCP students to take college level classes ahead of the NCCC System's Reinforced Instruction for Student Excellence (RISE) initiative implementation.

- Due to RISE initiative, pre-requisites for HUM/SS/FA courses were revised or eliminated for the majority of the department's courses. Revised pre-requisites reflect the new ENG and MAT co-requisite course titles (e.g., ENG 011; ENG 002; MAT 043).
- Due to the retirement of a full-time HEA/PED instructor, the HUM/SS/FA department was able to hire a full-time Philosophy Instructor, something suggested in the last program review cycle. This was needed as previously the department had no dedicated Humanities or Philosophy instructor but instead relied solely on adjuncts to teach those classes (the latter of which are Universal General Equivalency Transfer Credit courses that have seen spikes in enrollment since the 2014 CAA).

Advisory Committee: dates, summary of minutes, activities (2017-18; 2018-19; 2019-20 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2017-2018	11/28/2017, 3/2/2018	In the fall, met with the high school counselors of Wayne County's public/private high schools. Introduced the Associate in Engineering degree, discussed our evening and accelerated course offerings, and discussed the Career & College Ready (CCRG) graduates initiative. In the spring, participated in the College Transfer Professional Association (CTPA) meeting. Discussed incentivizing AA/AS completion prior to transfer, guaranteed admission opportunities, and baccalaureate completion rather than transfer as a measure of transfer student success.
2018-2019	11/27/2018, 3/15/2019	In the fall, met with the high school counselors of Wayne County's public/private high schools. Introduced the RISE initiative and the impacts on new students, discussed the Pirate Promise Initiative with East Carolina University, examined other university partnerships across the state, and provided an update on CCRG. In the spring, participated in the College Transfer Professional Association meeting. Received update from the Transfer Advisory Committee from the system office, RISE presentation from state committee members, Guided pathways presentation, and Data Dashboards presentation.
2019-2020	11/25/2019, 3/20/2020	In the fall, met with the high school counselors of Wayne County's public/private high schools. Gave an update on the college transfer performance measures, introduced the three new achievement coaches, discussed the RISE initiative, and addressed concerns regarding transcript delivery. In the spring, participated in the virtual College Transfer Professional Association meeting. UNC System transfer updates were provided, Transfer Advisory Committee updates were shared, the role of NC's Comprehensive Articulation Agreement in transfer efficiency, and RAISEME micro-scholarships.

(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)

Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance. *(Based on advisory committee suggestions, environmental scans, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the community? What resources might your program need?)*

The academic programs within the College Transfer Division, which includes the Associate in Engineering, are a partner to both Wayne County Public Schools and the universities and colleges within North Carolina. As such, we participate in meetings with each group in the fall and spring. Meeting with the public/private schools allows us to share initiatives and opportunities available to our students with the counselors who are an immediate contact point to high school students. System initiatives such as RISE are easily discussed and the potential impacts to high graduates are discussed. The advisory meetings also allow the high schools to have a voice concerning issues they face such as submitting transcripts. On the other hand, the CTPA allows us to stay aware of and discuss issues regarding student transfer so that we are equipped to help our students meet the ever-changing dynamics of university and college transfer. Student transfer is a complex process and requires constant learning on the part of our faculty and advising center.

Labor Market Data

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

Not applicable.

Section 2: Faculty Profile

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

Yes No

List of Faculty and Status (2017-18; 2018-19; 2019-20 – Academic Year – Fall, Spring, Summer)

Faculty / Name	Full-Time / Part-Time	Total Years within Department/Program	Total Years at WCC
Jeanine Callaway	Full-Time	12	12
Allyson Daly	Full-Time	3	3
Andrea Freile	Full-Time	6	16
Susana Garcia	Part-Time	8	8
Rebecca Hardin-Thrift	Full-Time	6	6
Bethanie Lister	Full-Time	3	3
Liz Meador	Part-Time	38	38
Ashley Merrill	Full-Time	12	12
Lisa Phelps	Full-Time	6	16
Joanna Pike	Part-Time	13	13
Rebekah Richard	Part-Time	3	3

Daniel Rollins	Full-Time	21	24
Paula Sauls	Full-Time/Part-Time	30	30
Tara Thompson	Part-Time	18	18
Dean Tuck	Full-Time	9	9
Deniz Tuck	Full-Time	8	8
Elizabeth Vick-Smith	Part-Time	13	13
Nevine Watkins	Part-Time	6	6
Jeff Williams	Full-Time	23	23
Anna Anaya-Vega	Full Time	15	15
Tammy Bishop	Full Time	14	14
Maria Cerra	Full Time	5	5
Julie Faucette	Full Time	10	10
Patricia Freemon	Full Time	14	14
Brooks Horne	Full Time	14	14
Charles Rouse	Full Time	7	7
Lilian Speight	Full Time	5	5
Debra Curl	Part-Time	11	11
Margaret Drotzur	Part-Time	12	12
Vince Huetter	Part-Time	9	9
Meg Kidd	Part-Time	5	5
Thomasa Mathis	Part-Time	12	12
Gloria Siler	Part-Time	5	5
Joe Sutton	Part-Time	8	8
Janet Skelton	Part-Time	11	11
Christian Turnage	Part-Time	3	14
Aletta Burton	Part-Time	2	2
Cristian Laras	Part-Time	1	8
Jocelynn Franklin	Part-Time	2	4
Sheneka Lassister	Part-Time	2	2
Gerald Soud	Part-Time	2	2
Joyce Cunningham	Part-Time	1	1
Danielle Gentry	Part-Time	1	1
Ralph Benedetto	Full-Time	22.21	22.21
Sondi Hoffman	Full-Time	7.60	7.60
Amy Cherry Millis	Full-Time	5.58	5.58
Michael Smith	Full-Time	7.21	7.21
Taylor Gray	Full-Time	3.59	3.59
Chris Boyd	Full-Time	3.21	3.21
Angela Swafford	Full-Time	5.20	5.20
Brian Duffy	Full-Time	1.60	1.60
Badrinath Dhakal	Full-Time	0.60	0.60
John Peters	Full-Time Temporary	1.59	1.59
Michael Eagen	Full-Time	7.96	7.96
Lee Willimas	Full-Time	7.05	7.05
Dana Miller	Part-Time	13.05	13.05
Shere Myers	Part-Time	8.19	8.19
Leah Heim	Part-Time	13.29	4.00
Laura R. Buddin	Full-Time	9.5	9.5
Katina Davis	Full-Time	21	21

Michael Dubrowsky	Full-Time	21	21
Mary Felzer	Full-Time	15	15
Kelli Hamm	Full-Time	7.5	7.5
Rachel Mullins Holloman	Full-Time	8	8
Brooks Horne	Full-Time	14	14
Patrick Jarrett	Full-Time/Part-Time	5	5
Elizabeth King	Full-Time	4	4
Michael McKenna	Full-Time	5.5	5.5
Martha Welch	Full-Time	5.5	5.5
Sam Pouryoussefi	Full-Time	0.5	0.5
Mohammed Abdelrahman	Full-Time/Part-Time	2.5	2.5
Gina Brann	Part-Time	0.5	0.5
Larry Stroud	Full-Time/Part-Time	7.5	7.5
Annette Hawkins	Part-Time	41	41
Deepti Dixit	Part-Time	1.0	1.0
Christie Wuebbles	Part-Time	0.5	0.5
Phyllis Patterson	Part-Time	41	41
Benjamin Anderson	Full-Time and Part-Time	3.02	3.02
Melissa Asbun	Part-Time	8.74	8.74
Wallace Bateman	Part-Time	11.88	11.88
Soundra Beamon	Part-Time	15.20	15.20
William Brannon	Part-Time	<i>Exact number unknown because of shift in positions. Similar to total years.</i>	44.74
Charlotte Brow	Full-Time and Part-Time	<i>Exact number unknown because of shift in positions. Similar to total years.</i>	24.56
Arthur Brown	Part-Time	27.16	27.16
Randi Chalfant	Full-Time	1.20	1.20
Milton Clark	Part-Time	14.27	14.27
Meredith Colie	Part-Time	7.59	7.59
Bradley Collier	Full-Time and Part-Time	12.14	12.14
Aaron Cooley	Part-Time	14.58	14.58
David Craig	Full-Time	8.21	8.21
Steven-Michael Crowder	Part-Time	<i>Exact number unknown because of shift in positions. Similar to total years.</i>	17.58
Rebecca Davis	Part-Time	8.14	8.14
Duane Everhart	Part-Time	20.02	20.02
Lauren Gaither	Part-Time	2.42	2.42
Mary Garrett	Full-Time	10.58	10.58
Charles Gilmore	Full-Time	8.20	8.20
Johnny Goode	Part-Time	1.59	1.59
Amy Graham	Full-Time	16.60	16.60
Bryan Harrell	Part-Time	1.59	1.59
Jimmy Harrell	Part-Time	20.61	20.61
Querida Hills	Part-Time	14.38	14.38

Joseph Hodges	Part-Time	5.07	5.07
Antonio Jackson	Part-Time	15.42	15.42
Brandon Jenkins	Full-Time	<i>Exact number unknown because of shift in positions. Similar to total years.</i>	13.20
Jennifer Jundt	Part-Time	10.63	10.63
Patrick Keough	Part-Time	19.00	19.00
Emily Kerley	Part-Time	10.97	10.97
Dean Lawson	Full-Time	6.60	6.60
Akeem Lipford	Part-Time	2.21	2.21
Michael Mansfield	Part-Time	1.50	1.50
Chris McCallister	Part-Time	15.59	15.59
Sandra McClenny	Part-Time	13.21	13.21
Aaron Narron	Part-Time	13.20	13.20
Christine Nicodemus	Full-Time	<i>Exact number unknown because of shift in positions. Similar to total years.</i>	4.09
Tracy Notley	Part-Time	13.21	13.21
Richard Proctor	Part-Time	34.65	34.65
Lynn Ragsdale	Part-Time	10.98	10.98
William Reboli	Full-Time	5.59	5.59
Monica Ruiz	Part-Time	4.20	4.20
Darris Sawyer	Part-Time	1.37	1.37
Elizabeth Saylor	Part-Time	11.86	11.86
Michael Saylor	Part-Time	48.38	48.38
Norman Simmons	Full-Time	15.72	15.72
Charles Smith	Part-Time	15.42	15.42
Angela Waller	Full-Time	7.60	7.60
Rick Whaley	Part-Time	18.21	18.21
Benjamin Wooster	Part-Time	0.81	0.81
Brian Yarbrough	Part-Time	11.20	11.20

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

The Language & Communication Department have enough faculty – both full-time and adjunct – to meet the instructional needs of students in curriculum English, Foreign Language, and Communications.

The Academic Foundations Department, as of 2020-2021, have adequate faculty, but that could change with all the changes to developmental education coursework in the state of North Carolina.

The Science Department have enough faculty in Biology and Chemistry. Physics is somewhat more difficult to analyze. The number of students who require physics is small, but, particularly with the A.E. degree, the number of courses that needs to be offered has increased. With only a single physics instructor, we have been unable to offer Astronomy at for several years.

The Math Department hopes to absorb a position vacated in the Academic Foundations Department due to retirement. With the new RISE courses, math instructors are supporting the co-requisite initiative. This provides

for extensive collaboration between co-requisite and gateway teachers. There is currently one full-time engineering instructor, and they serve as the leader of the initiative for Engineering at Wayne Community College. As numbers indicate, a single engineering instructor is adequate currently. He is a member of the department of mathematics and supports math initiatives for the engineering students.

The Humanities, Fine Arts, and Social Sciences Department have adequate faculty currently. However, the following should be considered moving forward:

At the end of this program review cycle (Spring 2020) one of our HEA/PED instructors retired. Due to the 2014 Comprehensive Articulation Agreement (CAA), fewer students were taking HEA and PED courses and more were taking UGETC courses like philosophy. Therefore, the department was happy to welcome a new, full-time Philosophy Instructor who is also credentialed to teach history (another UGETC) and humanities courses. This instructor's versatility adds full-time coverage for two additional disciplines (Humanities and Philosophy), which will be helpful for class coverage and for events and committees around campus. This change occurred after the current program review cycle but is addressed here to explain why concerns related to the last program review's concerns about understaffed HUM/PHI courses are not addressed in this review.

During the period covered in this program review, the department consisted of 15 disciplines. Ten full-time faculty and the department chair teach 9 of those disciplines (ART, ECO, HUM, HEA, HIS, PED, MUS, SOC, PSY). The other 6 disciplines are taught exclusively by adjunct instructors; adjunct instructors also supplement the other 9 disciplines. This reliance on adjunct faculty support requires the department to recruit and hire new adjuncts often.

During the current program review cycle, 40 part-time adjuncts taught classes for the department. Some of these individuals live cities or even states (e.g., Texas, Maryland) away. As a result, of the department's 40 adjunct faculty, the vast majority teach strictly online. Only 12 adjunct faculty taught one or more courses on campus during this program review period. In fact, five disciplines (Anthropology, Drama, Geography, Politics, Religion¹) are exclusively taught by adjuncts and are exclusively taught online, limiting face-to-face offerings for two different UGETC courses (POL 120; DRA 111). Of these, POL 120 (a UGETC course) had the most enrollment, with over 100 students taking it each academic year.

Of adjuncts who did teach face-to-face or hybrid courses: (a) One of them moved out of state and now teaches exclusively online, (b) Two found other opportunities and no longer teach for the department, (c) Five² taught exclusively on Seymour Johnson Airforce Base and/or evening classes, and (d) Two taught exclusively WEMCHS courses. In other words, very few (only two, and one of them is the new full-time Philosophy Instructor and will no longer be serving as an adjunct) of the department's adjuncts are contributing to face-to-face and hybrid offerings, and it is challenging to recruit any new adjuncts who are willing/able to teach during daytime hours.³

Relatedly, one of the department's full-time faculty members teaches exclusively online. While the department has multiple full-time instructors in that content area (Psychology), one of them was the QEP facilitator during this period and served on a reduced course load. This made it challenging to offer an appropriate number of seated psychology courses at times. Perhaps an additional full-time instructor who is credentialed in multiple disciplines might be considered if seated courses are a priority for the college.

The HUM/SS/FA department is the single largest department within the Arts & Sciences Division and is larger than some other whole divisions on campus. It has only a single administrative assistant to assist it, and that assistant is

¹ We do have a religion instructor who teaches the WEMCHS course and courses on SJAFB/in the evenings, but there are no daytime offerings for this discipline.

² One of these faculty used to teach a daytime Art course but has cut back since 2018 and only teaches on SJAFB now.

³ For example, when trying to hire an Art instructor for the WEMCHS art course, multiple postings turned up fewer than 6 total candidates, none of whom were able/willing to teach a seated course 3 days a week.

shared with another department. The administrative assistant has decades of institutional memory and experience and thus provides invaluable service in administrative tasks like purchasing, keying in the schedule, securing rooms, and reminding faculty about deadlines and procedures. Further, because of that assistant's proximity to another division that has high administrative assistant turnover, the administrative assistant is frequently spread thin. Additional assistance or remuneration should be considered for the department's (shared) administrative assistant position.

As noted in the previous program review, because of the large department-- and the large number of adjuncts, particularly—a division of the department into two more manageable entities may be appropriate, especially as the aforementioned administrative assistant is closing in on the opportunity for early retirement. Providing leadership and supervision to (and completing administrative and evaluative tasks for) a group this size has been challenging, especially during all of the changes wrought by COVID. It would be a near impossibility without the experience and guidance of a seasoned administrative assistant. For the college's posterity, restructuring should be earnestly considered.

Faculty Contact and Credit Hours

Faculty / Name	Full-Time Part-Time	Fall 2017		Spring 2018		Summer 2018	
		Contact	Credit	Contact	Credit	Contact	Credit
Jeanine Callaway	Full-Time	16	16	18	18	9	9
Allyson Daly	Full-Time	N/A	N/A	N/A	N/A	N/A	N/A
Andrea Freile	Full-Time	18	18	18	18	3	3
Susana Garcia	Part-Time	10	8	10	8	N/A	N/A
Rebecca Hardin-Thrift	Full-Time	16	16	18	18	N/A	N/A
Bethanie Lister	Full-Time	N/A	N/A	N/A	N/A	N/A	N/A
Liz Meador	Part-Time	6	6	6	6	N/A	N/A
Ashley Merrill	Full-Time	9	9	12	12	N/A	N/A
Lisa Phelps	Full-Time	16	16	18	18	N/A	N/A
Joanna Pike	Part-Time	6	6	9	9	3	3
Rebekah Richard	Part-Time	N/A	N/A	N/A	N/A	N/A	N/A
Daniel Rollins	Full-Time	7	7	6	6	6	6
Paula Sauls	Full- Time/Part- Time	12	12	9	9	N/A	N/A
Tara Thompson	Part-Time	12	12	12	12	9	9
Dean Tuck	Full-Time	18	18	15	15	N/A	N/A
Deniz Tuck	Full-Time	15	15	15	15	N/A	N/A
Elizabeth Vick-Smith	Part-Time	6	6	6	6	N/A	N/A
Nevine Watkins	Part-Time	16	12	15	12	N/A	N/A
Jeff Williams	Full-Time	18	18	15	15	12	12
Anna Anaya-Vega	Full Time	18.75	15	16.25	13	10	8
Tammy Bishop	Full Time	10	8	12.5	10	10	8
Maria Cerra	Full Time	17.5	14				
Julie Faucette	Full Time	16	8	20	10		
Patricia Freeman	Full Time	21	18	14	12		
Brooks Horne	Full Time	12.5	10	6.25	5		
Charles Rouse	Full Time	17.5	14	16.25	13		
Lilian Speight	Full Time	21	18	14	12	7	6
Debra Curl	Part-Time	11	8	11	8	3	2

Margaret Drotzur	Part-Time	7	6	7	6		
Vince Huetter	Part-Time	2.5	2	7.5	6	7.5	6
Meg Kidd	Part-Time	3.75	3	5	4	2.5	2
Thomasa Mathis	Part-Time	1.25	1				
Gloria Siler	Part-Time	5	4	7.5	6	2.5	2
Joe Sutton	Part-Time	5	4	12.5	10		
Janet Skelton	Part-Time	1.25	1				
Christian Turnage	Part-Time	3.5	3	10.5	9		
Aletta Burton	Part-Time			5	4		
Cristian Laras	Part-Time			11.25	9	6.25	5
Sheneka Lassiter	Part-Time			5	4		
Ralph Benedetto	Full-Time	16	15	17	11	9	8
Sondi Hoffman	Full-Time	18	12	18	12	12	8
Amy Cherry Millis	Full-Time	18	12	18	16	0	0
Michael Smith	Full-Time	18	12	18	16	12	12
Taylor Gray	Full-Time	24	16	18	12	0	0
Chris Boyd	Full-Time	15	12	18	12	0	0
Angela Swafford	Full-Time	18	12	18	16	0	0
Ashton Griffin	Full-Time	21	16	0	0	0	0
Michael Eagen	Full-Time	16	12	18	12	11	8
Jamal Tayh	Full-Time	0	0	17	16	0	0
Lee Williams	Full-Time	18	16	21	16	12	8
Shere Myers	Part-Time	6	4	6	4	0	0
Leah Heim	Part-Time	6	4	12	8	0	0
Dana Miller	Part-Time	12	8	12	8	0	0
Laura R. Buddin	Full-Time	9	7	9	7	10	8
Katina Davis	Full-Time	20	16	19	15	15	12
Michael Dubrowsky	Full-Time	18	14	18	14		
Mary Felzer	Full-Time	17	13	19	15	10	8
Kelli Hamm	Full-Time	16	12	19	15	8	6
Rachel Mullins Holloman	Full-Time	20	16	19	15	4	3
Brooks Horne	Full-Time	16.5	13	18.25	14		
Patrick Jarrett	Full-Time/Part-Time	19	15	20	16	9	7
Elizabeth King	Full-Time	17	13	16	12		
Michael McKenna	Full-Time	20	16	16	12	15	12
Martha Welch	Full-Time	16	12	19	15	14	11
Mohammed Abdelrahman	Full-Time/Part-Time	13	9	16	12		
Shirley Boyd	Part-Time	10	8	9	7		
Phyllis Patterson	Part-Time	5	4				
Annette Hawkins	Part-Time	5	4	5	4		
Deepti Dixit	Part-Time	4	3	4	3		
Melissa Asbun	Part-Time	--	--	--	--	--	--
Wallace Bateman	Part-Time	3	3	3	3	--	--
Soundra Beamon	Part-Time	9	9	9	9	--	--
William Brannon	Part-Time	6	6	9	9	--	--

Charlotte Brow	Full-Time and Part-Time	9	9	9	9	6	6
Arthur Brown	Part-Time	6	6	6	6	3	3
Randi Chalfant	Full-Time	--	--	--	--	--	--
Milton Clark	Part-Time	9	9	9	9	--	--
Meredith Colie	Part-Time	12	12	6	6	--	--
Bradley Collier	Full-Time and Part-Time	23	19	25	20	6	6
Aaron Cooley	Part-Time	6	6	9	9	3	3
David Craig	Full-Time	18	18	18	18	--	--
Steven-Michael Crowder	Part-Time	12	12	12	12	12	12
Duane Everhart	Part-Time	--	--	--	--	6	6
Mary Garrett	Full-Time	20	13	20	14	3	2
Charles Gilmore	Full-Time	12	8	12	8	8	7
Johnny Goode	Part-Time	--	--	--	--	--	--
Amy Graham	Full-Time	18	18	16	17	--	--
Bryan Harrell	Part-Time	--	--	--	--	--	--
Jimmy Harrell	Part-Time	6	6	9	9	3	3
Querida Hills	Part-Time	9	9	9	9	6	6
Joseph Hodges	Part-Time	--	--	3	3	--	--
Antonio Jackson	Part-Time	9	9	6	6	--	--
Brandon Jenkins	Full-Time	3	3	3	3	3	3
Jennifer Jundt	Part-Time	12	12	12	12	--	--
Patrick Keough	Part-Time	6	6	6	6	--	--
Emily Kerley	Part-Time	--	--	3	3	--	--
Dean Lawson	Full-Time	18	18	18	18	6	6
Chris McCallister	Part-Time	9	9	9	9	--	--
Sandra McClenny	Part-Time	5	3	12	6	--	--
Aaron Narron	Part-Time	3	3	6	6	--	--
Tracy Notley	Part-Time	3	3	3	3	--	--
Richard Proctor	Part-Time	6	6	6	6	3	3
Lynn Ragsdale	Part-Time	3	3	--	--	--	--
William Reboli	Full-Time	18	18	16	17	9	9
Monica Ruiz	Part-Time	6	6	--	--	--	--
Darris Sawyer	Part-Time	2	3	--	--	--	--
Elizabeth Saylor	Part-Time	3	3	3	3	--	--
Michael Saylor	Part-Time	9	9	6	6	--	--
Norman Simmons	Full-Time	18	12	20	14	9	6
Charles Smith	Part-Time	12	12	9	9	--	--
Angela Waller	Full-Time	39	24	51	30	9	9
Rick Whaley	Part-Time	6	6	9	9	6	6
Benjamin Wooster	Part-Time	--	--	--	--	--	--
Brian Yarbrough	Part-Time	9	9	9	9	--	--

Faculty / Name	Full-Time Part-Time	Fall 2018		Spring 2019		Summer 2019	
		Contact	Credit	Contact	Credit	Contact	Credit
Jeanine Callaway	Full-Time	18	18	18	18	9	9
Allyson Daly	Full-Time	18	18	18	18	N/A	N/A
Andrea Freile	Full-Time	18	18	16	16	3	3
Susana Garcia	Part-Time	10	8	15	12	N/A	N/A
Rebecca Hardin-Thrift	Full-Time	18	18	18	18	N/A	N/A
Bethanie Lister	Full-Time	20	16	20	16	N/A	N/A
Liz Meador	Part-Time	6	6	N/A	N/A	N/A	N/A
Ashley Merrill	Full-Time	9	9	12	12	N/A	N/A
Lisa Phelps	Full-Time	13	13	18	18	N/A	N/A
Joanna Pike	Part-Time	9	9	12	12	N/A	N/A
Rebekah Richard	Part-Time	N/A	N/A	6	6	N/A	N/A
Daniel Rollins	Full-Time	6	6	7	7	6	6
Paula Sauls	Part-Time	6	6	6	6	N/A	N/A
Tara Thompson	Part-Time	12	12	9	9	9	9
Dean Tuck	Full-Time	16	16	15	15	N/A	N/A
Deniz Tuck	Full-Time	15	15	13	13	6	6
Elizabeth Vick-Smith	Part-Time	6	6	6	6	N/A	N/A
Nevine Watkins	Part-Time	N/A	N/A	N/A	N/A	N/A	N/A
Jeff Williams	Full-Time	16	16	15	15	12	12
Anna Anaya-Vega	Full Time	18.75	15	17.5	14	8.75	7
Tammy Bishop	Full Time	12.5	10	12.5	10	8.75	7
Julie Faucette	Full Time	17	10	17	10		
Patricia Freemon	Full Time	21	18	14	12		
Brooks Horne	Full Time	6	4	6.25	5		
Charles Rouse	Full Time	16.25	13	15	12		
Lilian Speight	Full Time	10.5	9	14	12	10.5	9
Debra Curl	Part-Time	10	8	10	8	3	2
Margaret Drotzur	Part-Time	7	6	7	6		
Vince Huetter	Part-Time	11.25	9	7.5	6		
Meg Kidd	Part-Time	5	4	5	4	2.5	2
Gloria Siler	Part-Time	7.5	6	7.5	6	3.75	3
Joe Sutton	Part-Time	12.5	10	12.5	10	7.5	6
Christian Turnage	Part-Time	10.5	9	7	6		
Aletta Burton	Part-Time	5	4	5	4		
Cristian Laras	Part-Time	2.5	2				
Jocelynn Franklin	Part-Time	3.5	3				
Sheneka Lassister	Part-Time	2.5	2	5	4	2.5	2
Gerald Stroud	Part-Time	3.5	3				
Ralph Benedetto	Full-Time	16	15	14	11	9	8
Sondi Hoffman	Full-Time	18	12	18	12	12	8
Amy Cherry Millis	Full-Time	18	12	18	12	6	4
Michael Smith	Full-Time	18	12	18	12	12	8
Taylor Gray	Full-Time	24	16	18	12	0	0
Chris Boyd	Full-Time	15	12	18	12	0	0
Angela Swafford	Full-Time	18	12	18	12	0	0
Michael Eagen	Full-Time	18	12	17	12	11	7
Jamal Tayh	Full-Time	18	12	18	16	0	0

Lee Williams	Full-Time	18	12	21	16	12	8
Shere Myers	Part-Time	6	4	6	4	0	0
Dana Miller	Part-Time	12	8	12	8	0	0
Leah Heim	Part-Time	12	8	12	8	0	0
Laura R. Buddin	Full-Time	2	1	9	7	9	7
Katina Davis	Full-Time	18	14	19	15	15	12
Michael Dubrowsky	Full-Time	18	14	15	11		
Mary Felzer	Full-Time	20	16	19	15	5	4
Kelli Hamm	Full-Time	19	15	19	15	13	10
Rachel Mullins Holloman	Full-Time	19	15	20	16	13	10
Brooks Horne	Full-Time	17	13	18.25	14		
Patrick Jarrett	Full-Time/Part-Time	16	12	19	15	4	3
Elizabeth King	Full-Time	19	15	19	15		
Michael McKenna	Full-Time	19	15	20	16	5	4
Martha Welch	Full-Time	20	16	18	14	4	3
Mohammed Abdelrahman	Full-Time/Part-Time	17	12	15	12		
Shirley Boyd	Part-Time	5	4				
Christie Wuebbles	Part-Time	4	3				
Larry Stroud	Part-Time	10	8	5	4		
Annette Hawkins	Part-Time	4	3	5	4		
Benjamin Anderson	Full-Time and Part-Time	17	16	18	18	6	6
Melissa Asbun	Part-Time	3	3	6	6	--	--
Wallace Bateman	Part-Time	3	3	--	--	--	--
Soundra Beamon	Part-Time	9	9	6	6	--	--
William Brannon	Part-Time	9	9	9	9	--	--
Charlotte Brow	Full-Time and Part-Time	9	9	--	--	--	--
Arthur Brown	Part-Time	6	6	3	3	3	3
Randi Chalfant	Full-Time	--	--	--	--	--	--
Milton Clark	Part-Time	6	6	--	--	--	--
Meredith Colie	Part-Time	6	6	6	6	--	--
Bradley Collier	Full-Time and Part-Time	20	17	--	--	3	3
Aaron Cooley	Part-Time	3	3	9	9	3	3
David Craig	Full-Time	17	16	18	18	--	--
Steven-Michael Crowder	Part-Time	12	12	12	12	6	6
Rebecca Davis	Part-Time	--	--	--	--	--	--
Duane Everhart	Part-Time	--	--	--	--	6	6
Lauren Gaither	Part-Time	3	3	6	6	--	--
Mary Garrett	Full-Time	18	13	20	12	3	2
Charles Gilmore	Full-Time	12	8	12	8	8	7
Johnny Goode	Part-Time	--	--	--	--	--	--

Amy Graham	Full-Time	18	18	18	18	--	--
Bryan Harrell	Part-Time	--	--	--	--	--	--
Jimmy Harrell	Part-Time	3	3	--	--	3	3
Querida Hills	Part-Time	9	9	9	9	6	6
Joseph Hodges	Part-Time	--	--	6	6	--	--
Antonio Jackson	Part-Time	12	12	6	6	--	--
Brandon Jenkins	Full-Time	3	3	3	3	3	3
Jennifer Jundt	Part-Time	12	12	9	9	--	--
Patrick Keough	Part-Time	9	9	9	9	--	--
Emily Kerley	Part-Time	6	6	--	--	--	--
Dean Lawson	Full-Time	18	18	18	18	6	6
Akeem Lipford	Part-Time	--	--	12	12	3	3
Michael Mansfield	Part-Time	--	--	--	--	--	--
Chris McCallister	Part-Time	11	10	12	12	3	3
Sandra McClenny	Part-Time	9	5	9	6	--	--
Aaron Narron	Part-Time	3	3	3	3	--	--
Christine Nicodemus	Full-Time	--	--	9	9	6	6
Tracy Notley	Part-Time	3	3	3	3	--	--
Richard Proctor	Part-Time	3	3	3	3	3	3
Lynn Ragsdale	Part-Time	3	3	--	--	--	--
William Reboli	Full-Time	18	18	18	18	9	9
Monica Ruiz	Part-Time	3	3	9	9	--	--
Darris Sawyer	Part-Time	--	--	--	--	--	--
Elizabeth Saylor	Part-Time	--	--	--	--	--	--
Michael Saylor	Part-Time	9	9	9	9		
Norman Simmons	Full-Time	17	13	20	14	9	6
Charles Smith	Part-Time	9	9	9	9	--	--
Angela Waller	Full-Time	51	28	69	39	9	9
Rick Whaley	Part-Time	12	12	9	9	9	9
Benjamin Wooster	Part-Time	--	--	--	--	--	--
Brian Yarbrough	Part-Time	9	9	12	12	3	3

Faculty / Name	Full-Time Part-Time	Fall 2019		Spring 2020		Summer 2020	
		Contact	Credit	Contact	Credit	Contact	Credit
Jeanine Callaway	Full-Time	16	16	18	18	9	9
Allyson Daly	Full-Time	18	18	16	16	N/A	N/A
Andrea Freile	Full-Time	18	18	16	16	6	6
Susana Garcia	Part-Time	N/A	N/A	N/A	N/A	N/A	N/A
Rebecca Hardin-Thrift	Full-Time	16	16	18	18	N/A	N/A
Bethanie Lister	Full-Time	20	16	20	16	N/A	N/A
Liz Meador	Part-Time	N/A	N/A	N/A	N/A	N/A	N/A
Ashley Merrill	Full-Time	16	16	15	15	N/A	N/A
Lisa Phelps	Full-Time	18	18	16	16	N/A	N/A
Joanna Pike	Part-Time	9		6	6	N/A	N/A
Rebekah Richard	Part-Time	6	6	6	6	N/A	N/A
Daniel Rollins	Full-Time	9	9	9	9	6	6
Paula Sauls	Full-Time/Part-Time	9	9	9	9	N/A	N/A

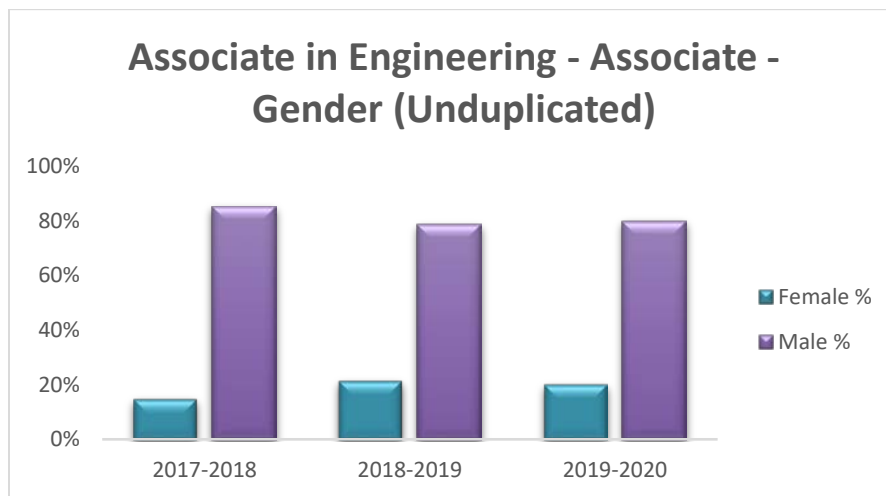
Tara Thompson	Part-Time	12	12	9	9	9	9
Dean Tuck	Full-Time	18	18	15	15	N/A	N/A
Deniz Tuck	Full-Time	15	15	9	9	9	9
Elizabeth Vick-Smith	Part-Time	6	6	3	3	N/A	N/A
Nevine Watkins	Part-Time	N/A	N/A	N/A	N/A	N/A	N/A
Jeff Williams	Full-Time	18	18	15	15	12	12
Anna Anaya-Vega	Full Time	18.75	15	15	12	11.25	9
Tammy Bishop	Full Time	12.5	10	12.5	10	5	4
Julie Faucette	Full Time	17	10	17	10	3	2
Patricia Freeman	Full Time	17	15	17	15		
Charles Rouse	Full Time	18.75	15	16.25	13		
Lilian Speight	Full Time	21	18	10.5	9	3.5	3
Debra Curl	Part-Time	10	8	10	8		
Meg Kidd	Part-Time	7.5	6	3.75	3		
Gloria Siler	Part-Time	2.5	2	7.5	6		
Joe Sutton	Part-Time	10	8	10	8		
Aletta Burton	Part-Time	5	4				
Sheneka Lassister	Part-Time	5	4	5	4		
Gerald Soud	Part-Time	3.5	3				
Joyce Cunningham	Part-Time	7.5	6	7.5	6		
Danielle Gentry	Part-Time	7	6	3.5	3		
Ralph Benedetto	Full-Time	17	11	14	12	9	8
Sondi Hoffman	Full-Time	18	16	18	12	12	8
Amy Cherry Millis	Full-Time	18	12	19	16	12	8
Michael Smith	Full-Time	24	18	18	16	15	12
Taylor Gray	Full-Time	15	15	18	12	0	0
Chris Boyd	Full-Time	18	12	18	12	0	0
Angela Swafford	Full-Time	18	12	12	12	0	0
Brian Duffy	Full-Time	17	12	17	12	11	8
Jamal Tayh	Full-Time	17	12	17	16	0	0
John Peters	Full-Time	12	16	21	16	12	8
Shere Myers	Part-Time	6	4	6	4	0	0
Dana Miller	Part-Time	12	8	12	8	0	0
Leah Heim	Part-Time	12	8	12	8	0	0
Laura R. Buddin	Full-Time	9	7	9	7	9	7
Katina Davis	Full-Time	19	15	17	13	14	11
Michael Dubrowsky	Full-Time	18	14	18	14		
Mary Felzer	Full-Time	17	13	19	15	4	3
Kelli Hamm	Full-Time	19	15	16	12	14	11
Rachel Mullins Holloman	Full-Time	16	12	18	12	13	9
Brooks Horne	Full-Time	16	12	16	12		
Patrick Jarrett	Full-Time/Part-Time	20	16	19	15		
Elizabeth King	Full-Time	18	14	18	13		
Michael McKenna	Full-Time	20	16	20	16		
Martha Welch	Full-Time	19	15	18	14	5	4
Sam Pouryoussefi	Full-Time			15	11	3	2

Mohammed Abdelrahman	Full-Time/Part-Time	3	2				
Gina Brann	Part-Time			4	3		
Shirley Boyd	Full-Time/Part-Time	5	4	5	4		
Larry Stroud	Full-Time/Part-Time	5	4	5	4		
Benjamin Anderson	Full-Time and Part-Time	18	18	18	16	6	6
Melissa Asbun	Part-Time	3	3	3	3	--	--
Wallace Bateman	Part-Time	--	--	--	--	--	--
Soundra Beamon	Part-Time	3	3	3	3	--	--
William Brannon	Part-Time	9	9	6	6	--	--
Charlotte Brow	Full-Time and Part-Time	--	--	6	6	--	--
Arthur Brown	Part-Time	6	6	--	--	--	--
Randi Chalfant	Full-Time	--	--	18	18	--	--
Milton Clark	Part-Time	--	--	--	--	--	--
Meredith Colie	Part-Time	9	9	6	6	--	--
Bradley Collier	Full-Time and Part-Time	6	6	--	--	3	3
Aaron Cooley	Part-Time	6	6	9	9	3	3
David Craig	Full-Time	18	18	18	18	--	--
Steven-Michael Crowder	Part-Time	12	12	12	12	12	12
Rebecca Davis	Part-Time	--	--	3	3	--	--
Duane Everhart	Part-Time	--	--	--	--	3	3
Lauren Gaither	Part-Time	6	6	3	3	--	--
Mary Garrett	Full-Time	21	13	20	17	3	2
Charles Gilmore	Full-Time	12	8	12	10	8	7
Johnny Goode	Part-Time	3	3	--	--	--	--
Amy Graham	Full-Time	21	19	21	21	--	--
Bryan Harrell	Part-Time	--	--	3	3	--	--
Jimmy Harrell	Part-Time	6	6	3	3	--	--
Querida Hills	Part-Time	9	9	6	6	3	3
Joseph Hodges	Part-Time	3	3	--	--	--	--
Antonio Jackson	Part-Time	12	12	6	6	3	3
Brandon Jenkins	Full-Time	3	3	3	3	3	3
Jennifer Jundt	Part-Time	9	9	3	3	3	3
Patrick Keough	Part-Time	9	9	9	9	--	--
Dean Lawson	Full-Time	18	16	18	18	9	9
Akeem Lipford	Part-Time	12	12	3	3	6	6
Michael Mansfield	Part-Time	6	6	3	3	--	--
Chris McCallister	Part-Time	9	9	12	12	9	9
Sandra McClenny	Part-Time	6	6	6	4	--	--

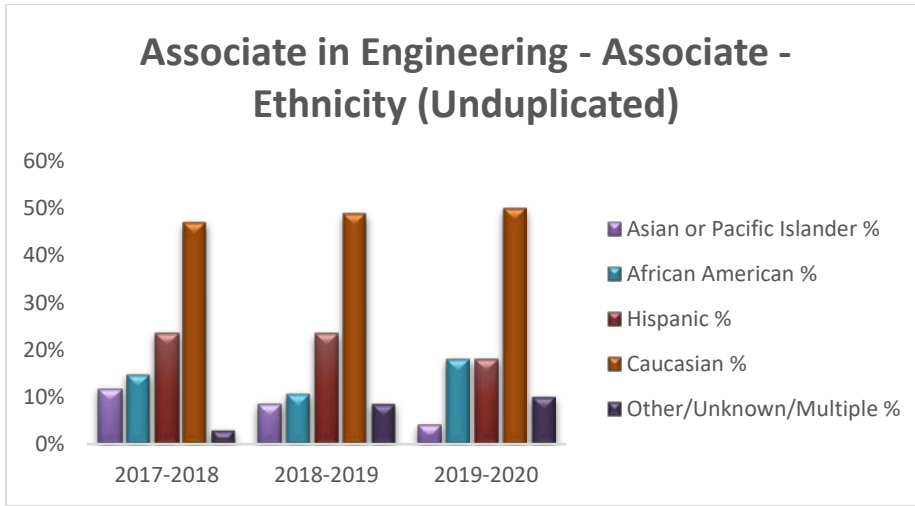
Aaron Narron	Part-Time	2	2	2	1	--	--
Christine Nicodemus	Full-Time	9	9	9	9	9	9
Tracy Notley	Part-Time	3	3	3	3	--	--
Richard Proctor	Part-Time	3	3	3	3	--	--
William Reboli	Full-Time	18	16	18	18	12	12
Monica Ruiz	Part-Time	9	7	4	2	--	--
Michael Saylor	Part-Time	9	9	3	3	--	--
Norman Simmons	Full-Time	23	15	20	13	9	9
Charles Smith	Part-Time	6	6	12	12	--	--
Angela Waller	Full-Time	45	27	63	36	9	9
Rick Whaley	Part-Time	6	6	12	12	--	--
Benjamin Wooster	Part-Time	--	--	--	--	3	3
Brian Yarbrough	Part-Time	6	6	12	12	--	--

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

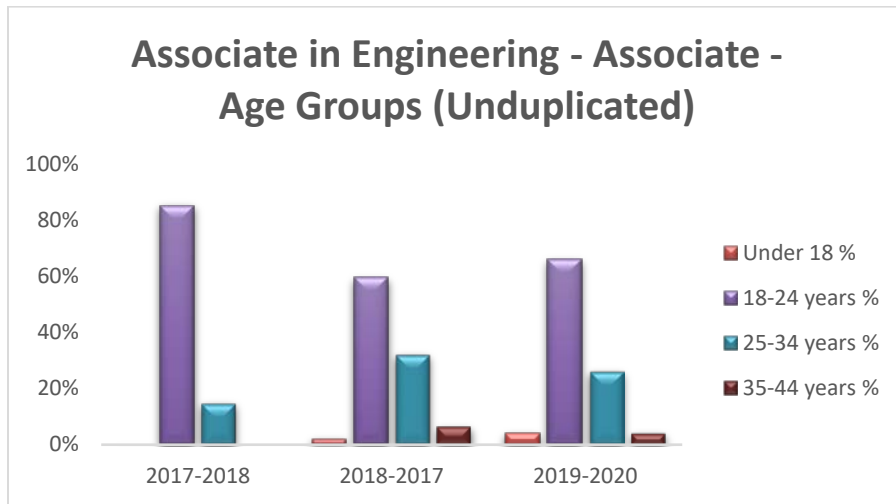
Gender (Associate - unduplicated) Academic Year – Fall, Spring, Summer						
Academic Year	Female		Male		Total	
	N	%	N	%	N	%
2017-2018	5	15%	29	85%	34	100%
2018-2019	10	21%	37	79%	47	100%
2019-2020	10	20%	40	80%	50	100%



Ethnicity (Associate – unduplicated) Academic Year – Fall, Spring, Summer														
Academic Year	American Indian		Asian or Pacific Islander		African American		Hispanic		Caucasian		Other / Unknown / Multiple		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
2017-18	0	0	4	12%	5	15%	8	24%	16	47%	1	3%	34	100%
2018-19	0	0	4	9%	5	11%	11	23%	23	49%	4	9%	47	100%
2019-20	0	0	2	4%	9	18%	9	18%	25	50%	5	10%	50	100%



Age (Associate – unduplicated) Academic Year – Fall, Spring, Summer												
Academic Year	Under 18		18-24 years		25-34 years		35-44 years		45 and older		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
2017-18	0	0%	29	85%	5	15%	0	0%	0	0%	34	100%
2018-19	1	2%	28	60%	15	32%	3	6%	0	0%	47	100%
2019-20	2	4%	33	66%	13	26%	2	4%	0	0%	50	100%



Provide narrative for analysis of student demographics. (How are you recruiting/retaining a diverse population of students? What are some ways you can increase student diversity in your program?)

The Associate in Engineering degree program, as part of the College Transfer Division, recruits across all public and private high schools in Wayne County. The Associate in Engineering’s student enrollment is similar to Wayne County’s population with African American student enrollment lagging when compared to Hispanic and Caucasian students. Hispanic student enrollment is greater than the county’s Hispanic population (12.4%). Our engineering population is mostly younger students in transition from high school to four-year universities. We find that traditional students who are older have valuable life and career experience to share with the younger students. We are recruiting via guidance counselors in the local high schools, mailings to the homes of local students, and

encouraging current Calculus I students to pursue higher level courses. Additionally, the engineering instructor is teaching some math classes to engineering students to encourage retention and support in the program. To increase diversity and enrollment, we will continue to reach out to the Wayne School of Engineering students and other dual-enrolled students in lower-level math classes such as MAT 171/172. In addition, the Associate in Engineering degree program has partnered with East Carolina University towards an NSF grant titled S-STEM. This partnership specifically targets first generation and minority students to award \$3,000 scholarships while at WCC and then possibly \$10,000 in scholarships at ECU.

Section 4: Program Outcomes

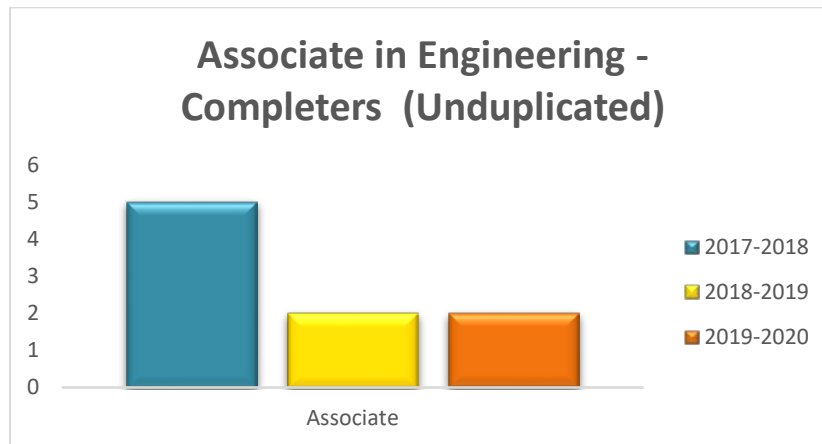
Outcome #1: Completers (*unduplicated*) (*Degree level, highest level of attainment*)

Baseline: 3 # (*Average of total completers for the last three years – 2017-18; 2018-19; 2019-20*)

Standard: 4 #

Target: 5 #

Number of Completers (<i>unduplicated</i>) – Graduation Year – Summer, Fall, Spring				
Graduation Year	Associate	Diploma	Certificate	Total
2017-2018	5			5
2018-2019	2			2
2019-2020	2			2



Provide narrative for analysis of completers. (*Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?)*

Some students elect to transfer to a four-year institution before completing all the math requirements for the AE degree. The AE students only need EGR 150 for the engineering portion of the AE degree. They need numerous MAT classes beyond Calculus I. Depending on whether they need 171/172 their first semester at WCC, completion can be negatively affected since those students typically begin their studies in the Associate in Science program so that financial aid will pay for their prerequisite courses such as MAT 171/172 prior to Calculus I.

2017-2018 had five completers which was by far the high mark during the last three academic years. This was likely an anomaly given that this was the first full year of the program with numerous students having already completely their math and science requirements while in the AS degree program.

Provide narrative for analysis of completer standard/target. *(Identify standard and target. Standard is the acceptable performance, which must be higher than the baseline; Target is the desired performance, which must be higher than the standard.)*

New completer standard and target was set based on the three-year baseline data from 2017-18, 2018-19 and 2019-20.

The standard has been set at 4 and the target at 5.

Identify Completer Action Items

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

Item	Action Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Collaboration with East Carolina University and the PIRATES scholarship program.	21-22	The PIRATES program allows WCC to provide five \$3,000 scholarships each academic year to students interested in engineering. Last year, WCC was only able to award three scholarships due to applicant's demonstrated unmet financial need and/or academic standing. This year WCC has a possible eight scholarships to award. The goal is to award all eight.
2	Collaboration between AE instructor and department chair for Mat 271, Mat 272, Mat 273 and Mat 285 in an effort to promote greater AE student completion of math sequence.	22-23	The mathematics department chair will work with the engineering instructor to teach more AE required MAT classes with cohorts of AE students.

Outcome #2: Retention

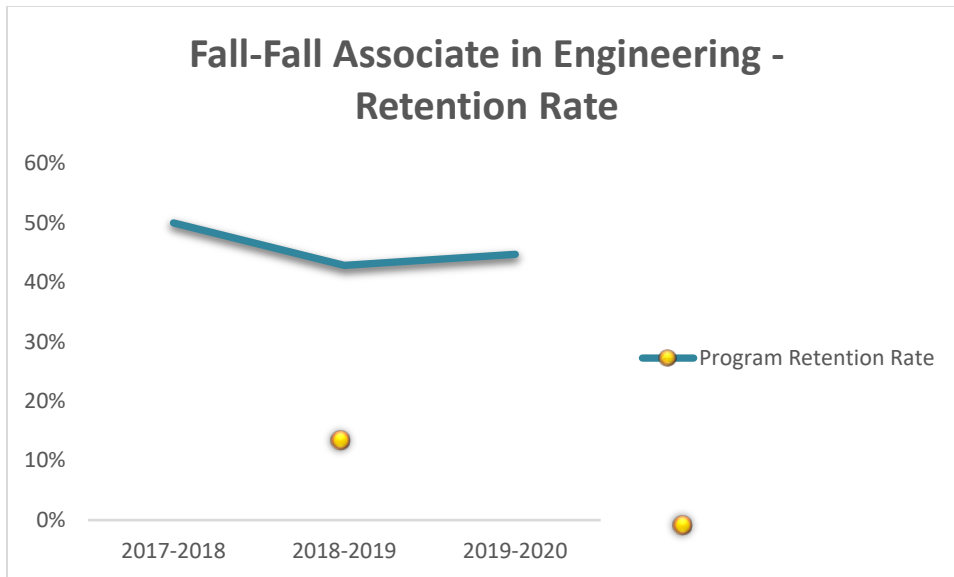
Baseline: 45.9 % (Average of last three years – 2017-18; 2018-19; 2019-20; fall-to-fall program retention)
Standard: 48 %
Target: 50 %

2020-2021 Action / Strategy Items: (carried forward outcomes)

Item #	Action / Strategy Items: (Actions / strategies identified in the 2019-20 program outcome assessment follow-up.)	Results / Use of Results: (Provide results of the action / strategy identified. Was the action / strategy successful? How do you know?)
1	The Arts & Sciences Division will continue implementing the OnPoint Student Success Based Advising Initiative.	During the fall 2020 and spring 2021 semesters, 13 QEP sections of ACA 122 were offered, which served 166 students total. At the conclusion of <i>OnPoint</i> , a total of 1,492 students will have been served. Based on the data currently available, students who participated in <i>OnPoint</i> earned a first semester GPA that was 0.118 higher than those students in the control cohort. Students who participated in <i>OnPoint</i> completed 96.3% of all the credit hours they attempted during their first three semesters enrolled at WCC. Of all the students who participated in <i>OnPoint</i> since the spring 2016 semester, 19% utilized the Academic Skills Center and 21% utilized Counseling Services during their first semester enrolled at WCC.
2	The Arts & Sciences Division will continue using Aviso Retention Software as part of OnPoint.	Between August 2020 and March 2021, a total of 5,093 early alerts were issued for students in the Arts & Sciences Division. Most of these early alerts (4,188) were automated early alerts related to attendance, lack of participation in Moodle, and having a course average lower than 70%. The rest of the alerts (905) were issued by faculty. In some cases, the automated alert that was issued for a student was also sent manually by a faculty member. For example, an automated alert may have been issued for a student who missed 3 class days but was also issued by the faculty member. This duplication of early alerts created problems for the achievement coaches. In some cases,

		<p>faculty members were not providing achievement coaches with enough detail when issuing an alert for a student. Faculty were also creating alerts for situations that the faculty member should be responsible for remedying (e.g. a student not completing the enrollment verification quiz and only have a day left to do so). Because of these issues, an early alert etiquette guide was created. The guide informs faculty of exactly what types of information that achievement coaches need and describes the duties of the achievement coaches upon receiving an early alert.</p>
3	<p>A Semester-to-Semester Persistence Risk Indicator will be added to Aviso Retention starting in the fall 2019 semester.</p>	<p>In the fall 2020 semester, there were 750 students in the Arts & Sciences Division who were categorized as either medium or high risk for not returning for the spring 2021 semester. Of these students, 512 (72%) did return for the spring 2021 semester. Of the 238 students who did not return for the spring 2021 semester, 8 completed a certificate, diploma, or degree. The students who returned for the spring 2021 semester finished the fall 2020 semester with an average GPA of 2.84. The students who did not return for the spring 2021 semester finished the fall 2020 semester with an average GPA of 2.5.</p>

Year (Fall to Fall)	Program Fall Enrollment Cohort	Program Completers	Program Retained	Program Stop Outs	Program Transfers	Program Retention Rate
Fall 2017-Fall 2018	22	4	7	10	1	50.0%
Fall 2018-Fall 2019	28	2	10	16	0	42.9%
Fall 2019-Fall 2020	38	1	16	18	3	44.7%



Provide narrative for analysis of program retention data. *(Based on the data, provide a narrative of your analysis of fall-to-fall retention. Indicate factors that may have affected your retention. State any changes you plan to make to improve retention.)*

The very nature of college transfer degrees promotes transfer to a 4-year college/university. With the increase in Career & College Promise (CCP) enrollment, a larger percentage of our students arrive at WCC already possessing college credits. Furthermore, as part of the CCP program, 100% of available credits to participants are Universal General Education Transfer Courses (UGETC). The current Comprehensive Articulation Agreement (CAA) favorably supports early transfer given that the first 30 hours of education credit are all UGETC courses. Once any AE student has completed the “first 30” transfer becomes much less cumbersome. Furthermore, the College Transfer Student Success performance measure has been revised to specifically measure whether students are transferring. Arts & Sciences has addressed retention through the implementation of our last Quality Enhancement Plan (QEP) and with the addition of Retention Software (Aviso).

The Associate in Engineering degree program is academically rigorous and very restrictive regarding the classes students can take. EGR 150 is the only required EGR course. Other EGR courses available to students such as statics and dynamics are only considered elective hours. Thus far, many AE students choose to transfer prior to graduation to begin specialty EGR courses that we do not offer here nor have the lab space to do so.

Provide narrative for analysis of program retention standard/target. *(Identify standard and target. Standard is the acceptable performance, which must be higher than the baseline; Target is the desired performance, which must be higher than the standard.)*

New program retention standard and target was set based on the three-year baseline data from 2017-18, 2018-19, and 2019-20 fall to fall retention.

The standard has been set at 48% and the target at 50%.

Identify Retention Action Items

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

Item	Action Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Collaborate with WCC's Title III grant initiative/Achievement Coaches to increase student retention rates in the AE degree program. *This also aligns with goal 2, objective 5 of the Title III grant.	This Title III grant is ongoing, but data will be reviewed again in April 2022.	1. Increase the number of faculty-initiated alerts for struggling students. 2. Increase the number of student-initiated visits to their respective Achievement Coach. (There is no current data collected specific to the AE degree program or college transfer. The grant coordinator will begin collecting this data during 2021-2022.)
2	Collaborate with WCC's Title III grant initiative/Achievement Coaches to increase AE student usage of the Academic Skills Center. This also aligns with the goal 1, objective 1 of the Title III grant.	This Title III grant is ongoing, but data will be reviewed again in April 2022.	1. Increase in number of students who utilize the Academic Skills Center. (There is no current data collected specific to the AE degree program or college transfer. The grant coordinator will begin collecting this data during 2021-2022.)

Outcome #3: Program Success Rate (all delivery methods)

(Duplicated based on number of courses taken by students in the program.) (Program Success Rate tab)

Baseline: 72 % *(Average program success students for the last three years – 2017-18; 2018-19; 2019-20)*

Standard: 73 %

Target: 75 %

Academic Year Fall, Spring, Summer	Program Enrolled Students	Program Success Students	Program Success Rate
2017-2018	172	130	76%
2018-2019	191	138	72%
2019-2020	247	174	70%

Provide narrative for analysis of student success in program courses. *(Are students more successful in program courses in face-to-face, online, hybrid, or blended methods of course delivery? Do you plan to make any changes to course offerings based upon your analysis of the data?)*

Across all modalities (face-to-face, hybrid, & online), Associate in Engineering students perform similarly with the largest population of students taking face to face classes. Certain disciplines within the AE degree are more conducive to face to face or hybrid instruction such as math and science and the requirement for lab hours. The AE degree program offers a diverse number of courses across all three modalities, including evening classes on the main campus and at Seymour Johnson Air Force Base. Very few classes are only offered in one modality with the exception being some science courses and disciplines taught exclusively by adjuncts, which are very few.

Provide narrative for analysis of student success in program courses standard/target. (*Identify standard and target. Standard is the acceptable performance, which must be higher than the baseline; Target is the desired performance, which must be higher than the standard.*)

New program success rate standard and target was set based on the three-year baseline data from 2017-18, 2018-19, and 2019-20.

The standard has been set at 73% and the target at 75%.

Identify Student Success in Program Courses Action Items

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

Item	Action Items (<i>Identify action items as a result of your program outcome assessment.</i>)	Target Date (<i>Identify your projected target date for completion of action items.</i>)	Assessment of Action Items (<i>How will you assess the results of action items?)</i>
1	Collaborate with WCC's Title III grant initiative/Achievement Coaches to increase student success rates in the AE degree program. *This also aligns with goal 2, objective 5 of the Title III grant.	This Title III grant is ongoing, but data will be reviewed again in April 2022.	1. Increase the number of faculty-initiated alerts for struggling students. 2. Increase the number of student-initiated visits to their respective Achievement Coach. (There is no current data collected specific to the AE degree program or college transfer. The grant coordinator will begin collecting this data during 2021-2022.)
2	The AE instructor will assist with ensuring that AE students are taking the proper math and physics sequences and enrolling in the appropriate courses for subsequent semesters.	Ongoing	Increase the number of AE students that enroll in MAT 271, 272, 273 and PHY 251, 252.

Outcome #4: College Transfer Performance (NCCCS Performance Measure)

Baselines were set based upon WCC's average college performance of the measure. Standards and targets were set using WCC's performance of the NCCCS Performance Measure results and are the same as those set in the WCC Strategic Plan for Institutional Effectiveness.

Baseline: 87.4% (2015-16 = 84%; 2016-17 = 89%; 2017-18 = 89.2%)

Standard: 89%

Target: 91%

2020-2021 Action / Strategy Items:

Item #	Action / Strategy Items: (<i>Actions / strategies identified in the 2019-20 Performance Measure Year-End Report.</i>)	Results / Use of Results: (<i>Provide results of the action / strategy identified. Was the action / strategy successful? How do you know?)</i>

1	The Arts & Sciences Division will conclude the implementation of the OnPoint Student Success Based Advising Initiative as part of the QEP. <i>(Performance Measures Year-End Report)</i>	During the fall 2020 and spring 2021 semesters, 13 QEP sections of ACA 122 were offered, which served 166 students total. At the conclusion of <i>OnPoint</i> , a total of 1,492 students will have been served. Based on the data currently available, students who participated in <i>OnPoint</i> earned a first semester GPA that was 0.118 higher than those students in the control cohort. Students who participated in <i>OnPoint</i> completed 96.3% of all the credit hours they attempted during their first three semesters enrolled at WCC. Of all the students who participated in <i>OnPoint</i> since the spring 2016 semester, 19% utilized the Academic Skills Center and 21% utilized Counseling Services during their first semester enrolled at WCC.
2	The Arts & Sciences Division will continue with the implementation of Aviso Retention Software. <i>(Performance Measures Year-End Report)</i>	<p>Between August 2020 and March 2021, a total of 5,093 early alerts were issued for students in the Arts & Sciences Division. Most of these early alerts (4,188) were automated early alerts related to attendance, lack of participation in Moodle, and having a course average lower than 70%. The rest of the alerts (905) were issued by faculty.</p> <p>In some cases, the automated alert that was issued for a student was also sent manually by a faculty member. For example, an automated alert may have been issued for a student who missed 3 class days but was also issued by the faculty member. This duplication of early alerts created problems for the achievement coaches. In some cases, faculty members were not providing achievement coaches with enough detail when issuing an alert for a student. Faculty were also creating alerts for situations that the faculty member should be responsible for remedying (e.g. a student not completing the enrollment verification quiz and only have a day left to do so). Because of these issues, an early alert etiquette guide was created. The guide informs faculty of exactly what types of</p>

		information that achievement coaches need and describes the duties of the achievement coaches upon receiving an early alert.
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Year	30 + Hours			Assoc Degree Recipient			Total		
	#	# / % Ret	% Persist	#	# / % Ret	% Persist	#	# / % Ret	% Persist
2014-15	56	43 / 77%	77%	138	120 / 87%	87%	194	163 / 84.0%	84.0%
2015-16	49	35 / 71%	71%	142	118 / 83%	83%	191	153 / 80.1%	80.1%
2016-17	111	95 / 86%	86%	123	113 / 92%	92%	234	208 / 88.9%	88.9%
2017-18	124	109 / 88%	88%	163	147 / 90%	90%	287	256 / 89.2%	89.2%

Source: NCCCS Performance Measures for Student Success Report

Provide narrative for analysis of college transfer performance. *(Based on the performance measure data, provide a narrative of your analysis of college transfer performance. Are you satisfied with your performance? State any changes you plan to make for continuous improvement.)*

Overall, we are pleased with our College Transfer Performance measures. Overall, our 89.2% was only .2% points from meeting the system wide excellence standard of 89.4%. Furthermore, 88% of WCC students who completed 30 or more hours prior to transfer subsequently enrolled at a four-year university or college the following fall. Likewise, 90% of WCC students who earned an associate degree subsequently enrolled at a four-year university or college the following fall. Both of these benchmarks were above the system wide averages for all NCCCS institutions. As we are nearing the completion of our QEP, OnPoint Student Success Based Advising Initiative, we continue to believe that the modification of ACA 122, both at the system level and institutional level, has placed greater emphasis on academic planning and having students explore their academic goals and career aspirations. The data continues to show us that students who graduate with a two-year degree are more likely to persist at the four-year level.

Provide narrative for analysis of college transfer performance standard/target. *(Standards and targets were set using WCC's performance of the NCCCS Performance Measure results and are the same as those set in the WCC Strategic Plan for Institutional Effectiveness.)*

Baselines were set based upon WCC's average college performance of the measure. Standards and targets were set using WCC's performance of the NCCCS Performance Measure results and are the same as those set in the WCC Strategic Plan for Institutional Effectiveness.

The standard has been set at 89% and the target at 91%.

Identify College Transfer Performance Action Items

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

Item	Action Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Students enrolled in ACA 122 will create an academic transfer plan designed to ensure transfer to a four-year college or university.	This will happen concurrently each academic semester.	100% of students who complete an ACA 122 course will create an academic transfer plan as part of their course objectives.
2	Provide greater opportunities for students to be exposed to college and university representatives through regular visits to WCC.	Ongoing and as allowed due to COVID restrictions.	The College Transfer Advising Center will be responsible for scheduling visits with college and university representatives.

Section 5: Other Assessments

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

Not applicable.

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

Not applicable.

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

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

Item	Action Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Not applicable.		

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

Language & Communication Department

As an ongoing action plan instituted to enhance our English Performance Measure, English faculty members may request computer lab classrooms in which to teach English 111. During this period of review, these requests have been satisfied. We are concerned, however, that growth in technical programs that also require such classrooms may cause insufficient availability for our instructors.

Science Department

Lab space is at a premium and the lab spaces were not optimally designed in the first place. Holly 218 (lab used for General Chemistry II and Organic Chemistry) and Holly 217 (lab used for microbiology) are too small. New lab spaces for these courses are needed and a second lab space for Anatomy and Physiology would also be useful.

Humanities, Fine Arts, and Social Sciences

The HUM/SS/FA Department holds most of its classes in the Azalea building. These classrooms are adequate for seating the department's classes that have a capacity of thirty-five.

One discipline (economics) frequently holds class in the Spruce building. This is because there are not enough classrooms in the Azalea building during peak times. The Spruce classrooms limit enrollment in ECO classes to 28 or fewer students. Fortunately, it is rare for seated ECO courses to exceed this number.

Two disciplines (Music and Art) are held in the Dogwood building. The MUS classes have adequate space and storage for current needs. However, the new instructor notes that as she tries to build the AFA program, she will need the room more often. (See below noting room conflicts with two other departments. Also, there is talk of more college administrator meetings happening in that room since the renovation mentioned in the previous program review, which could cause additional conflicts.) Regarding ART courses, studio classes for drawing, painting and design are popular and the ART room is frequently filled to capacity (and allows for very few students under COVID restrictions). If there is an opportunity for a larger space for this program, it should be explored.

Because the available classrooms are limited for the division's Language and Communication and Math Departments, those departments must occasionally use the rooms in AZA and/or the music room. It is apparent when creating our schedules that there is a dire need for more classrooms on campus; use of the music room should be minimized by other disciplines whenever possible.

Although not a capacity issue, it might be noted that the fitness center is also located in Azalea. The center is noisy and flanked by classrooms. The dropping of weights and use of other equipment can be heard through the walls when in use. Further, the fitness center has no room for floor exercise classes such as Yoga (PED 122). Those classes have to be held in the Moffitt Auditorium on the stage because there is not adequate space on campus.

In addition to limited class space, office space is at a premium. Four of the department's eleven faculty members must share an office with another faculty member. When our virtual full-time instructor returns, it would make 6 of 11 faculty members sharing. When the new automotive building opened in 2019, one additional office became available to our department. It has been earmarked as a shared (among all third floor Azalea programs) adjunct office, as those adjuncts previously had no space of their own for computing, printing, and meeting with students. Due to COVID, its conversion was halted.

Math Department

As currently constructed, the facilities for mathematics and engineering are adequate. The same facility concerns present in the other college transfer programs exist in the AE degree as well. There are currently no designated classrooms/labs for PHY 251/252 or any of our EGR courses such as 150, 220, 225.

Academic Foundations

Classroom space is adequate at this time.

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

Yes, academic and student support services are largely adequate for our program. The College Transfer Advising Center is part of the College Transfer Division and supports the advising and registration activities of students and faculty.

Planning Objectives (2017-18; 2018-19; 2019-20 – Fiscal Year, July 1-June 30)

Provide a summary of planning objectives submitted for the last three years, including the use of results of the planning objectives in the table provided.

Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Program	Objective(s) Submitted	Use of Results
2017-18	1) Humanities, Social Sciences, and Fine Arts 2) Mathematics 3) Humanities, Social Sciences, and Fine Arts 4) Science	1) Fitness Center (AZA 208 and 209) needs temperature regulation for student satisfaction (Approved) 2) Mobile computer cart with 24 laptop computers and a wireless printer (Approved) 3) Update AZA 335 (Conference Room) with Dell Optiplex 7440 AIO computer and LCD projector (IT Plan upgrades) 4) Two Mel-Temp temperature measuring devices (Approved)	1) The fans have been used as needed to keep air moving. The test will be this summer when the fitness center is the most uncomfortable. They were installed in March 2018. 2) Students have access to computer and the internet during class time to engage in mathematical activities under the instruction of assigned professor. 3) The technology upgrades requested in this objective has been included in Information Technologies listing for conference room technology upgrades. Technology upgrades included in IT's plans for replacements and additions. 4) The equipment is in use in the labs and has allowed the students to perform new lab work that was previously impossible.
2018-19	1) Mathematics – Engineering 2) Science 3) Humanities, Social Sciences, and Fine Arts 4) Academic Foundations	1) The clicking point, mobile view and exam view by turning technologies response solutions systems (Approved) 2) Scantron Score Scanner (Not approved) 3) iWorx TA Psychological Physiology Teaching Kit (Not approved)	1) This purchase will impact over 20 sections of mathematics. Informal assessment to date shows positive student response. Use of informal assessments in classroom has increased via clicker technology. 2) Not approved for funding. No action required. 3) Not approved for funding. Objective will be submitted in

		4) Replacement Symposium units in WLC 202, 203, 204, 206, 207, 208, 209, and 210 (Not approved)	the 2019-20 Plan/Budget for consideration. 4) Not approved for funding. No action required.
2019-20	1) Humanities, Social Sciences, and Fine Arts 2) Science	1) iWorx TA Psychological Physiology Teaching Kit (Approved) 2) Vernier LabQuest 2, and associated probes (Approved)	1) Approved for funding. Carry forward to the 2020-21 Plan to report status and assess the planning objective. 2) Approved for funding. Carry forward to the 2020-21 Plan to report status and assess the planning objective.

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

The College Transfer Division which houses the AA degree employs 51 full-time faculty and 35-40 adjunct faculty. Each faculty member has a graduate degree and 18 graduate hours in their respective discipline. Our faculty members have a wide range of professional and/or educational experiences. In addition to their classroom expertise, our faculty involve themselves and our students in activities outside the classroom. From our students having artwork displayed at the North Carolina Legislative Building to student, faculty, staff, and community choir collaborations to science faculty participating in National Science Foundation activities, our faculty work hard to help our students meet their academic goals. Aside from our faculty, the Arts & Sciences Division (College Transfer) have tremendous partnerships with colleges and four-year universities. The partnerships include East Carolina University's "Pirate Promise", Fayetteville State University's "10K Degree Pathway", University of North Carolina Wilmington's "Pathway to Excellence Program", and the University of North Carolina Pembroke's "BraveStep" to name a few. Most recently the AE degree program partnered with East Carolina University's NSF grant opportunity "The PIRATES Program." PIRATES stands for Providing Inclusive Residential and Transfer Experience Scholarships. This program allows WCC to award five scholarships per year to first time college students who have demonstrated financial need. These same students are also eligible to transfer to ECU and receive an additional \$10,000 in scholarships.

The greatest weakness of the program has been the ability to recruit and retain qualified faculty. Our first full-time engineering faculty member left after two years. Their departure resulted in a failed search attempt. Most recently, a search resulted in the hiring of a highly qualified engineering faculty member. They have a Ph.D in aerospace engineering and can teach advanced mathematics.

There is tremendous opportunity in the fields of engineering. Programs such as ECU's PIRATES Program provide us with quality university collaboration and transfer opportunities. Additionally, having ECU nearby provides our students with a closer to home option. As part of a Title III grant initiative, the college employs six achievement coaches to help improve student success, retention, and completion using faculty initiated "Early Alerts" and direct communication between the coaches and students. The Arts & Sciences Division have two coaches specifically assigned to students with last names A-M and N-Z. Additionally, the college employs a full-time Minority Male Success Coach who works to engage and retain some of the college's most at-risk students.

Wayne Community took advantage of the opportunity to teach courses for Lenoir Community College in DFT 170 and EGR 150. The courses were taught for Wayne Community College students face-to-face and Lenoir Community College students via Collaborate. While no funding was provided to WCC, it allowed for the formation of a partnership and extension of good will.

Listed below are the individual strengths, weaknesses, and opportunities of the five academic departments within Arts & Sciences.

Language and Communication: The greatest strength of the department is the outstanding full-time and adjunct faculty members who provide instruction to a wide range of students. Faculty members are knowledgeable and compassionate teachers who are focused on student success. Another strength is faculty flexibility. All English instructors can teach on multiple platforms and can provide instruction on every English course offered in our catalogue. The same goes for the Communications and Foreign Language instructors who offer diverse courses in their fields. The camaraderie among Language and Communication faculty is also outstanding as instructors enjoy each other's company and support their peers' efforts to be successful.

While the department chair and members of the faculty have done a better job communicating with each other on matters concerning performance, there are times when more faculty input is necessary in such areas as textbook selection and class scheduling.

While faculty members are strong classroom teachers, there is still fertile ground for expanding extra-curricular opportunities outside the classrooms. The faculty is comprised of extremely creative people who could put their talents to greater use, especially in the fine arts, to expand the college's learning culture.

Humanities, Fine Arts, & Social Science: The department's faculty and staff are its largest strength. Many of both our full- and part- time faculty eagerly volunteered to revamp their courses to meet the standards of WCC's new Global Distinctions program, demonstrating their commitment to the institution's mission. Many of the full-time faculty, particularly the new hires, are members of professional associations related to their fields and regularly participate in professional development. Two full-time faculty regularly design study abroad opportunities for WCC students and community members. Our art instructor is frequently finding recognition opportunities for her students and the college (e.g., the NC Troopers Association Caisson Unit, displays at local venues and in the state legislative building), and our new music instructor—despite starting the semester that COVID struck—has managed to arrange and edit multiple virtual choral ensembles. Further, both a faculty member (psychology) and a staff member (administrative assistant) from the department won college level awards for excellence during this review period.

The biggest weaknesses of the department are its size and its reliance on part-time, online instructors. Further, if faculty are going to continue to be used as advisors/registrants after the QEP, more training is needed, especially after the recent shift to RISE and Self-Service (the new advising platform).

Opportunities for the department include music's collaboration with the business division, the art instructor's drive to have WCC art students' work displayed in Washington DC, and a closer relationship with the advising center.

An additional opportunity would be dividing the department in two. Doing so would make providing leadership, evaluating faculty, hearing student concerns, and reviewing course shells and syllabi (the latter of which averaged around 275 each, per year during this review cycle) more manageable. It could also help prevent burnout and provide more opportunity for innovation and leadership for the college.

Academic Foundations: The strength of our department is the passion and dedication of the faculty and staff.

The weakness within the Academic Foundations department is also our greatest opportunity. With the restructure of developmental education statewide and the addition of Achievement Coaches we are in a great position to expand our connections with students. Our weakness lies in that we have not found the right strategies that will facilitate success and retention in these new structures, but we are taking this time to develop, test, and implement strategies that work.

Math Department: Math and engineering faculty members have tremendous content knowledge and Pedagogy skills. The department also does an excellent job of working collaboratively on curriculum development.

A lack of dedicated classroom space continues to be problematic. The math department shares classrooms with WEMCHS on the second floor of the Dogwood Building. There are available rooms until 11:00am, after that the task of finding classrooms with appropriate software becomes difficult. Courses such as MAT 171 are offered every hour of every day through 3:00pm.

Opportunities exist for the math department to develop stronger relationships with local high schools to increase enrollment and success of dual enrolled students in math classes. Continued collaboration between gateway math and co-requisite math instructors within department for curriculum development and student access. Provide liaison opportunities for AE faculty and math faculty to increase AE student degree completion.

Science: The greatest strength of the science department is its faculty. We have instructors who are well versed in their respective disciplines and who are dedicated to providing students with the best possible education. Our second greatest strength is the fact that we have modern and cutting-edge equipment that we can use in our classes.

The greatest weakness of the science department is our facilities, particularly lab space and in-lab storage space. Since our lab rooms must double as classrooms, that further limits us. In particular, the CHM II/organic lab and the Microbiology labs are too small.

The greatest opportunity the science department has is to increase interaction with other departments and other schools. Partnerships between departments and schools provide greater access for more students to various disciplines that they might not otherwise have access to. As a current example, members of the science department have taught forensic chemistry and biology classes for Criminal Justice programs, providing those students with experiences that the CJ program instructors could not. Partnerships with other schools – virtual classes, team taught classes, could provide further experiences that would benefit the students of both departments or institutions.

Section 6: Outcomes Follow-Up and Approvals

Outcomes follow-up (year-end report) to be addressed spring semester following review year (2021-22 and 2022-23).

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

Dr. Brandon Jenkins – Dean for Arts & Sciences

Dr. Daniel Rollins – Department Chair for Language & Communication

Laura Buddin – Department Chair for Mathematics

Christine Nicodemus – Department Chair for Humanities, Fine Arts, & Social Sciences

Dr. Tammy Bishop – Department Chair for Academic Foundations

Ralph Benedetto – Department Chair for Science

Approvals

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

Dean, Director, or AVP / Date: Brandon Jenkins 5/13/2021

IE Acceptance / Date: Dorothy Moore 5/11/2021

Administrator Approval / Date: Patty Pfeiffer 5/13/2021