

**Wayne Community College
Program Review – 2021-2022**

Name of Program: Associate in Science in Teachers Preparation

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 Science in Teacher Preparation Degree Program is to offer the academic requirements necessary to complete an Associate in Science in Teacher Preparation Degree, as well as prepare students for transfer to a four-year institution.

Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.

No change is needed at this time in the mission statement.

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

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

The Associate in Science Teacher Preparation degree program is part of the College Transfer Division at Wayne Community College, which is an open-door admissions community college. (Goal 1) 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 Science Teacher Preparation degree program and College Transfer Division through the diverse faculty and educational opportunities, both inside and out of the classroom, are 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 Science Teacher Preparation 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 primarily attached to the College Transfer Division, which includes the Associate in Science Teacher Preparation; 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 for these three measures. (Goal 4)

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

Program Type (Associate, Diploma, Certificate, or Pathway)	Program Title
Associate	Associate in Science Teacher Preparation
Pathway	Associate in Arts Teacher Preparation Pathway

Activities to ensure program is current (2019-20; 2020-21; 2021-22 – Academic Year, Fall, Spring, Summer)

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

ASTP Curriculum Changes	Date – Updated / Revised / Deleted
New ASTP Program	Spring 2021 – New Program
New ASTP Pathway – Career and College Promise	Spring 2021 – New Pathway
Acceptance of Articulated Credit from HS Courses	Spring 2021 - Deleted
ACA 122 – College Transfer Success	Fall 2021 – Revised per NCCCS Memo (7/6/2020)
MAT 143 – Quantitative Literacy	Fall 2022 – Updated
MAT 152 – Statistics	Fall 2022 – Updated
MAT 171 – Precalculus Algebra	Fall 2022 – Updated
SPA 281 – Spanish Lab 3	Fall 2022 – Updated
SPA 282 – Spanish Lab 4	Fall 2022 – 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?)

This program was created at the NCCCS level and implemented Spring 2021 at WCC. We have explored transfer options in the area for ASTP majors to four-year universities, reviewed courses to prioritize, and researched requirements for teaching licensure and preparation. Additionally, changes were made to reflect the RISE initiative from the NCCCS.

Advisory Committee: dates, summary of minutes, activities (2019-20; 2020-21; 2021-22 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2019-2020	1/25/2019; 3/20/2020	In the fall, we 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, addressed concerns regarding transcript delivery. In the spring, we 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.

2020-2021	12/08/2020	The new AATP and ASTP programs were introduced for students interested in teacher preparation. The National University partnership was introduced by K. Denny. The S-Stem grant with ECU for AE majors was reviewed by L. Buddin. ECU partnership Teach was reviewed. Six CT pathways for CCP and 52 for CTE were reviewed by L. Waller. T. Bishop explained the coaching initiative funded by Title III grant. A. Daly discussed the global/worldview program at WCC and UNC-CH.
2021-2022	11/29/2021	We highlighted the many opportunities WCC offered high school students and graduates. E. Byrd discussed the bison Benefit scholarship. Lynn Mooring reviewed the ECU Partnership Teach. Laura Buddin and VP Brandon Jenkins used the WCC website to explain partnerships with ECU (Pirate Promise), FSY (\$10K pathway), NC Wesleyan (Wesleyan works), NCSU (C3 military connect), UMO (Trojan alliance), WGU and UNC Pembroke (Brave step). Lorie Waller answered questions about CCP/CTE.

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

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

There is a tremendous need for teachers statewide and nationwide due to retirements and early exodus due to the pandemic. As we work with WCPS to create a pipeline for students to become local educators, we envision growth of the AATP/ASTP program at WCC. A joint team of administrators from WCPS, WCC and UMO have worked for one year, 2021-2022, to create a pipeline for Wayne County students to become Wayne County teachers. This program is applicable for transfer students to any four-year institution utilizing the WCPS and WCC prior to transfer. Additionally, NCCCS and NC DPI are working on a joint effort for Residency Licensure Certification to increase the number of teachers.

Section 2: Program Outcomes**Outcome #1: Enrollment (unduplicated)**

Baseline: N/A # (Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21)
Unable to set baseline, new program 2020-21; Baseline will be established when 3 years of program data is achieved.

Standard: 3 #

Target: 5 #

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2018-2019	0
2019-2020	0
2020-2021	0

Disaggregated data for Course Success Rates by Ethnicity, Gender, and Age are not available.

No data available. This is a new program with three students enrolled in the year 2021-2022.

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

No data available, new program 2020-21.

Identify Enrollment Action Items

Item	Action Items (What actions can be taken to increase enrollment in your program?)	Assessment of Action Items (How will you assess the results of action items?)
1	Partnership Teach	ECU offers a seamless partnership and funding with a on campus Liaison for student access. Data will be collected to show our transfer enrollment at the university.
2	Teacher Cadets Program in WCPS will lead to growth in ASTP.	The Dean of Arts and Sciences, the College Transfer Advising Center Director and VP of Academic affairs have engaged in meetings with WCPS to support the startup of a teacher cadet program that will lead into AATP. We are creating pathways to AATP/ASTP that begin in grade 11 of high school. Data will be collected at WCC on the program.

Outcome #2: Retention

Baseline: N/A % (Average of last three years – 2018-19; 2019-20; 2020-21; program retention)
Unable to set baseline, new program 2020-21; Baseline will be established when 3 years of program data is achieved.

Standard: 20 %

Target: 25 %

Year	Program Retention Rate
2018-2019	NA
2019-2020	NA
2020-2021	NA

Disaggregated data for Retention by Ethnicity, Gender, and Age are not available.

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

No data available, new program 2020-21.

Identify Retention Action Items

Item	Action Items (What actions can be taken to increase program retention?)	Assessment of Action Items (How will you assess the results of action items?)
1	Advise students interested in teaching using the new appointment scheduling software in CTAC.	CTAC data included in the service review
2	Seek approval from curriculum council to provide the EDU electives (14 sh) required: EDU 187, EDU 216, EDU 250, EDU 279. Seek faculty with credential to implement.	Data on enrollment will be monitored via IE

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

Baseline: N/A # (Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)
Unable to set baseline, new program 2020-21; Baseline will be established when 3 years of program data is achieved.

Standard: 3 #

Target: 5 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2019-2020	NA
2020-2021	NA
2021-2022	NA

Disaggregated data for Completers by Ethnicity, Gender, and Age are not available.

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?)

No data available, new program 2020-21.

Identify Completer Action Items

Item	Action Items (What actions can be taken to increase student completion in your program?)	Assessment of Action Items (How will you assess the results of action items?)
1	Coaches, advisors and instructors will reach out to students who are underperforming academically to promote retention.	Completion data from the Office of Institutional Effectiveness will show # of completers.

Section 3: Other Assessments

Do you use other methods of assessment to evaluate the effectiveness of your program, to include surveys, self-assessments, student licensure/certification, or third-party credentials?. If so, please explain how information collected from the(se) assessments can be used to improve the program.)

Once the students get to the university level, they will take the Praxis exam. At WCC we currently offer one EDU course to help students prepare for licensure. PLO assessments are done on a rotating three-year plan. That data is used to help determine areas of strengths, weaknesses and opportunities for each program.

Planning Objectives (2019-20; 2020-21; 2021-22 – Fiscal Year, July 1-June 30)

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

Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2019-20	No planning objectives submitted.	Not applicable.
2020-21	No planning objectives submitted.	Not applicable.
2021-22	No planning objectives submitted.	Not applicable.

What planning objectives (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Justify the need.

Any needs for ASTP will be met through the Arts & Sciences budgeting process within the respective departments or service areas.

What positions (faculty and/or staff) do you anticipate needing over the next three years? Justify the need.

AATP/ASTP students are enrolled in the same courses as AA/AS except for the EDU courses. We do not anticipate new positions needed for AATP/ASTP. Any new EDU instructors would be adjuncts. It is anticipated that WCC will need to consider a new department, Education, to combine AATP/ASTP students with the Educator Preparation program (lateral entry) students and early childhood (currently housed in Public Services.) This would mean a new department within Arts and Sciences with a department chair, instructors and several coaches.

As the teacher prep program grows, we anticipate the need for a full-time staff member in the CTAC (currently part-time position) and a department chair for Education and coaches (per EPP guidelines.)

Provide narrative for your program facility needs over the next three years. If facilities are adequate, please confirm.

All programs in the Arts and Sciences division are in need to classroom space. There is no dedicated space for English and only one full size classroom for mathematics. Those faculty members float across campus utilizing available space in WLC, Azalea, Spruce, Magnolia, Holly and Dogwood. The Hum/FA/SS department utilizes classrooms in Azalea and other buildings when Azalea's space is maximized. A stand-alone building for Arts &

Sciences was a high priority in the Master Plan developed in 2016; however, two other building have been built instead. The space vacated in older buildings was not repurposed for A&S classes.

Provide narrative for academic / student support services needs over the next three years. (Are services adequate for your program/service?)

- The CTAC needs one additional advisor or a full-time Administrative Assistant that can support students with advising and registration needs.
- The hours for testing in the Academic Testing Center need to be increased for student accessibility.
- Evening hours for placement testing, one night a week, are needed for increased student access.
- The online and face-to-face tutoring from the ASC is an excellent resource for students. Additional tutors in Math, Science, Foreign Language and Social Sciences are always needed.

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

- Strengths include the experience and degrees of faculty members along with an encouraging and dedicated staff, all available to assist with learning and resources. The open computer lab and study areas in the library are greatly improved. The administration is supportive of the College Transfer Program. The CCP program is still growing with over 700 students in over 1500 classes for Fall 2022.
- Our greatest weakness is the lack of classroom space. Faculty salaries make recruiting difficult since other community colleges have a pay scale that is higher than ours.
- Our newest opportunity is the development of AATP/ASTP with the new Teacher Cadet program in WCPS. We need to provide leadership, coaches and credentialed faculty for the AATP/ASTP as it grows.

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

Ralph Benedetto, Science Department Chair
Dr. Tammy Bishop, Academic Foundations Chair
Laura Buddin, Dean Arts & Sciences Division
Katina Davis, Mathematics Department Chair
Christine Nicodemus, Humanities, Social Sciences and Fine Arts Department Chair
Dr. Daniel Rollins, Language and Communications Department Chair

Approvals

- 1. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Review when completed by the responsible program/service personnel.
- 2. Using DocuSign (electronic signature), appropriate Division Dean, Director, or AVP is asked to read and approve the Review.
- 3. Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to read and approve the Review.

IE Acceptance / Date: *Dorothy Moore* 11/4/2022

Dean, Director, or AVP / Date: *Laura Buddin* 11/4/2022

Administrator Approval / Date: *Dr. Brandon M. Jenkins* 11/22/2022