Wayne Community College
Program Review – 2021-2022

Name of Program: Workforce Continuing Education Services – Occupational Extension – Human Resources Development Program

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 purpose of the HRD program is to educate and train individuals for success in the workplace.

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

The purpose of the HRD program is to educate and train *unemployed, underemployed, and justice-involved individuals* for *life skills and* success in the workplace.

HRD has always been more than just job preparedness. We have added specifics about who we serve and the life skills we incorporate for an individuals' total success in the workplace.

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

Institutional Goals 1 & 3 best align with the HRD Program. Most of our students are low-income, justice-involved, unemployed, or underemployed. HRD is often an avenue to introduce these students to college, therefore providing them access. HRD provides students with an opportunity to explore career interests and prepare for employment. Student Success is seen through a variety of ways including earning a National Career Readiness Certification (NCRC) or successfully completing a job application, getting a job interview, and being offered employment.

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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
B20	Human Resources Development

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.

Curriculum Changes	Date – Updated / Revised / Deleted
NA	NA

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?)*

Not applicable.

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	NA	NA
2020-2021	NA	NA
2021-2022	NA	NA

(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?*

HRD has no specific advisory committee.

Section 2: Program Outcomes

Outcome #1: Enrollment *(unduplicated)*

Baseline: **553** # (*Average of total enrollment for the last three years –2019-20; 2020-21; 2021-22*)
Standard: **555** #
Target: **600** #

Program Enrollment

Program Enrollment (unduplicated)	
Reporting Year (Summer, Fall, Spring)	Enrollment
2019-2020	1371
2020-2021	82
2021-2022	205

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	113	8.2%	23	28.0%	44	21.5%
American Indian/Alaskan Native, Female	5	0.4%	0	0.0%	0	0.0%
Asian, Female	2	0.1%	2	2.4%	1	0.5%
Caucasian, Female	57	4.2%	9	11.0%	28	13.7%
Hawaiian/Other Pacific Islander, Female	1	0.1%	0	0.0%	0	0.0%
Hispanic/Latino, Female	18	1.3%	4	4.9%	5	2.4%
Two or More Races, Female	3	0.2%	1	1.2%	0	0.0%
Unknown, Female	1	0.1%	0	0.0%	0	0.0%
Female Total	200	14.6%	39	47.6%	78	38.0%
African American, Male	416	30.3%	24	29.3%	44	21.5%
American Indian/Alaskan Native, Male	40	2.9%	1	1.2%	1	0.5%
Asian, Male	5	0.4%	0	0.0%	1	0.5%
Caucasian, Male	660	48.1%	15	18.3%	71	34.6%
Hawaiian/Other Pacific Islander, Male	1	0.1%	0	0.0%	0	0.0%
Hispanic/Latino, Male	41	3.0%	2	2.4%	6	2.9%
Two or More Races, Male	1	0.1%	0	0.0%	3	1.5%
Unknown, Male	7	0.5%	1	1.2%	1	0.5%
Male Total	1171	85.4%	43	52.4%	127	62.0%
Total	1371	100.0%	82	100.0%	205	100.0%

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Ethnicity & Age Range	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Under the age of 18	5	0.4%	0	0.0%	2	1.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	1	0.1%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	1	0.1%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	7	0.5%	0	0.0%	2	1.0%
African American, 18-24	56	4.1%	2	2.4%	12	5.9%
American Indian/Alaskan Native, 18-24	12	0.9%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	1	1.2%	0	0.0%
Caucasian, 18-24	71	5.2%	2	2.4%	8	3.9%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	14	1.0%	1	1.2%	3	1.5%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	153	11.2%	6	7.3%	23	11.2%
African American, 25-44	280	20.4%	25	30.5%	46	22.4%
American Indian/Alaskan Native, 25-44	22	1.6%	1	1.2%	0	0.0%
Asian, 25-44	6	0.4%	0	0.0%	1	0.5%
Caucasian, 25-44	482	35.2%	12	14.6%	64	31.2%
Hawaiian/Other Pacific Islander, 25-44	2	0.1%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	35	2.6%	3	3.7%	4	2.0%
Two or More Races, 25-44	3	0.2%	1	1.2%	3	1.5%
Unknown, 25-44	7	0.5%	1	1.2%	1	0.5%
25-44 Total	837	61.1%	43	52.4%	119	58.0%
African American, 45-64	178	13.0%	19	23.2%	23	11.2%
American Indian/Alaskan Native, 45-64	11	0.8%	0	0.0%	1	0.5%
Asian, 45-64	1	0.1%	1	1.2%	1	0.5%
Caucasian, 45-64	155	11.3%	8	9.8%	24	11.7%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	9	0.7%	2	2.4%	1	0.5%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	1	0.1%	0	0.0%	0	0.0%
45-64 Total	355	25.9%	30	36.6%	50	24.4%
African American, 65+	10	0.7%	1	1.2%	5	2.4%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	8	0.6%	2	2.4%	3	1.5%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	1	0.1%	0	0.0%	3	1.5%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	19	1.4%	3	3.7%	11	5.4%
Total	1371	100.0%	82	100.0%	205	100.0%

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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.)*

The HRD program saw a major decline in enrollment because of the COVID-19 pandemic in the spring of 2020. The majority of our student population has been a captive audience housed at DART Center, a local substance abuse treatment facility that houses males for 90 days. In 2020-2021, we had not been allowed to resume classes at this facility.   Therefore, we began reaching out to our community partners and offering more courses in the community.   For the past three years, our enrollees have been majority male (85.4% prior to the pandemic in 2019-2020) but falling to 52.4% and 62% respectively for the next two years. The age of our students has been between the ages of 25-44. From 61.1%, 52.4%, and 58%) for the past three years. The Ethnicity of our students has been majority Caucasian, followed by African American.   We will continue to work on growing our presence in the community by working with partners to identify and offer courses that lead students to employment.

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	Increase the number of students enrolled at DART Center	# of students enrolled
2	Increase the number of students enrolled in Get Hired! Bootcamps	# of students enrolled

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Outcome #2: Course Success Rate

Baseline:	**83.7** % (*Average of last three years –2019-20; 2020-21; 2021-22*)
Standard:	**87** %
Target:	**90**%

Reporting Year	Course Success Rate
2019-2020	82.0%
2020-2021	90.5%
2021-2022	78.5%

Reporting Year	Registered Students	Registered Successful Students	Course Success Rate
2019-2020	3039	2492	82.0%
2020-2021	116	105	90.5%
2021-2022	284	223	78.5%

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

Provide narrative for analysis of course success data. *(Based on the data, provide a narrative of your analysis of course success data. In evaluating the methods of delivery, should certain methods of delivery be considered for deletion or modification?)*

The majority of our classes are offered in a face-to-face delivery method. Because the majority of our students have been in a captive environment, there are several underlying factors which may cause them not to be successful in a course. These include: Student may be taken out of class for treatment, medical appointments, student may have committed an infraction which removes them from the course, they may have court appointments, may be removed for behavior, etc. As we begin working with more students in the community, especially those who are justice-involved, some of these same barriers to completion may exist. The COVID-19 pandemic was also a factor in why students may not have successfully completed a course.

Identify Course Success Rate Action Items

Item	Action Items *(What actions can be taken to increase course success rates?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Increase the number of students who successfully complete the Get Hired! Bootcamps	# of students who complete the Get Hired! Bootcamps
2	Increase the number of face-to-face courses offered.	# of face-to-face courses offered

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Outcome #3: Sections Offered

Baseline: **111** # (*Average of total sections offered for the last three years – 2019-20; 2020-21; 2021-22*)
Standard: **115** #
Target: **120** #

Sections Offered – *Reporting Year – Summer, Fall, Spring*	
Reporting Year	**Total Sections Offered**
2019-2020	226
2020-2021	36
2021-2022	72

Reporting Year	Course Offerings	Sections Offered
2019-2020	6	226
2020-2021	6	36
2021-2022	9	72

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

Provide narrative for analysis of sections offered. *(Based on the data, provide a narrative of your analysis of course sections offered. Are courses being offered based on the sections needed for enrollment?)*

The pandemic decreased our ability to offer courses in a variety of settings, particularly our captive settings. As a result, the number of course sections offered in the past two years decreased greatly. As we begin the post-COVID environment, we anticipate seeing our offerings increase.

Identify Sections Offered Action Items

Item	Action Items *(What actions can be taken to increase sections offered?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Increase the number of sections offered at DART Center.	Increase the number of sections offered at DART Center.

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.)*

Students in HRD courses may have the opportunity to earn one of two credentials, Working Smart Certificate, and the National Career Readiness Certification (NCRC). We teach Working Smart. to residents at DART Center, Neuse Correction and the Wayne County Detention Center.

We offer an HRD/NCC Success class online that gives students the opportunity to practice for the NCRC exam prior to taking it. Students enrolled in the Human Services Exploration class also have an opportunity to earn their NCRC credential as part of the class. Many students applying for work at one of our local industries come to earn this certification prior to applying.

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	NA	NA
2020-21	NA	NA
2021-22	NA	NA

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

We do not anticipate the need for any planning objectives in the next three years.

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

We could use additional part-time instructors that are comfortable working in the prison or jail. It is difficult to find these instructors. We are getting more calls for occupational training for those who may be nearing the end of their sentence as well as preparing them for reentry into their communities. While our enrollment has suffered since the Spring of 2020, we do anticipate being able to return to instruction at DART Center in the near future. This will require additional instructors.

Additionally, we have been without an HRD Director for about 2 years. As enrollment increases and the need for more classes increases, we anticipate we will need to fill this position.

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

The majority of our classes are held in a captive setting. We also hold classes in facilities in the community and on campus. We do not see a need for any additional facility needs over the next three years.

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

As we increase our work with the justice –involved, we see an increased need to support students through our Food Pantry, Clothing Closet and mental health and accommodations counseling. These areas are huge barriers for students that have been released from jail or prison or are just justice-involved. In addition to the support we receive from other community organizations, we may need to also rely on these support services at our institution.

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

<u>Strengths</u> Continuous enrollment Qualified faculty Long-standing program Flexible Meets the demands of the community	<u>Weaknesses</u> Reliance on captive audience for enrollment Finding instructors to work in captive settings
<u>Opportunities</u> Increased need for soft skills Support from the Reentry Council Adding community Partners Entrepreneurship	<u>Threats</u> The pandemic Higher wages for entry level jobs Change in attitude towards work

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

Brandi Matthews, HRD Faculty
Kelvin Parker, HRD Faculty
Andrew Rose, HRD Faculty
Angelia Warner, Executive Assistant
Cynthia Whaley, HRD Faculty

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*_____ 10/25/2022

Dean, Director, or AVP / Date: _____*Renita Dawson*_____ 10/26/2022

Administrator Approval / Date: _____*Renita Dawson*_____ 11/8/2022

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