

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

Name of Program: Associate in General Education-Nursing

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 General Education – Nursing Program is to offer the academic requirements necessary for students to work towards admission to an Associate in Nursing Degree program.

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

No changes.

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

Goal 3 Aligns well with this program, as the purpose of the program is to prepare students to be admitted to limited admission health care programs on this campus. We want the students to be prepared and transfer to the appropriate degree.

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	Nursing, AGE
Pathway	Associate Degree Nursing (ADN) 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.

AGE-N Curriculum Changes	Date – Updated / Revised / Deleted
EDU 216 –Foundations of Education	Fall 2019 –New Course
MUS 110 –Music Appreciation	Fall 2019 –Updated
ART 111 –Art Appreciation	Fall 2019 –Updated
BIO 155 –Nutrition	Fall 2019 –New Course
ENG 011 – Writing and Inquiry Support	Spring 2020 – New Course
MAT 043 – Quantitative Literacy Support	Spring 2020 – New Course
MAT 052 – Statistical Methods I Support	Spring 2020 – New Course
MAT 171 – Precalculus Algebra Support	Spring 2020 – New Course
AST 111 – Descriptive Astronomy	Fall 2020 – Updated
AST 111A – Descriptive Astronomy Lab	Fall 2020 - Updated
ECO 251 – Microeconomics	Fall 2020 - Updated
ECO 252 – Macroeconomics	Fall 2020 - Updated
PED 113 – Aerobics	Fall 2020 – Deleted
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 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 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	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 152 – Statistics	Fall 2020 – Updated
MAT 171 – Precalculus Algebra	Fall 2020 – 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	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

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?)*

Many courses were deleted that were not offered or traditionally had low enrollment. Additionally, changes were made to reflect the RISE initiative from the NCCCS. During the pandemic, many courses were offered online or as hybrids for the first time. Synchronous and Asynchronous learning platforms were implemented.

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	November 25, 2019	Overview of current WCC processes
2020-2021	December 8, 2020	Overview of current WCC processes
2021-2022	November 29, 2021	Introduction of new programs

(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?)*

Meetings introduced our new programs and student opportunities to the counselors of the area high schools.

There is a tremendous need for nurses and medical personnel statewide and nationwide due to increased demand. As we work with WCPS to create a pipeline for students to become local medical personnel, we envision growth of the AGEN program at WCC.

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

Baseline: 239 # (Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21)
Standard: 240 #
Target: 250 #

Note: The Associate in General Education – Nursing program is not a marketable degree on its own but is intended for students interested in pre-health science programs (e.g., nursing, dental).

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2018-2019	165
2019-2020	267
2020-2021	284

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Female	45	27.3%	69	25.8%	81	28.5%
American Indian/Alaskan Native, Female	1	0.6%	0	0.0%	1	0.4%
Asian, Female	2	1.2%	4	1.5%	3	1.1%
Caucasian, Female	74	44.8%	128	47.9%	123	43.3%
Hawaiian/Other Pacific Islander, Female	0	0.0%	1	0.4%	1	0.4%
Hispanic/Latino, Female	27	16.4%	40	15.0%	43	15.1%
Two or More Races, Female	2	1.2%	2	0.7%	2	0.7%
Unknown, Female	3	1.8%	0	0.0%	2	0.7%
Female Total	154	93.3%	244	91.4%	256	90.1%
African American, Male	5	3.0%	7	2.6%	4	1.4%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	1	0.6%	1	0.4%	1	0.4%
Caucasian, Male	4	2.4%	10	3.7%	17	6.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	0.6%	4	1.5%	5	1.8%
Two or More Races, Male	0	0.0%	1	0.4%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	1	0.4%
Male Total	11	6.7%	23	8.6%	28	9.9%
Total	165	100.0%	267	100.0%	284	100.0%

Ethnicity & Age Range	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Under the age of 18	6	3.6%	14	5.2%	4	1.4%
American Indian/Alaskan Native, Under the age of 18	1	0.6%	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	8	4.8%	17	6.4%	10	3.5%
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	3	1.8%	6	2.2%	6	2.1%
Two or More Races, Under the age of 18	0	0.0%	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	18	10.9%	37	13.9%	20	7.0%
African American, 18-24	24	14.5%	31	11.6%	31	10.9%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	3	1.1%	2	0.7%
Caucasian, 18-24	34	20.6%	66	24.7%	64	22.5%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	1	0.4%	1	0.4%
Hispanic/Latino, 18-24	17	10.3%	26	9.7%	33	11.6%
Two or More Races, 18-24	2	1.2%	3	1.1%	0	0.0%
Unknown, 18-24	2	1.2%	0	0.0%	1	0.4%
18-24 Total	79	47.9%	130	48.7%	132	46.5%
African American, 25-44	18	10.9%	29	10.9%	43	15.1%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	1	0.4%
Asian, 25-44	3	1.8%	2	0.7%	1	0.4%
Caucasian, 25-44	33	20.0%	52	19.5%	59	20.8%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	8	4.8%	12	4.5%	9	3.2%
Two or More Races, 25-44	0	0.0%	0	0.0%	2	0.7%
Unknown, 25-44	1	0.6%	0	0.0%	2	0.7%
25-44 Total	63	38.2%	95	35.6%	117	41.2%
African American, 45-64	2	1.2%	2	0.7%	7	2.5%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	1	0.4%
Caucasian, 45-64	3	1.8%	3	1.1%	7	2.5%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	5	3.0%	5	1.9%	15	5.3%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
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+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
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	0	0.0%	0	0.0%	0	0.0%
Total	165	100.0%	267	100.0%	284	100.0%

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.)*

Enrollment is increasing. However, the intent of the AGE-N program is to ensure that the students are transitioning to those limited admissions programs, this is why we are not seeking to increase enrollment but rather encourage students to receive those pre-requisites and transition to their intended program of study. Medical jobs are increasing in demand throughout the country. Students wishing to get into the nursing program will increase. There is a shortage of nurses in our area with many job opportunities available. WCC is a top priority program for UNC-Health Goldsboro. The RIB-N program with ECU allows nursing students to complete their BSN totally at WCC (except for one course at ECU.) This provides the students a great financial savings. This has a high Caucasian population.

Identify Enrollment Action Items

Item	Action Items <i>(What actions can be taken to increase enrollment in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Increase advertisement of our medical programs.	The number of advertisements for medical programs.

Outcome #2: Retention

Baseline: 22.7 % (Average of last three years – 2018-19; 2019-20; 2020-21; program retention)
Standard: 21.7 %
Target: 20.7 %

Note: We should continue to facilitate decreased retention numbers in this program as labor market outcomes are better for students who graduate from more specialized academic programs. The retention rates should be low as the goal of the program is not for students to finish, but, rather, to provide a method for students to meet their intended program's pre-requisites.

Year	Program Retention Rate
2018-2019	32.7
2019-2020	19.9
2020-2021	15.6

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender	2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	N	%	N	%	N	%
African American, Female	8	25.0%	8	22.2%	11	39.3%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	13	40.6%	23	63.9%	7	25.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	7	21.9%	5	13.9%	7	25.0%
Two or More Races, Female	1	3.1%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	29	90.6%	36	100.0%	25	89.3%
African American, Male	1	3.1%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	2	6.3%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	3	10.7%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	3	9.4%	0	0.0%	3	10.7%
Total	32	100.0%	36	100.0%	28	100.0%

Ethnicity & Age Range	2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	N	%	N	%	N	%
African American, Under the age of 18	2	6.3%	1	2.8%	0	0.0%
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	2	6.3%	2	5.6%	1	3.6%
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	1	3.1%	0	0.0%	2	7.1%
Two or More Races, Under the age of 18	0	0.0%	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	5	15.6%	3	8.3%	3	10.7%
African American, 18-24	4	12.5%	2	5.6%	4	14.3%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	9	28.1%	12	33.3%	3	10.7%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	3	9.4%	3	8.3%	8	28.6%
Two or More Races, 18-24	1	3.1%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	17	53.1%	17	47.2%	15	53.6%
African American, 25-44	2	6.3%	5	13.9%	5	17.9%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	4	12.5%	9	25.0%	2	7.1%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	3	9.4%	2	5.6%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	9	28.1%	16	44.4%	7	25.0%
African American, 45-64	1	3.1%	0	0.0%	2	7.1%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	1	3.6%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	1	3.1%	0	0.0%	3	10.7%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
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+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
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	0	0.0%	0	0.0%	0	0.0%
Total	32	100.0%	36	100.0%	28	100.0%

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.)*

This program is designed for students to transfer to other medical programs within the college. Therefore, the retention for this program will be small, as the goal is not for students to finish the program, but rather meet their pre-requisites required for entry into the nursing program or other medical degree programs and change their program of study.

Identify Retention Action Items

Item	Action Items <i>(What actions can be taken to increase program retention?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Ensure that students are transitioning to limited admission programs	Track how many students are admitted to limited admission programs

Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)**Baseline:** 1 # (Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)**Standard:** 2 #**Target:** 2 #

Note: The goal is to decrease the number of completers in this program. The intent is to provide those students the opportunity to obtain the pre-requisites required for admission to the limited admissions, Allied Health programs.

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2019-2020	2
2020-2021	0
2021-2022	2

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	0	0.0%	0	#DIV/0!	0	0.0%
American Indian/Alaskan Native, Female	0	0.0%	0	#DIV/0!	0	0.0%
Asian, Female	0	0.0%	0	#DIV/0!	0	0.0%
Caucasian, Female	2	100.0%	0	#DIV/0!	0	0.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	#DIV/0!	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	#DIV/0!	2	100.0%
Two or More Races, Female	0	0.0%	0	#DIV/0!	0	0.0%
Unknown, Female	0	0.0%	0	#DIV/0!	0	0.0%
Female Total	2	100.0%	0	#DIV/0!	2	100.0%
African American, Male	0	0.0%	0	#DIV/0!	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	#DIV/0!	0	0.0%
Asian, Male	0	0.0%	0	#DIV/0!	0	0.0%
Caucasian, Male	0	0.0%	0	#DIV/0!	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	#DIV/0!	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	#DIV/0!	0	0.0%
Two or More Races, Male	0	0.0%	0	#DIV/0!	0	0.0%
Unknown, Male	0	0.0%	0	#DIV/0!	0	0.0%
Male Total	0	0.0%	0	#DIV/0!	0	0.0%
Total	2	100.0%	0	#DIV/0!	2	100.0%

Ethnicity & Age Range Table	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	#DIV/0!	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	#DIV/0!	0	0.0%
Asian, Under the age of 18	0	0.0%	0	#DIV/0!	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	#DIV/0!	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	#DIV/0!	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	#DIV/0!	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	#DIV/0!	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	#DIV/0!	0	0.0%
Under the age of 18 Total	0	0.0%	0	#DIV/0!	0	0.0%
African American, 18-24	0	0.0%	0	#DIV/0!	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	#DIV/0!	0	0.0%
Asian, 18-24	0	0.0%	0	#DIV/0!	0	0.0%
Caucasian, 18-24	2	100.0%	0	#DIV/0!	0	0.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	#DIV/0!	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	#DIV/0!	2	100.0%
Two or More Races, 18-24	0	0.0%	0	#DIV/0!	0	0.0%
Unknown, 18-24	0	0.0%	0	#DIV/0!	0	0.0%
18-24 Total	2	100.0%	0	#DIV/0!	2	100.0%
African American, 25-44	0	0.0%	0	#DIV/0!	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	#DIV/0!	0	0.0%
Asian, 25-44	0	0.0%	0	#DIV/0!	0	0.0%
Caucasian, 25-44	0	0.0%	0	#DIV/0!	0	0.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	#DIV/0!	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	#DIV/0!	0	0.0%
Two or More Races, 25-44	0	0.0%	0	#DIV/0!	0	0.0%
Unknown, 25-44	0	0.0%	0	#DIV/0!	0	0.0%
25-44 Total	0	0.0%	0	#DIV/0!	0	0.0%
African American, 45-64	0	0.0%	0	#DIV/0!	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	#DIV/0!	0	0.0%
Asian, 45-64	0	0.0%	0	#DIV/0!	0	0.0%
Caucasian, 45-64	0	0.0%	0	#DIV/0!	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	#DIV/0!	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	#DIV/0!	0	0.0%
Two or More Races, 45-64	0	0.0%	0	#DIV/0!	0	0.0%
Unknown, 45-64	0	0.0%	0	#DIV/0!	0	0.0%
45-64 Total	0	0.0%	0	#DIV/0!	0	0.0%
African American, 65+	0	0.0%	0	#DIV/0!	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	#DIV/0!	0	0.0%
Asian, 65+	0	0.0%	0	#DIV/0!	0	0.0%
Caucasian, 65+	0	0.0%	0	#DIV/0!	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	#DIV/0!	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	#DIV/0!	0	0.0%
Two or More Races, 65+	0	0.0%	0	#DIV/0!	0	0.0%
Unknown, 65+	0	0.0%	0	#DIV/0!	0	0.0%
65+ Total	0	0.0%	0	#DIV/0!	0	0.0%
Total	2	100.0%	0	#DIV/0!	2	100.0%

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?)*

The purpose of this program is to help students get into the nursing program. This program is not designed for a student to complete. It is designed to help the students meet the requirements to apply for the nursing program and transition to that limited admission program.

Identify Completer Action Items

Item	Action Items <i>(What actions can be taken to increase student completion in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Ensure students are transferred to limited admission programs	Track how many students are transferred to limited admission programs

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.)

Assessment comes when students are moved to a degree completion 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.

None

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

At present, the number of faculty members needed to provide instruction in AGEN classes is adequate to meet demands with three exceptions: biology, psychology, and Developmental Math. At present, these positions lack full-time instructors but are currently under consideration for replacement.

Should enrollment numbers rise in the future, it will be necessary to add either more adjunct or full-time faculty to cover instructional needs. During and immediately after the Covid pandemic, many adjuncts who had been employed by the college to teach in the AS program lost classes to full-time faculty so that the latter could have complete schedules. Positions vacated by full-time faculty have, over the last year, often not been replaced due to budget shortfalls. Recalling and/or replacing adjuncts or filling full-time positions will be necessary should enrollment numbers return to pre-Covid levels.

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 need classroom and lab space. Additional science labs, especially A&P, are needed for instruction. There is no dedicated space for English and only one full size classroom for mathematics. Faculty members from these departments 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.

Some recommendations for improving the physical needs of AA programs include:

WEMCHS should be allotted its own building or moved to its own area, thus returning the second floor of Dogwood to Math and English. This move would create more space for curriculum classes in these fields. The first row of chairs in Dogwood 201 should be removed to provide greater access for events and flexibility for musical performances and various classroom lectures and meetings. Facilities should be appraised yearly to keep up with changing technology demands of students and instructors.

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.

This program is designed for students who want to get into limited admission programs to fulfill their pre-requisites. Students in this program transfer to other medical programs at Wayne Community College.

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 11/16/2022

Dean, Director, or AVP / Date: Laura Buddin 11/17/2022

Administrator Approval / Date: Dr. Brandon M. Jenkins 1/13/2023