

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

Name of Program: Workforce Continuing Education Services – Occupational Extension – Public Safety

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.

Public Safety provides comprehensive and integrated training programs to enhance the living, learning and working experience of public safety professional in partnership with the communities that we serve.

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

No

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 1: We create community awareness of the program, especially with partnerships with Wayne County EMS, the Wayne County Fireman’s Association, and Wayne County law enforcement agencies.

Goal 2: Continuous review of new industry standards

Goal 3: Helping students update workforce skills and credentials; assist students in transitioning from volunteer positions to paid career opportunities

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
	Emergency Medical Technician
	Paramedic
	Firefighter I
	Firefighter II
	Detention Officer Certification
	NIMS
	Emergency Medical Responder

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
None – changes are made based upon decisions made at the state level – no major changes were made in the last three years	N/A

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?)*

No major program changes have been made.

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	10.16.2019	Requested training on Mass Casualty Incidents (MCI) focused on triage; Need packing manikins for “Stop the Bleed” classes
2020-2021	11.18.2020	Continued need for MCI classes; consider new courses in EMS – 3163 Anatomy & Physiology, as well as Water Training with Goldsboro Fire Department
2021-2022	N/A	N/A

(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?)*

The need for National Accreditation for the paramedic program is an industry need.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 1429 # (*Average of total enrollment for the last three years – 2019-20; 2020-21; 2021-22;*)

Standard: 1470 #

Target: 1475 #

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	72	4.7%	49	3.7%	77	5.4%
American Indian/Alaskan Native, Female	2	0.1%	1	0.1%	0	0.0%
Asian, Female	3	0.2%	6	0.4%	4	0.3%
Caucasian, Female	222	14.6%	215	16.1%	209	14.6%
Hawaiian/Other Pacific Islander, Female	1	0.1%	0	0.0%	0	0.0%
Hispanic/Latino, Female	15	1.0%	21	1.6%	27	1.9%
Two or More Races, Female	3	0.2%	1	0.1%	1	0.1%
Unknown, Female	1	0.1%	0	0.0%	0	0.0%
Female Total	319	21.0%	293	21.9%	318	22.2%
African American, Male	126	8.3%	94	7.0%	116	8.1%
American Indian/Alaskan Native, Male	9	0.6%	8	0.6%	8	0.6%
Asian, Male	10	0.7%	6	0.4%	6	0.4%
Caucasian, Male	1012	66.8%	910	68.0%	933	65.2%
Hawaiian/Other Pacific Islander, Male	2	0.1%	1	0.1%	3	0.2%
Hispanic/Latino, Male	28	1.8%	23	1.7%	42	2.9%
Two or More Races, Male	4	0.3%	2	0.1%	3	0.2%
Unknown, Male	6	0.4%	2	0.1%	2	0.1%
Male Total	1197	79.0%	1046	78.1%	1113	77.8%
Total	1516	100.0%	1339	100.0%	1431	100.0%

Ethnicity & Age Range	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Under the age of 18	3	0.2%	0	0.0%	2	0.1%
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	19	1.3%	32	2.4%	32	2.2%
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	2	0.1%	1	0.1%	2	0.1%
Two or More Races, Under the age of 18	2	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	26	1.7%	33	2.5%	36	2.5%
African American, 18-24	28	1.8%	29	2.2%	38	2.7%
American Indian/Alaskan Native, 18-24	3	0.2%	2	0.1%	3	0.2%
Asian, 18-24	3	0.2%	2	0.1%	5	0.3%
Caucasian, 18-24	217	14.3%	253	18.9%	249	17.4%
Hawaiian/Other Pacific Islander, 18-24	1	0.1%	0	0.0%	1	0.1%
Hispanic/Latino, 18-24	23	1.5%	26	1.9%	36	2.5%
Two or More Races, 18-24	2	0.1%	1	0.1%	2	0.1%
Unknown, 18-24	1	0.1%	1	0.1%	1	0.1%
18-24 Total	278	18.3%	314	23.5%	335	23.4%
African American, 25-44	86	5.7%	67	5.0%	89	6.2%
25-44	5	0.3%	4	0.3%	4	0.3%
Asian, 25-44	8	0.5%	8	0.6%	4	0.3%
Caucasian, 25-44	603	39.8%	505	37.7%	534	37.3%
Hawaiian/Other Pacific Islander, 25-44	2	0.1%	1	0.1%	2	0.1%
Hispanic/Latino, 25-44	13	0.9%	14	1.0%	24	1.7%
Two or More Races, 25-44	3	0.2%	2	0.1%	2	0.1%
Unknown, 25-44	5	0.3%	1	0.1%	1	0.1%
25-44 Total	725	47.8%	602	45.0%	660	46.1%
African American, 45-64	74	4.9%	42	3.1%	60	4.2%
American Indian/Alaskan Native, 45-64	3	0.2%	3	0.2%	1	0.1%
Asian, 45-64	2	0.1%	2	0.1%	1	0.1%
Caucasian, 45-64	360	23.7%	312	23.3%	297	20.8%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	5	0.3%	3	0.2%	7	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	445	29.4%	362	27.0%	366	25.6%
African American, 65+	7	0.5%	5	0.4%	4	0.3%
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+	35	2.3%	23	1.7%	30	2.1%
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	42	2.8%	28	2.1%	34	2.4%
Total	1516	100.0%	1339	100.0%	1431	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.)

These fields are still predominately white male. Enrollment of minorities is slowly increasing.

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	Diversifying classes	Increased enrollment
2	Increase frequency of classes	Increased enrollment

Outcome #2: Course Success Rate

Baseline: 96.2 % (Average of last three years – 2019-20; 2020-21; 2021-22;)

Standard: 96.7 %

Target: 97 %

Reporting Year	Program Retention Rate
2019-2020	98.6%
2020-2021	94.2%
2021-2022	95.9%

Reporting Year	Registered Students	Registered Successful Students	Course Success Rate
2019-2020	5500	5423	98.6%
2020-2021	5883	5542	94.2%
2021-2022	4345	4168	95.9%

Provide narrative for analysis of course success 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.)

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	There is very little room for retention improvement in this area. Students who enroll in these programs intend to be successful completers.	Not applicable.

Outcome #3: Sections Offered**Baseline:** 404 # (Average of total sections offered for the last three years – 2019-20; 2020-21; 2021-22)**Standard:** 410 #**Target:** 425 #

Number of Completers (unduplicated) – Reporting Year – Summer, Fall, Spring	
Reporting Year	Total Completers
2019-2020	400
2020-2021	470
2021-2022	342

Reporting Year	Course Offerings	Sections Offered
2019-2020	71	400
2020-2021	89	470
2021-2022	67	342

Provide narrative for analysis of sections offered. (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?)

Most students enrolled in these programs complete.

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	Providing additional time with instructors and coordinators in specific academic problem areas to help clarify for students	Increased completions

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.)

- Accreditation through the NC Department of Justice – Sheriff’s Standards
- North Carolina Office of Emergency Medical Services
- North Carolina Office of State Fire Marshal

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	<ol style="list-style-type: none"> 1) WCE-Advanced Manufacturing – 1-Tractor Trailer Truck without Day Cab 2) WCE-Advanced Manufacturing – 1-Tractor Trailer Truck with Day Cab 3) WCE-Advanced Manufacturing – 1-Trailer Wrapping Service 4) WCE-Public Safety - Two (2) CPR/Trauma Manikins for EMS/CPR/AED Training 5) WCE-Public Safety - One (1) Prestan Professional CPR-AED Training Manikin (Family Pak) 6) WCE-Allied Health - 2-Advanced GERI Manikins from NASCO 7) WCE-Advanced Manufacturing – 1-Gravel Parking Lot 8) WCE-Allied Health - Centrifuge 6pi Horizontal 3500rpm 9) WCE-Allied Health – EKG Monitor 10) WCE-Allied Health – Digital Vital Sign Monitor 	<ol style="list-style-type: none"> 1) Contacting local industries in pursuit of a donation option in obtaining a tractor trailer for instruction. Will continue to contact local industries in hopes that we can obtain a donation. If we are unsuccessful, we plan to resubmit the objective in the next plan/budget cycle for consideration of funding approval versus the donation option. 2) The college is in contract for leasing a tractor trailer truck for instruction. No additional report required at this time. Carry forward to the 2020-21 Plan to report assessment. <u>2020-21 Status Report</u>: The truck was purchased and put in use initially on the truck driving yard, but it is now being used for on the road training. <u>2020-21 Use of Results / Assessment</u>: 31 students have received their Class A license so far. 3) Vendor finished the trailer wrapping and returned to campus. The wrapped tractor trailer has served as an marketing tool, parked along the main parking lot facing Wayne Memorial Drive during the COVID campus shut-down. Carry forward to the 2020-21 Plan to report assessment. <u>2020-21 Status Report</u>: Received and being used for daytime and nighttime driving. <u>2020-21 Use of Results / Assessment</u>: 100% satisfied with the promotion of the TDT program and others at the College. 4) Awaiting receipt. Unable to assess objective due to COVID campus shut-down, stay-at-home orders. Carry forward to the 2020-21 Plan to report assessment. <u>2020-21 Status Report</u>: Received and placed into use for all classes requiring CPR training. <u>2020-21 Use of Results / Assessment</u>: 100% satisfaction has been shown by students and staff with use of this equipment. There have been 51 classes and 521 students trained with these manikins. 5) Awaiting receipt. Unable to assess objective due to COVID campus shut-down, stay-at-home orders. Carry forward to the 2020-21

		<p>Plan to report assessment. <u>2020-21 Status Report</u>: Received and placed into use for all classes requiring CPR training. <u>2020-21 Use of Results / Assessment</u>: 100% satisfaction has been shown by students and staff with use of this equipment. There have been 51 classes and 521 students trained with these manikins.</p> <p>6) Awaiting receipt. Unable to assess objective due to COVID campus shut-down, stay-at-home orders. Carry forward to the 2020-21 Plan to report assessment. <u>2020-21 Status Report</u>: The iWorx kit has been received. However, it cannot be used due to the COVID pandemic. This is likely to remain the case until Spring 2022 at the earliest. Carry forward to the 2021-22 Plan (or beyond) to report assessment. <u>2020-21 Use of Results / Assessment</u>: The iWorx kit has been received. However, it cannot be used due to the COVID pandemic. This is likely to remain the case until Spring 2022 at the earliest. Carry forward to the 2021-22 Plan (or beyond) to report assessment. <u>2021-22 Status Report</u>: Manikins were received and are in use. <u>2021-22 Use of Results / Assessment</u>: Manikins are vital when teaching and demonstrating skills to students. COVID 19 has required use of manikins more than normal in past couple of years. These manikins are very important in instruction delivery and when assessing proficiency on each student.</p> <p>7) Not funded, no action required.</p> <p>8) Awaiting receipt. Unable to assess objective due to COVID campus shut-down, stay-at-home orders. Carry forward to the 2020-21 Plan to report assessment. <u>2020-21 Status Report</u>: Received Centrifuge and have demonstrated skills with it in SU2020, Fa2020 and SP2021. Student evaluations show the students find the equipment in the classroom to be adequate and meets their needs. <u>2020-21 Use of Results / Assessment</u>: Student evaluations from SU2020, FA2020, and SP2021 show the students find the equipment in the classroom to be adequate and meets their needs.</p> <p>9) Awaiting receipt. Unable to assess objective due to COVID campus shut-down, stay-at-home orders. Carry forward to the 2020-21 Plan to report assessment. <u>2020-21 Status Report</u>: Received EKG monitor and was</p>
--	--	---

		<p>unable to access as class has not been offered due to Covid pandemic. Class is planned to be offered in Fall 2021 and will report findings then. <u>2020-21 Use of Results / Assessment:</u> Carry forward to the 2021-22 Plan to report assessment. <u>2021-22 Status Report:</u> The monitor is in place and in use. <u>2021-22 Use of Results / Assessment:</u> The EKG monitor is in place and is used to aide the instructor when teaching students how to read EKG strips and use of monitor in health care settings. We have run 2 semesters since purchase.</p> <p>10) Awaiting receipt. Unable to assess objective due to COVID campus shut-down, stay-at-home orders. Carry forward to the 2020-21 Plan to report assessment. <u>2020-21 Status Report:</u> Received the monitor and is being used in all Nurse Aide classes. Students have not had clinical rotations due to Covid 19 pandemic but will return to clinicals SU2021 and will benefit from the training then. <u>2020-21 Use of Results / Assessment:</u> Carry forward to the 2021-22 Plan to report assessment. <u>2021-22 Status Report:</u> The Digital Vital Sign Monitor is in place and in use. <u>2021-22 Use of Results / Assessment:</u> The vital sign monitor is in use and assist the instructors when teaching electronic vitals to nurse aide students. Students must be competent in use of this equipment as it simulates the real world use when obtaining vital signs. This equipment has been beneficial for the department.</p>
<p>2020-21</p>	<p>1) WCE-Applied Technologies – 2014 Freightliner Tractor 2) WCE-Public Safety - Hemorrhage Control Biofeedback Kit</p>	<p>1) The truck is currently in use going into the third semester. We've had a few minor repairs since we purchased it. Student enrollment has been consistent with 8 - 9 students. SU2021 has the largest class so far, with twelve students.</p> <p>2) Purchased complete kit October 2020. Placed in use immediately upon receipt on October 19, 2020 by the EMS faculty and students. The Biofeedback Kit has been utilized by the Basic EMT and Paramedic class as well as several monthly CE training classes dealing with hemorrhage control. The Biofeedback Kit was also taken to the Goldsboro F.D. for training firefighters on hemorrhage control. This biofeedback kit has provided the opportunity for us to offer training on hemorrhage control to approximately 125 students since the purchase. 100% of the students and faculty</p>

		have shown satisfaction with the use of this new equipment.
2021-22	<ol style="list-style-type: none"> 1) WCE-Public Safety – SimMan ALS Dark Skin Manikin 2) WCE-Allied Health - New Nasco phlebotomy arms for practicing blood draws 3) WCE-Public Safety - Airway Management Bundle for EMS 	<ol style="list-style-type: none"> 1) Not all items have been received allowing for the mannequin to be placed into service. Carry forward to 2022-23 Plan to report assessment. 2) All IV Training Arms received as of 1/3/2022. Allied Health Phlebotomy program will utilize the training arms while instructing students on blood drawing and IV procedures. They will aide students prior to drawing blood room a live person. 3) Approximately 45 EMS students, as well as instructors have enhanced their skills by being able to utilize the purchased equipment. The addition of the upgraded equipment has allowed the EMS students more time to practice on more realistic training tools.

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

- Jail Cell – for jail searches
- Grant – see
- Breaching door
- Smoke / Fog machine
- Shooting simulator

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

No new positions are needed.

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

- Clean Tower for Fire Training
- Space for use of force simulation
- Simulation lab for EMS
- Driving pad
- Dedicated weight room

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

Support services are adequate.

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

Strengths – Diversity of instructors and programs

Weaknesses – Low enrollment

Opportunities – there are opportunities to increase enrollment by offering different and more courses / programs

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

Angie Blizzard, Dean of Public Safety

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 1/11/2023

Dean, Director, or AVP / Date: Renita Dawson 1/11/2023

Administrator Approval / Date: Renita Dawson 1/11/2023