

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

**Name of Program:** Workforce Continuing Education Services – Occupational Extension – Special Programs

**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 Occupational Extension - Special Programs is to provide tailored education, professional development, certifications and pre-licensing training to enhance employability skills for lifelong learners, business and industry in the diverse communities 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.**

N/A

**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:** The Occupational Extension Special Programs courses are offered in the daytime, evening, weekends, hybrid and online, so students working and going to school can take the classes that during a time and modality that fits their schedule. The courses are economically priced in comparison to other educational organizations. Typically, the classes are taught in one semester.

**Goal 2** –The Occupational Extension Special Programs courses will meet/exceed the standards set by the accrediting agencies for those programs which have third party governing bodies.

**Goal 3:-** The students’ success in the program is measured by the instructor and Coordinator throughout the course and based on competencies. Instructors discuss performance issues with the students and recommend ways of improvement.

**Goal 4:** Institutional quality is ensured through instructors researching and maintaining updates in their areas of instruction. Up-to-date course syllabi are provided to maintain clear communication and compliance standards.

**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	
	Accounting Fundamentals	ACC 3107
	Quickbooks	ACC 3150
	Veterinary Assistant Series	ANS-3011
	Keys to Success Money Management	BAF 3272
	Computer Repair/A+ Cert Prep CompTIA A+ Certification	CET 3100
	Grammar Refresher	COM 3711
	Technical Writing	COM 3727
	Introduction to Computers	CIS-3100
	Cosmetology	COS 3201
	Nail Technology	COS 3101
	Esthetician	COS 3102
	Natural Hair Care	COS-3104
	Effective Teacher Training I	EDU 3002
	Everyday Spanish	FLI 3717
	Income Maintenance Caseworker	HSE-3220
	Real Estate Pre-Licensing Agent	RLS-3700
	Property & Casualty Pre-Licensing	INS 3385
	Grant Proposal Writing	MLS-3927
	Non-Profit Management	MLS-3710
	Notary Public Education	MLS-3874
	MS Office	OST 3100
	Office Practice and AA Cert MOS Certifications	OSC 3602
	VMware ICM	NET 3100
	Creating Web Pages	WEB-3000

**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
Child Development Associate	Summer 2022

**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 Child Development Associate (CDA) course was added to provide the educational training mandated by the Council for Professional Recognition needed for early childhood education workers' employment requirements.

**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	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?)*

*There was no advisory committee specifically for Occupational Extension Special programs.*

## Section 2: Program Outcomes

**Outcome #1: Enrollment (*unduplicated*)**

**Baseline:** 689 # *(Average of total enrollment for the last three years – 2019-20; 2020-21; 2021-22;)*

**Standard:** 695 #

**Target:** 700 #

**Program Enrollment**

Program Enrollment ( <i>unduplicated</i> )	
Reporting Year (Summer, Fall, Spring)	Enrollment
2019-2020	597
2020-2021	581
2021-2022	888

**Enrollment by Ethnicity, Gender, and Age**

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	159	26.6%	185	31.8%	286	32.2%
American Indian/Alaskan Native, Female	6	1.0%	5	0.9%	4	0.5%
Asian, Female	4	0.7%	8	1.4%	6	0.7%
Caucasian, Female	213	35.7%	159	27.4%	255	28.7%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	48	8.0%	60	10.3%	83	9.3%
Two or More Races, Female	1	0.2%	4	0.7%	4	0.5%
Unknown, Female	5	0.8%	3	0.5%	6	0.7%
<b>Female Total</b>	<b>436</b>	<b>73.0%</b>	<b>424</b>	<b>73.0%</b>	<b>644</b>	<b>72.5%</b>
African American, Male	49	8.2%	45	7.7%	86	9.7%
American Indian/Alaskan Native, Male	0	0.0%	3	0.5%	5	0.6%
Asian, Male	13	2.2%	17	2.9%	15	1.7%
Caucasian, Male	83	13.9%	78	13.4%	116	13.1%
Hawaiian/Other Pacific Islander, Male	1	0.2%	0	0.0%	0	0.0%
Hispanic/Latino, Male	13	2.2%	13	2.2%	20	2.3%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	2	0.3%	1	0.2%	2	0.2%
<b>Male Total</b>	<b>161</b>	<b>27.0%</b>	<b>157</b>	<b>27.0%</b>	<b>244</b>	<b>27.5%</b>
<b>Total</b>	<b>597</b>	<b>100.0%</b>	<b>581</b>	<b>100.0%</b>	<b>888</b>	<b>100.0%</b>

Ethnicity & Age Range	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Under the age of 18	1	0.2%	1	0.2%	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	4	0.7%	1	0.2%	2	0.2%
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	0	0.0%	1	0.2%	0	0.0%
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%
<b>Under the age of 18 Total</b>	<b>5</b>	<b>0.8%</b>	<b>3</b>	<b>0.5%</b>	<b>2</b>	<b>0.2%</b>
African American, 18-24	13	2.2%	18	3.1%	34	3.8%
American Indian/Alaskan Native, 18-24	0	0.0%	2	0.3%	1	0.1%
Asian, 18-24	1	0.2%	3	0.5%	0	0.0%
Caucasian, 18-24	38	6.4%	35	6.0%	56	6.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	22	3.7%	27	4.6%	45	5.1%
Two or More Races, 18-24	1	0.2%	3	0.5%	2	0.2%
Unknown, 18-24	2	0.3%	0	0.0%	2	0.2%
<b>18-24 Total</b>	<b>77</b>	<b>12.9%</b>	<b>88</b>	<b>15.1%</b>	<b>140</b>	<b>15.8%</b>
African American, 25-44	107	17.9%	129	22.2%	208	23.4%
American Indian/Alaskan Native, 25-44	2	0.3%	3	0.5%	7	0.8%
Asian, 25-44	10	1.7%	17	2.9%	14	1.6%
Caucasian, 25-44	119	19.9%	119	20.5%	175	19.7%
Hawaiian/Other Pacific Islander, 25-44	1	0.2%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	34	5.7%	38	6.5%	50	5.6%
Two or More Races, 25-44	0	0.0%	1	0.2%	2	0.2%
Unknown, 25-44	3	0.5%	3	0.5%	5	0.6%
<b>25-44 Total</b>	<b>276</b>	<b>46.2%</b>	<b>310</b>	<b>53.4%</b>	<b>461</b>	<b>51.9%</b>
African American, 45-64	71	11.9%	76	13.1%	110	12.4%
American Indian/Alaskan Native, 45-64	4	0.7%	3	0.5%	1	0.1%
Asian, 45-64	6	1.0%	5	0.9%	7	0.8%
Caucasian, 45-64	118	19.8%	70	12.0%	123	13.9%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	4	0.7%	7	1.2%	8	0.9%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	2	0.3%	1	0.2%	1	0.1%
<b>45-64 Total</b>	<b>205</b>	<b>34.3%</b>	<b>162</b>	<b>27.9%</b>	<b>250</b>	<b>28.2%</b>
African American, 65+	16	2.7%	6	1.0%	20	2.3%
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+	17	2.8%	12	2.1%	15	1.7%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	1	0.2%	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%
<b>65+ Total</b>	<b>34</b>	<b>5.7%</b>	<b>18</b>	<b>3.1%</b>	<b>35</b>	<b>3.9%</b>
<b>Total</b>	<b>597</b>	<b>100.0%</b>	<b>581</b>	<b>100.0%</b>	<b>888</b>	<b>100.0%</b>

**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 majority of students enrolled in the programs have been female (above 70%) the past three years. Many of the programs in this area have traditionally catered to women. The majority of students fall in the age category of 25 – 44, with the next age group being those ages 45-64. Many of these individuals are changing careers or obtaining additional certifications and skills to enhance their careers. Hopefully, we can attract more male students to these areas in the next several years.

**Identify Enrollment Action Items**

<b>Item</b>	<b>Action Items</b> <i>(What actions can be taken to increase enrollment in your program?)</i>	<b>Assessment of Action Items</b> <i>(How will you assess the results of action items?)</i>
1	Market courses and programs to male students	# of male students enrolled
2		

**Outcome #2: Course Success Rate****Baseline:** 81.1 % (Average of last three years – 2019-20; 2020-21; 2021-22)**Standard:** 82.1 %**Target:** 83.4 %

Reporting Year	Program Retention Rate
2019-2020	79.7%
2020-2021	80.2%
2021-2022	83.4%

Reporting Year	Registered Students	Registered Successful Students	Course Success Rate
2019-2020	691	551	79.7%
2020-2021	616	494	80.2%
2021-2022	986	822	83.4%

**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	Provide Real Estate students with math and study skills that would allow them to be more successful.	Increased course success rate

**Outcome #3: Sections Offered**

**Baseline:** 180 # (Average of total sections offered for the last three years – 2019-20; 2020-21; 2021-22)  
**Standard:** 200 #  
**Target:** 214 #

<b>Sections Offered – Reporting Year – Summer, Fall, Spring</b>	
<b>Reporting Year</b>	<b>Total Sections Offered</b>
2019-2020	181
2020-2021	144
2021-2022	214

Reporting Year	Course Offerings	Sections Offered
2019-2020	40	181
2020-2021	39	144
2021-2022	45	214

**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?)

The increase in sections was due to the rise in individuals taking Ed2go courses.

**Identify Completer Action Items**

<b>Item</b>	<b>Action Items (What actions can be taken to increase student completion in your program?)</b>	<b>Assessment of Action Items (How will you assess the results of action items?)</b>
1	Offer courses based on industry needs	Number of course sections offered



### 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.)

Not applicable

### 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"> <li>1) WCE-Advanced Manufacturing – 1-Tractor Trailer Truck without Day Cab</li> <li>2) WCE-Advanced Manufacturing – 1-Tractor Trailer Truck with Day Cab</li> <li>3) WCE-Advanced Manufacturing – 1-Trailer Wrapping Service</li> <li>4) WCE-Public Safety - Two (2) CPR/Trauma Manikins for EMS/CPR/AED Training</li> <li>5) WCE-Public Safety - One (1) Prestan Professional CPR-AED Training Manikin (Family Pak)</li> <li>6) WCE-Allied Health - 2-Advanced GERI Manikins from NASCO</li> <li>7) WCE-Advanced Manufacturing – 1-Gravel Parking Lot</li> <li>8) WCE-Allied Health - Centrifuge 6pi Horizontal 3500rpm</li> <li>9) WCE-Allied Health – EKG Monitor</li> <li>10) WCE-Allied Health – Digital Vital Sign Monitor</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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</u></li> </ol>

	<p><u>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>5) 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.</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</p>
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		<p>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 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</p>

		<p>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 have shown satisfaction with the use of this new equipment.</p>
<p>2021-22</p>	<ol style="list-style-type: none"> <li>1) WCE-Public Safety – SimMan ALS Dark Skin Manikin</li> <li>2) WCE-Allied Health - New Nasco phlebotomy arms for practicing blood draws</li> <li>3) WCE-Public Safety - Airway Management Bundle for EMS</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol>

**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.**

Having a part-time staff member to assist with the program's paperwork needs would be a substantial addition to the program.

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

The facilities are appropriate for the current courses at this time. We would love to implement a barber school. If we are able to do so, adequate space that includes a classroom space for theory and a clinical floor that meet the guidelines and space requirements of the NC Board of Cosmetic Arts would need to be identified.

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

Services are adequate for the program.

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

The Occupation Extension Special programs offer diverse courses that lead to entry-level job opportunities and certifications. The benefit of recruiting qualified instructors is only sometimes attainable. There are opportunities to offer more courses / programs if we can hire applicable instructors.

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

Lisa D. Newkirk, Coordinator - Advanced Manufacturing/Applied Tech, Special Programs, Self-Supporting/Leisure and Recreation Programs

**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* 11/30/2022

**Dean, Director, or AVP / Date:** *Renita Dawson* 11/30/2022

**Administrator Approval / Date:** *Renita Dawson* 11/30/2022