Wayne Community College
Program Review – 2021-2022

Name of Program: Transitional Programs for College and Career

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 Transitional Programs for College and Career is to help adult learners fulfill their potential to become self-sufficient, contributing members of society, and to provide adult learners with the skills necessary to complete a secondary school education, to find meaningful employment, and to become parents who are full partners in the education of their children.

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

We have no plans for revisions to the mission/purpose 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

Goal 1 – Access - Transitional Programs for College and Career offers ABE/HSE classes in low-income areas of the county, as well as through city housing projects, Worksource East, the Day Reporting Center, DART Cherry drug and alcohol correctional site, and Neuse Correctional. ELA (English Language Acquisition) classes are offered on campus and in targeted areas with high ELL (English Language Learner) populations. ELA classes are offered at locations such as Mount Olive Wayne Action Group for Economic Solvency (WAGES), Spring Creek Middle School, Brogden United Methodist Church, the University of Mount Olive, Maria Reyna de las Americas, Butterball, and AP Exhaust Products Inc.

Adult High School classes are offered on campus through in person classes as well as online. Students can study for their High School Equivalency (GED or HiSET) by enrolling in online study or attending a pathway class.

Students can use a variety of computer software to take high school courses or study for the High School Equivalency tests. We offer Odysseyware, Edgenuity and Learning Upgrade.

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
Competency-Based Work-Relevant Curriculum	Adult Basic Education (ABE)
24 Course Program	Adult High School (AHS)
Diploma	High School Equivalency Diploma (HSED)
English Language Skills	English Language Acquisition (ELA)
HSE and AHS Pathway	Basic Skills Plus

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
ABE and HSE courses	March 2020 became Hybrid or Blended
Transitions class	Implemented Spring 2021
ABE – online Edgenuity software	Fall 2020 (video-based instruction)
ABE – online Essential Ed software	Spring 2019 to replace ITTS program (TABE prep)
Fundamental Math class	Implemented Fall 2019
Intermediate Reading class	Implemented Fall 2020

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 TPCC department has added classes and software during the past three years in order to better serve lower level students. The Fundamental Math class was added as a face-to-face class to help students with basic math gaps. Intermediate Reading is also face-to-face instruction for students who need remediation and who have an Adult High School goal. The Edgenuity software is video based for low level students who require teacher led instruction. The software has been very popular since we added it in the Fall of 2020.

Program Review, 2021-22

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	March 27, 2019	Updates provided for the ELL Program's progress; Quest Academy; Off-campus ELL classes are necessary and growing; and graduation updates.
2020-2021	No Advisory Meeting was held due to Pandemic.	N/A
2021-2022	No Advisory Meeting was held.	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?*

Transitional Programs offers Business and Health ABE Pathway classes for ABE/HSE students. Through the Basic Skills Plus program students are dually enrolled so that they can work on a high school diploma and take college level courses to earn credits simultaneously. The college offers career tracks such as certified nurse aide, machining, medical office administration, turfgrass management, and EMT basic. TPCC's Quest Academy is designed for higher level ELL (English Language Learning) students to help them transition to postsecondary courses and training for higher paying jobs. Quest Academy combines English language learning and academics with technical and occupational training.

Program Review, 2021-22

Section 2: Program Outcomes

Outcome #1: Enrollment *(unduplicated)*

Baseline: **1211** # (*Average of total enrollment for the last three years – 2019-20; 2020-21; 2021-22;*)
Standard: **1250** #
Target: **1300** #

Program Enrollment

Program Enrollment (unduplicated)	
Reporting Year (Summer, Fall, Spring)	**Enrollment**
2019-2020	1539
2020-2021	910
2021-2022	1183

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2019-2020 N	2019-2020 %	2020-2021 N	2020-2021 %	2021-2022 N	2021-2022 %
African American, Female	217	14.1%	181	19.9%	190	16.1%
American Indian/Alaskan Native, Female	7	0.5%	4	0.4%	4	0.3%
Asian, Female	21	1.4%	8	0.9%	14	1.2%
Caucasian, Female	135	8.8%	95	10.4%	113	9.6%
Hawaiian/Other Pacific Islander, Female	1	0.1%	2	0.2%	3	0.3%
Hispanic/Latino, Female	328	21.3%	293	32.2%	360	30.4%
Two or More Races, Female	5	0.3%	3	0.3%	3	0.3%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	714	46.4%	586	64.4%	687	58.1%
African American, Male	286	18.6%	103	11.3%	152	12.8%
American Indian/Alaskan Native, Male	20	1.3%	0	0.0%	6	0.5%
Asian, Male	15	1.0%	4	0.4%	7	0.6%
Caucasian, Male	298	19.4%	65	7.1%	110	9.3%
Hawaiian/Other Pacific Islander, Male	1	0.1%	0	0.0%	0	0.0%
Hispanic/Latino, Male	205	13.3%	149	16.4%	218	18.4%
Two or More Races, Male	0	0.0%	3	0.3%	3	0.3%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	825	53.6%	324	35.6%	496	41.9%
Total	1539	100.0%	910	100.0%	1183	100.0%

Program Review, 2021-22

Ethnicity & Age Range	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Under the age of 18	19	1.2%	16	1.8%	29	2.5%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	1	0.1%
Asian, Under the age of 18	0	0.0%	0	0.0%	2	0.2%
Caucasian, Under the age of 18	26	1.7%	22	2.4%	28	2.4%
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	8	0.5%	7	0.8%	16	1.4%
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	54	3.5%	45	4.9%	76	6.4%
African American, 18-24	162	10.5%	110	12.1%	132	11.2%
American Indian/Alaskan Native, 18-24	13	0.8%	0	0.0%	3	0.3%
Asian, 18-24	4	0.3%	1	0.1%	2	0.2%
Caucasian, 18-24	166	10.8%	82	9.0%	108	9.1%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	113	7.3%	93	10.2%	142	12.0%
Two or More Races, 18-24	3	0.2%	6	0.7%	5	0.4%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	461	30.0%	292	32.1%	392	33.1%
African American, 25-44	225	14.6%	127	14.0%	133	11.2%
American Indian/Alaskan Native, 25-44	11	0.7%	3	0.3%	6	0.5%
Asian, 25-44	22	1.4%	6	0.7%	9	0.8%
Caucasian, 25-44	189	12.3%	38	4.2%	65	5.5%
Hawaiian/Other Pacific Islander, 25-44	1	0.1%	1	0.1%	1	0.1%
Hispanic/Latino, 25-44	327	21.2%	260	28.6%	307	26.0%
Two or More Races, 25-44	1	0.1%	0	0.0%	1	0.1%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	776	50.4%	435	47.8%	522	44.1%
African American, 45-64	93	6.0%	29	3.2%	45	3.8%
American Indian/Alaskan Native, 45-64	3	0.2%	1	0.1%	0	0.0%
Asian, 45-64	8	0.5%	4	0.4%	4	0.3%
Caucasian, 45-64	48	3.1%	17	1.9%	20	1.7%
Hawaiian/Other Pacific Islander, 45-64	1	0.1%	1	0.1%	2	0.2%
Hispanic/Latino, 45-64	83	5.4%	76	8.4%	107	9.0%
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	236	15.3%	128	14.1%	178	15.0%
African American, 65+	4	0.3%	2	0.2%	3	0.3%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	2	0.1%	1	0.1%	4	0.3%
Caucasian, 65+	4	0.3%	1	0.1%	2	0.2%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	2	0.1%	6	0.7%	6	0.5%
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	12	0.8%	10	1.1%	15	1.3%
Total	1539	100.0%	910	100.0%	1183	100.0%

Program Review, 2021-22

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 Covid-19 Pandemic in the spring of 2020 accounts for the drop in enrollment for the last three years. Even though we could continue to offer our ABE, AHS, HSE, and ELA classes virtually, we could not register students at Neuse Correction, DART Cherry, and Worksource East. These facilities are strictly face-to-face class situations.

Enrollment has now begun to increase since our classes at Neuse Correction and Worksource East resumed. Also, our classes at DART Cherry began September 20, 2022, on a part time basis (two days per week). Hopefully in January 2023, we will resume classes Monday through Friday. These classes are strictly face-to-face class situations so for over two years we had no classes which meant no FTE. The classes at Neuse Correction and DART will help to increase FTE and the number of graduates.

Enrollment in Fall semester as of November 15, 2022, is 1,335 students and enrollment for all of Fall semester 2021 was 1,352 so enrollment is 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	Increase number of classes at DART.	By number of classes offered at DART
2	Increase number of students served at DART	By the number of students enrolled in classes at DART

Program Review, 2021-22

Outcome #2: Retention

Baseline: **79.0** % (*Average of last three years – 2019-20; 2020-21; 2021-22;*)
Standard: **82** %
Target: **84** %

Program Year	Program Retention Rate
2020	84.1%
2021	73.6%
2022	79.3%

Retention by Reporting Period

	2020	2021	2022
Period	%	%	%
01	85.8%	77.6%	87.0%
02	82.4%	75.3%	70.2%
03	81.1%	75.2%	76.5%
04	84.5%	72.4%	79.1%
05	84.8%	73.1%	80.8%
06	85.5%	72.8%	82.0%
07	83.7%	71.2%	79.4%
08	83.9%	73.0%	79.2%
09	84.1%	72.9%	79.6%
10	84.1%	73.9%	77.6%
11	84.7%	73.3%	79.8%
12	84.2%	72.4%	80.4%
Average Retention	84.1%	73.6%	79.3%

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.)*

Even though during 2020 and 2021, we were living through a Pandemic, student retention remained high. Students were able to access classes online and take placement tests online. Students have a variety of ways to study and take classes in our department so retention will continue to improve.

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	Continue to offer diverse ways to study and take classes.	Retention percentage.
2		

7

Program Review, 2021-22

Outcome #3: Completers *(unduplicated)*

Baseline: **57 #** (*Average of total completers for the last three years – 2019-20; 2020-21; 2021-22*)
Standard: **60 #**
Target: **70 #**

Number of Completers (*unduplicated*) – Graduation Year – Summer, Fall, Spring	
Graduation Year	**Total Completers**
2019-2020	82
2020-2021	44
2021-2022	67

Completers by Ethnicity, Gender, and Age

	2019-2020		2020-2021		2021-2022	
Ethnicity & Gender	N	%	N	%	N	%
African American, Female	2	2.2%	5	15.2%	9	18.8%
American Indian/Alaskan Native, Female	0	0.0%	1	3.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	13	14.6%	10	30.3%	9	18.8%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	1	2.1%
Hispanic/Latino, Female	3	3.4%	2	6.1%	2	4.2%
Two or More Races, Female	1	1.1%	1	3.0%	1	2.1%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	19	21.3%	19	57.6%	22	45.8%
African American, Male	9	10.1%	5	15.2%	7	14.6%
American Indian/Alaskan Native, Male	4	4.5%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	51	57.3%	9	27.3%	14	29.2%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	6	6.7%	0	0.0%	5	10.4%
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	70	78.7%	14	42.4%	26	54.2%
Total	89	100.0%	33	100.0%	48	100.0%

Program Review, 2021-22

Ethnicity & Age Range Table	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	2	6.1%	2	4.2%
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	5	5.6%	5	15.2%	4	8.3%
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	1.1%	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	6	6.7%	7	21.2%	6	12.5%
African American, 18-24	5	5.6%	7	21.2%	7	14.6%
American Indian/Alaskan Native, 18-24	4	4.5%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	18	20.2%	11	33.3%	13	27.1%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	4	4.5%	1	3.0%	2	4.2%
Two or More Races, 18-24	0	0.0%	1	3.0%	1	2.1%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	31	34.8%	20	60.6%	23	47.9%
African American, 25-44	6	6.7%	1	3.0%	6	12.5%
American Indian/Alaskan Native, 25-44	0	0.0%	1	3.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	38	42.7%	3	9.1%	5	10.4%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	1	2.1%
Hispanic/Latino, 25-44	5	5.6%	1	3.0%	5	10.4%
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	49	55.1%	6	18.2%	17	35.4%
African American, 45-64	0	0.0%	0	0.0%	1	2.1%
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	3	3.4%	0	0.0%	1	2.1%
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	3	3.4%	0	0.0%	2	4.2%
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	89	100.0%	33	100.0%	48	100.0%

Program Review, 2021-22

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 decline in the number of graduates during the 2020/2021 school year was due to the Covid-19 Pandemic. We have been unable to give HiSET (High School Equivalency test) at DART since the spring of 2019. We averaged (put number of grads) from this site alone each year. We were able to resume HSE testing at Neuse Correction in 2021. As the number of students in our class increases so will the number of graduates.

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	Resuming HSE (HiSET) testing at DART in 01/2023	Number of graduates
2	Increasing the number of HSE testers at Neuse Correction	Number of graduates

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.)*

A graduate survey is completed annually by Adult High School and High School Equivalency graduates and continues to give a positive review of the program. One hundred percent of the graduates surveyed in 2019 and 2022 stated that they would recommend this program to a friend or family member. During 2020 and 2021, students were unable to be surveyed. Faculty is evaluated by students at the end of each course.

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.

N/A

Program Review, 2021-22

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

The Program Quality and Accountability Coordinator is retiring in November 2022. Due to budget constraints the position cannot be filled at this time. When the budget permits, this position should be filled since it is a long-standing position within the department. The duties will have to be absorbed by the Director and the Student Support Coordinator for the time being.

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

Classroom space in Walnut Building, second floor is adequate for TPCC as long as the classrooms are reserved for our use only. We also schedule classes in WLC building regularly. The computer labs are also adequate. We administer GED testing in the Academic Skills Center which has proven to be more than adequate due to the collaboration with the Academic Skills Center Director.

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

Transitional Program students are tested, counseled and registered for classes in house. Our students are referred to Curriculum/Workforce3 Con Ed for registering for classes in the Basic Skills Plus program and to enroll classes upon graduation. Students are also referred to the Financial Aid office for FAFSA information.

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

TPCC students can study for their High School Equivalency or Adult High School Diploma online through Odysseyware and Edgenuity. We offer AHS and HSE classes in person as well as classes on Skype. We offer ELA (English Language Acquisition) classes on campus and off campus at seven locations in the county. We offer Quest Academy for higher level ELA students. This program works with students to increase their English skills and enroll in occupational programs that help them earn certifications or obtain academic skills. TPCC continues to try and increase the number of students transitioning to post-secondary education or occupational training and employment.

Weaknesses are that environmental events that are outside of our control (such as a pandemic) can have such a negative impact on student enrollment and the services we are able to offer students.

Opportunities to find new ways to offer courses exist.

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

Lynn Rabhan, Director of Transitional Programs for College and Career

<u>Approvals</u>
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_   11/17/2022

Dean, Director, or AVP / Date: _Renita Dawson_   11/18/2022

Administrator Approval / Date: _Renita Dawson_   11/18/2022

Program Review, 2021-22