Wayne Community College
Program Review and Outcome Assessments, 2019-20
(Previous Program Review Cycle, 2016-17)

Department Name:	Workforce Continuing Education Services Occupational Extension Human Resource Development (HRD)

Section 1: Program Overview

Mission/Purpose:
The purpose of the HRD program is to educate and train individuals for success in the workplace.

Courses Offered: Utilizing the table below, list all courses offered, along with codes.

Program Areas & Occupational Pathways (i.e. L30 Health Occupations)	Local Government Courses (i.e. NUR3240)	Title (i.e. Nursing Aid I)	Third-Party Credentials (i.e. EKG-ECG)
B20	HRD 3001	D.R.E.S.S. for Success, ERP, Employability Success, Get Hired Bootcamp, Get Hired!, HRD Employability Skills	NCRC
	HRD 3002	HRD/NCRC Success Lab	NCRC
	HRD 4000	Human Services Exploration	N/A
	HRD 4100	Working Smart	N/A
	HRD 3004	Direct Care Basics	
	HRD 3006	Working Effectively with Others	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 aligns with your program and explain why.
      Goal 1: Increase Student Access
   **Goal 2: Ensure Program Excellence**
      Goal 3: Improve Student Success
      Goal 4: Ensure Institutional Quality

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

Registration (Annual Reporting Year - Summer, Fall, Spring)

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Registration *(duplicated)*		
Reporting Year	Registration #	3-Year Average
2016-17	2247	2444
2017-18	3007	2517
2018-19	2998	2751
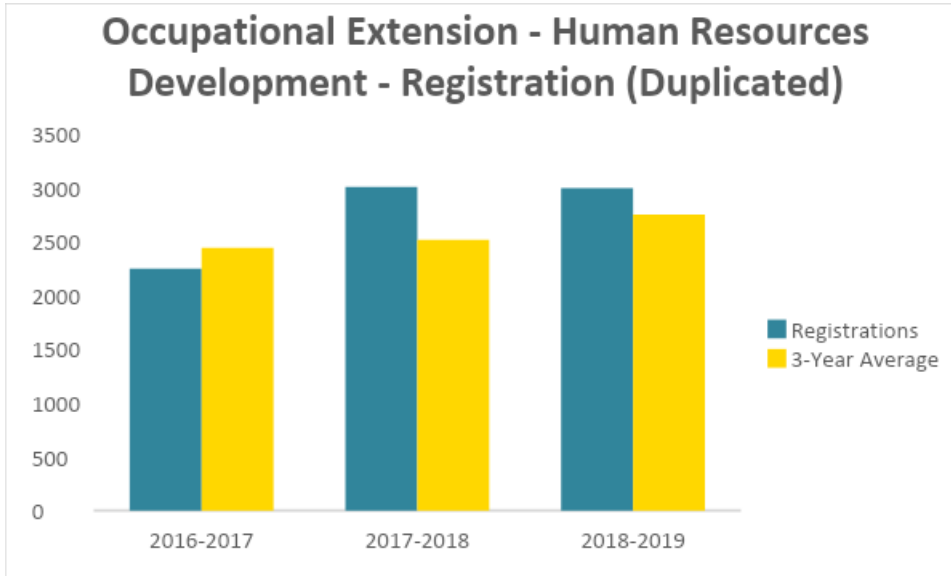
Provide narrative for analysis of registration. *(Is registration increasing or decreasing? What possible reasons for increase/decrease? Describe how you plan to address registration.)*

HRD registration increased approximately 25% from 2016-2017 to 2017-18. In 2018-19 we saw a slight decrease. During this time, natural disasters caused one of our locations where we held classes to shut down and relocate for several weeks. Additionally, there was structural damage to the facility that caused it to be closed for some time (over a year). Thankfully, it reopened and we were able to begin our classes again. One of our other captive locations changed its mission from a male to a female facility and a little over a year later, back to a male facility that is a medical unit. The location was closed for approximately 2 months during this transition. We have been able to have our classes back in the facility and anticipate an increase in registrations for 2019-20.

Analysis of program budget full-time equivalent (BFTF) *(The number of full-time equivalent (FTE) student for which colleges are funded through State funding formulas. An amount of instruction that equates to an annual FTE student; one curriculum FTE equals 512 student hours.)*

The budget FTE calculation changed in 2018-19. Prior to that the FTE was calculated based on a calendar year. Beginning 2018-19, FTE began to be calculated per academic year (summer, fall, spring) like curriculum programs.

FTE increased from 2016-17 to 2017-18 approximately 7%. In 2018-19 there was approximately an 18% increase in budget FTE from the previous year.

A consistent pool of students that we are able to teach at our captive facilities continues to bode well for our program. DART, in particular began seeing an increase in their population in 2017-18 that continued in 2018-19. Even in the wake of inclimate weather situations and facility damage that caused us to be unable to deliver

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instruction in these settings at one time or another for periods of time, we were able to maintain an increase in FTE.

Activities to ensure program / course additions (2016-17; 2017-18; 2018-19 – Reporting Year)
List program or course additions in table.

Course Title	Date – Revisions
Get Hired!	2019
Get Hired!Bootcamp	2020
Working Effectively With Others	2019
D.R.E.S.S. for Success	2019
Working Smart	
ERP	

Provide an overview of the significance of the program additions 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, programs, and delivery methods?)*

Several courses were added to meet the needs of the unemployed and underemployed in our community. Get Hired! Bootcamp Classes were added because we realized that the 3-hour Get Hired class was not enough, on average to really help someone who has never been employed or has been out of the job market for some time. The Get Hired! Class added more hands-on learning in the NC Works Career Center so each student could leave with a resume and knowing how to use the NC Works mobile app.They require more hand-holding. D.R.E.S.S. for Success and Working Effectively With Others were added to focus on areas that employers often mention need more attention. ERP and Working Smart classes replaced other courses at DART to give residents a more structured training that produces a statewide certificate. ERP specifically covers an overall focus of employment readiness.

Advisory Committee: dates, summary of minutes, activities (2016-17; 2017-18; 2018-19 -– Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2016-17	NA	NA
2017-18	NA	NA
2018-19	NA	NA

Describe program's participation with Advisory Committee or external organizations that contribute to maintaining program relevance. *(File Advisory Committee Meeting Minutes for past three years in Program Review Attachment folder.)*

HRD has no specific advisory committee.

Provide narrative for analysis of trends in the field (emerging needs). *(Based on environmental scans, advisory committees, and other sources external to the program/discipline, how well is the program/discipline responding*

to the current and emerging needs of the community? Is there new technology/equipment that needs to be added to your program?)

Employability skills, specifically soft skills, continues to be one of the most in-demand skills requested by employers. For this reason, the programs offered by HRD continue to be important and relevant. Unfortunately, there seems to be a disconnect in that individuals who are often unemployed or underemployed who need these skills don't self-identify that they need them. Much of our instruction occurs face to face; therefore, little technology or equipment is needed. However, the pandemic has caused us to have to shift our instructional methods to online methods, at least temporarily.

Section 2: Faculty Profile

Have all the faculty credentials been verified? (*Verify required documents are in personnel files.*)
Yes X   No ☐

List of Faculty and Status (2016-17; 2017-18; 2018-19 – Academic Year – Fall, Spring, Summer)

Faculty / Name	Full-Time / Part-Time	Total Years within Department/Program	Total Years at WCC
Alison Sanford	Full-Time	7 yrs. 4 mos.	7 yrs. 4 mos.
Andrew Rose	Full-Time	17 yrs. 10 mos.	17 yrs. 10 mos.
Kelvin Parker	Full-Time	13 yrs. 8 mos.	13 yrs. 8 mos.
Cynthia Spight	Full-Time	7 yrs. 7 mos.	7 yrs. 7 mos.
Brandi Matthews	Full-Time	9 yrs. 7 mos.	9 yrs. 7 mos.
Audre Rhodes	Part-Time	15 yrs. 1 mos.	15 yrs. 1 mos.
Patricia Ford	Part-Time	11 mos.	11 mos.
Ada Joyner	Part-Time	10 yrs. 1 mos.	10 yrs. 8 mos.
Nancy Delia	Part-Time	14 yrs. 10 mos.	14 yrs. 10 mos.
Mary Mills Borden	Part-Time	13 yrs. 9 mos.	13 yrs. 9 mos.
Cynthia Graham Juliano	Part-Time	3 yrs. 5 mos.	3 yrs. 5 mos.
Ginger Wiliams	Part-Time	7 mos.	7 mos.
Veloris Allen	Part-Time	4 yrs. 5 mos.	4 yrs. 11 mos.
Dominique Becton	Part-Time	1 yr. 4 mos.	1 yr. 4 mos.
Artheresa Best	Part-Time	2 yrs. 1 mos.	2 yrs. 1 mos.
Mary Carmichael	Part-Time	27 yrs. 2 mos.	27 yrs. 2 mos.
Faye Davis	Part-Time	4 yrs. 6 mos.	5 yrs. 9 mos.
Cindy Faison	Part-Time	1 yr. 4 mos.	1 yr. 4 mos.
Lori Grant	Part-Time	11 yrs. 4 mos.	11 yrs. 4 mos.
Angela Hudson	Full-time	7 yrs. 2 mos.	7 yrs. 2 mos.
Nicole Kornegay	Part-Time	2 yrs.	2 yrs.
Betty Richardson	Part-Time	5 yrs	5 yrs.
Carolyn Robertson	Part-Time	2 yrs.	6 yrs. 2 mos.
Jackie Seare	Part-Time	2 yrs.	2 yrs.
Ruby Simmons	Part-Time	17 yrs. 9 mos.	22 yrs.
Gerald Soud	Part-Time	<1	1 yr. 8 mos.
Gary Stephens	Part-Time	7 yrs. 5 mos.	7 yrs. 5 mos.
Lisabeth Sumner	Part-Time	3 yrs.	3 yrs.
Charles Sutton	Part-Time	6yrs. 2 mos.	6 yrs. 2 mos.
Betty Wellington	Part-Time	8 yrs. 1 mos.	8 yrs. 1 mos.
Jessica Wolfe	Part-Time	10 mos.	10 mos.

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Provide narrative for adequacy of faculty numbers. *(Do you have enough faculty to support your program?)*

We could use an additional full-time instructor. It is difficult to find part-time instructors who are comfortable working in a prison setting where the majority of our classes are held. We have had several part-time instructors. The lack of consistency in instruction makes it difficult at times, especially when instructors are sick or on leave. While we can reduce the hours of our classes, we have to be mindful of reducing them past what would put them in a different bracket for the cost of the tuition. With lack of adequate coverage, this sometimes occurs.

Professional Development

Professional development activities of faculty (2016-17; 2017-18; 2018-19 – Fiscal Year, July 1 – June 30)
Verify departmental professional development (PD) tracking logs are completed and filed in Program Review Professional Development folder. *(Full-Time Faculty = 30 hours; Part-Time Adjunct Faculty = 6 hours recommended, but not required, for adjuncts who teach 6 or more hours per semester)*
Yes X   No ☐
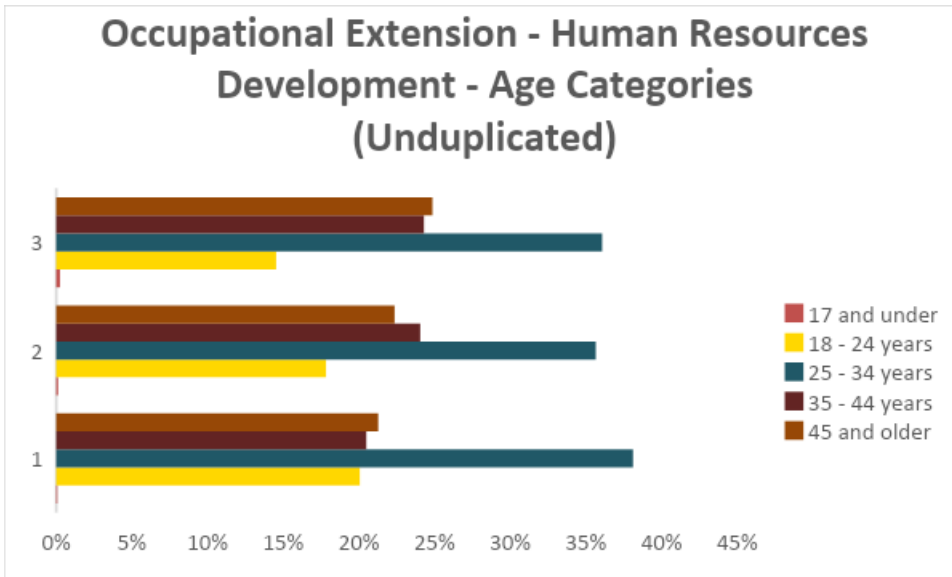
Section 3: Student Demographics

Gender *(unduplicated) Academic Year – Fall, Spring, Summer*						
Gender	**2016-17**		**2017-18**		**2018-19**	
	N	**%**	**N**	**%**	**N**	**%**
Female	188	13%	226	14%	301	19%
Male	1208	87%	1429	86%	1296	81%
Total	1396	100%	1655	100%	1597	100%

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Ethnicity (Specify highest level – unduplicated) Academic Year – Fall, Spring, Summer						
Ethnicity	2016-17		2017-18		2018-19	
	N	%	N	%	N	%
American Indian	47	3%	51	3%	55	3%
Asian or Pacific Islander	8	1%	19	1%	14	1%
African American	561	40%	609	37%	588	37%
Hispanic	41	3%	58	4%	56	4%
Caucasian	724	52%	899	54%	873	55%
Other/Unknown/Multiple	15	1%	19	1%	11	1%
Total	1396	100%	1655	100%	1597	100%

Occupational Extension - Human Resources Development - Ethnicity (Unduplicated)
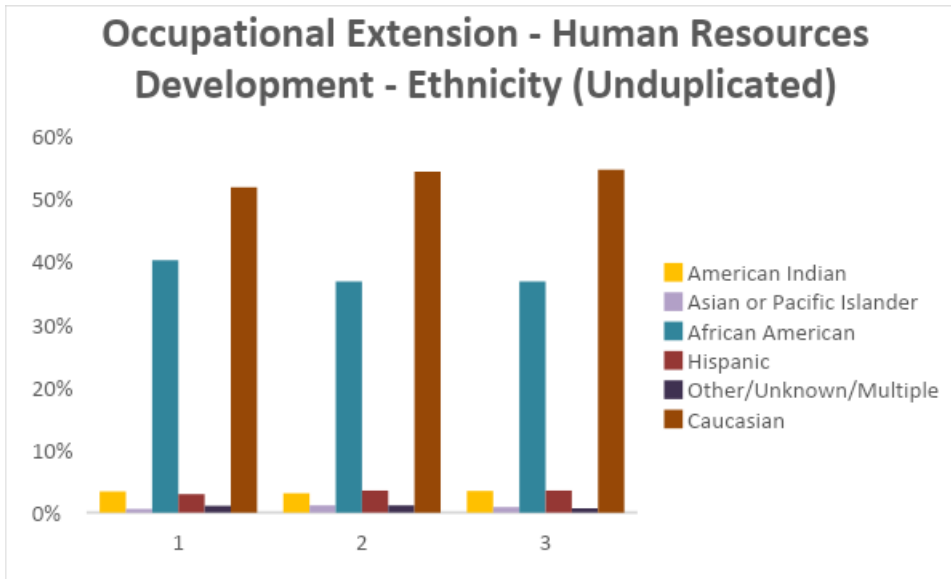
Age (Specify highest level – unduplicated) Academic Year – Fall, Spring, Summer						
Age	2016-17		2017-18		2018-19	
	N	%	N	%	N	%
17 and under	1	0%	2	0%	4	0%
18-24 years	280	20%	295	18%	232	15%
25-34 years	532	38%	590	36%	576	36%
35-44 years	286	20%	398	24%	388	24%
45 and older	297	21%	370	22%	397	25%
Total	1396	100%	1655	100%	1597	100%

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Occupational Extension - Human Resources Development - Age Categories (Unduplicated)

Location (*unduplicated*)						
Location	2016-17		2017-18		2018-19	
	N	%	N	%	N	%
Wayne County	350	25%	413	25%	394	25%
Outside of Wayne County	1040	74%	1237	75%	1184	74%
Outside of North Carolina	6	0%	5	0%	19	1%
Total	1396	100%	1655	100%	1597	100%

Occupational Extension - Human Resources Development - Location (Unduplicated)
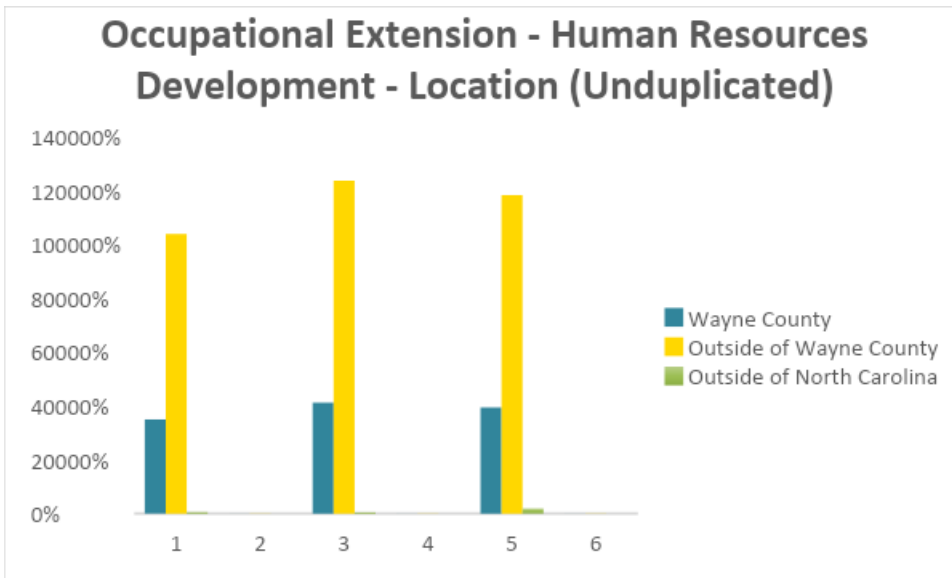
Provide narrative for analysis of student demographics. *(What are you doing to recruit / retain a diverse student population? Do you have a diverse population of students?)*

The majority of our student population is a captive audience housed at DART/Cherry, a local substance abuse treatment facility that houses males for 90 days. For the past three years, this population has been consistently over 50% Caucasian and over 40% African-American. Over 70% of our students ranged from ages 25 - over 45 with the largest age group being 25-35 years old over the three years. Additionally, over 70% of these students

are from outside of Wayne County. They come to the facility from all 100 counties in the state. While we have HRD courses in the community as well, the numbers are small in comparison. We are working to grow our presence in the community by offering courses that will lead students to employment. We believe this will increase our overall student demographics and diversity within the program.

Section 4: Program Outcomes

Outcome #1: Course Section Offerings (all delivery methods) (*Course Offerings tab*)

Baseline: 205 # (*Average course section offerings for the last three years – 2016-17; 2017-18; 2018-19*)
Standard: 210 #
Target: 250 #

Reporting Year	Course Offerings	Sections Offered
2016-17	5	149
2017-18	7	225
2018-19	6	243

Provide narrative for analysis of course section offerings. *(Ex – Are courses being offered based on the sections needed for enrollment?)*

The courses come from the library that is available for HRD courses through the Combined Course Library. There are 11 courses that can be offered in HRD. We offer the majority of sections for our captive audience at Neuse Correction.

Provide narrative for analysis of course section offerings standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)*

New course section offerings standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19.

Identify Course Section Offerings Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(State the method of assessment; how you plan to evaluate/assess the results of the action items.)*
1	Offer more courses in the community	Spring 2021	Track # of courses offered
2			

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Outcome #2: Course Success Rate (all delivery methods) (*Course Success Rate tab*)

Baseline: 86 **%** (*Average course success rate for the last three years – 2016-17; 2017-18; 2018-19*)
Standard: 88 %
Target: 90 %

Reporting Year	Registered Students	Registered Success Students	Course Success Rate
2016-17	2247	1864	83%
2017-18	3007	2636	88%
2018-19	2998	2665	89%

Provide narrative for analysis of course success rates. *(Ex – Are students more successful in courses; face to face, online, hybrid, or blended methods of course delivery? In evaluating the methods of delivery, should certain methods of delivery be considered for deletion or modification?)*

All of our classes are offered in a face-to-face delivery. Because the majority of our students are in a captive environment, there are several underlying factors which may cause them not to be successful in the course. These include: Student may be taken out of class for treatment, medical appointments, student may have committed an infraction which removes them from the course, they may have court appointments, may be removed for behavior, etc. We are exploring various online modes of delivery to offer students.

Provide narrative for analysis of course success rate standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)*

New course success rate standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19.

Identify Course Success Rate Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(State the method of assessment; how you plan to evaluate/assess the results of the action items.)*
1	Potentially add online courses	Spring 2021	# of online courses offered
2			

Outcome #3: Licensure and Certification Passing Rates (if applicable) Not applicable.

Baseline: N/A % (*Average of last three years; identify last three licensure years*)
Standard: N/A %
Target: N/A %

Licensure / Certification Exam – Title

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NCCCS Report	Exam Year	# Tested	# Passed	% Passing
2016	2014-15			
2017	2015-16			
2018	2016-17			
2019	2017-18			

Provide narrative for analysis of licensure / certification passing rates. *(Are you satisfied with your program licensure rates?)*

Licensure and certification passing rate outcome does not apply

Provide narrative for analysis of licensure and certification passing rates standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)*

Licensure and certification passing rate outcome does not apply

Identify Licensure and Certification Passing Rates Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(State the method of assessment; how you plan to evaluate/assess the results of the action items.)*
1	N/A		

Outcome #4: Third-Party Credentials (if applicable)

National Career Readiness Certification (NCRC).

Baseline: 121 # (*Average number credentials earned for the last three years – 2016-17; 2017-18; 2018-19*)
Standard: 125 #
Target: 130 #

Working Smart Certificate

Baseline: 820# (*Average number credentials earned for the last two years –2017-18; 2018-19*)
Standard: 825#
Target: 830#

Third-Party Credentials

Year	Credentials for Courses	# Tested (duplicated)	# Passed
2016-17	NCRC	251	237
	Working Smart	0	0
2017-18	NCRC	81	72
	Working Smart	548	514
2018-19	NCRC	60	55

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	Working Smart	1185	1126

Provide narrative for analysis of third-party credentials. *(Are there other industry-recognized credentials that need to be addressed for the program of study?) (What are other means to promote program third-party credentials?)*

Students in HRD courses may have the opportunity to earn one of two credentials, Working Smart Certificate and the National Career Readiness Certification (NCRC). We teach Working Smart at DART to residents who are in a 90-day treatment program. This certificate is one they can earn and take back to their communities. Many of the students have been able to get jobs as a result of having the certification. We would like to offer more Working Smart classes in the community. The class often does not have enough students to run. We offer an HRD/NCRC Success lab on campus that gives students the opportunity to practice for and earn an NCRC. Students enrolled in the Human Services Exploration class also have an opportunity to earn their NCRC credential as part of the class.

Provide narrative for analysis of third-party credentials standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?*

New third-party credential standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19.

Identify Third-Party Credentials Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(State the method of assessment; how you plan to evaluate/assess the results of the action items.)*
1	N/A		
2			

Section 5: Other Assessments

In addition to SACSCOC, is there an accrediting body specifically related to the program? If so, please name the professional organization, describe the program's current status, and most recent date of accreditation.

NA

Analysis of other assessments. *(Have you performed other assessments to evaluate the effectiveness of your program, to include surveys, self-assessments, or other assessment used to evaluate the program. If so, please explain how information collected from the(se) assessments will be used to improve the program.)*

NA

Identify Other Assessment(s) Action Items *(if applicable)*
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

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Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(State the method of assessment; how you plan to evaluate/assess the results of the action items.)*
1	NA		
2			

Provide narrative for program facilities adequacy and/or needs. If facilities are adequate, please confirm.

The majority of our classes are held off-campus in captive settings in partnership with the North Carolina Department of Public Safety (NCDPS). Other classes are held off campus as well. Currently, there is a limited number of HRD classes held on campus. Therefore, we feel facilities are adequate.

Provide narrative for academic / student support services. *(Are services adequate for your program?)*

Student services are adequate for the HRD program. Students are able to access services on campus as needed.

Planning Objectives (2016-17; 2017-18; 2018-19 – 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
2016-17	No planning objective(s) submitted.	N/A
2017-18	No planning objective(s) submitted.	N/A
2018-19	No planning objective(s) submitted.	N/A

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

Strengths - Our dedicated faculty, great partnerships (especially the Department of Public Safety through Neuse Correction, DART, and the Day Reporting Center)

Weaknesses - Loss of and limited part-time instructors; Dependence on DPS for instruction (if/when there is a disruption in their schedules we lose FTE. It also means that we aren't as well known in the community),

Opportunities - An increasing unemployment rate (especially due to the pandemic) will give us a larger target audience. The pandemic has forced our instructors to adapt to online classes, which should open up several new avenues for instruction. If we can prove to employers that our training has value, we can begin to allow them to recruit our students for us as they send us referrals or begin to ask us for classes for their companies.

Threats - Our current instruction method of online during the pandemic (many of our students are not comfortable in an online environment and many employability skills need face to face instruction). If we are unable to hold classes with our DPS partners, or if they lose funding and shut down it will cause a major loss of FTE.

Section 6: Outcomes Follow-Up and Approvals

Outcomes follow-up to be addressed spring semester following review year (2020-21 and 2021-22).

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

> Renita Allen Dawson, Associate Vice President- Workforce Continuing Education

Approvals

- Using DocuSign (electronic signature), appropriate Division Dean is asked to review and approve the Review and Outcome Assessment as submitted.
- Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review the Program/Service Review and Outcome Assessments when completed by the responsible program/service personnel. The Office of Institutional Effectiveness will forward the review documents to the appropriate administrator upon completion.
- Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to review and approve the Review and Outcome Assessment and Recommendations as submitted.

Dean Acceptance / Date: ___*Renita Dawson*_____ 8/13/2020

IE Acceptance / Date: __*Dorothy Moore*_____ 8/13/2020

Administrator Approval / Date: _____*Renita Dawson*_____ 8/13/2020

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