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

Department Name:	Workforce Continuing Education Services Occupational Extension - Public Safety

Section 1: Program Overview

Mission/Purpose:
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.

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)
CEL30	SAF-3010	Heartsaver CPR/First Aid	American Heart Assoc.
CEL30	SAF-3016	AHA HP BLS	American Heart Assoc.
CEL15	EMS 3000	Basic Anatomy & Physiology	No
CEL15	EMS 3200	EMS Special Topics	No
CEL15	EMS 4200	Emergency Med Tech Initial	Yes - NCOEMS
CEL15	EMS 4201	Emergency Med Tech Initial Refresher	No
CEL15	EMS-4202	EMT - CE	No
CEL15	EMS 4302	Advanced Emergency Medical Tech ConEd	Yes - NCOEMS
CEL15	EMS-4400	Paramedic Initial	Yes - NCOEMS
CEL15	EMS-4401	Cardiology	No
CEL15	EMS-4402	EMS ConEd for Paramedics	No
CEL15	EMS-4502	EMS Instructor Methodology	Yes - NCOEMS
CEL15	EMS 4302	EMS ConEd for Firefighters	No
CER05	COD 3120	Fire Prevention Inspections Level I	Yes - DOI
CER30	FIP-3001	Orientation & Safety	
CER30	FIP-3003	Alarms & Communications	
CER30	FIP-3004	Fire Behavior	
CER30	FIP-3007	Forcible Entry	
CER30	FIP-3008	Ventilation	

CER30	FIP-3010	Ladders	
CER30	FIP-3011	Fire Hose, Streams, & App	
CER30	FIP-3012	Foam Fire Streams	
CER30	FIP-3013	Fire Control	
CER30	FIP-3014	Loss Control	
CER30	FIP-3016	Emergency Medical Care	
CER30	FIP-3017	Rescue	
CER30	FIP 3018	Water Supplies	
CER30	FIP-3019	Sprinklers	
CER30	FIP-3021	Fire & Life Safety Prepa	
CER30	FIP-3022	Building Construction	
CER30	FIP-3025	Safety & Survival	
CER30	FIP-3026	Mayday	
CER30	FIP-3351	HAZMAT Level One Respond	
CER30	FIP-3640	Aerial Introducction	
CER30	FIP-3641	Aerial Basic Operations	
CER30	FIP-4714	Live Structural Burn Tra	No
CER30	FIP 4728	Specialized ConEd classes for Firefighters	No
CER30	FIP 4729	ConEd for Firefighters	No
CER30	FIP-4903	HAZMAT: Recertification	
CER30	FIP-6410	NCRIC Rapid Intervention	
CER30	FIP-6501	TR Rescue Operations	
CER30	FIP-6502	TR Anchors & MAS	
CER30	FIP-6508	TR Personal Protective Equipment	
CER30	FIP-6510	TR Rope Basics	
CER30	FIP-6504	TR Water Block Series	
CER30	FIP-7000	TIMS	
CER20	CJC-3933	RADAR TD/SMI Recert	
CER20	CJC-3925	Firearms Ist/Qual/Combat	
CER20	CJC-3941	Detention Officer Cert.	Yes
CER20	CJC 3952	(Mandated In-Service Tr. by N.C. Department of Justice- L.E. Personnel)	Yes
CER20	CJC 4004	Search & Rescue	No
CER20	CJC-5000	Drug Recognition Eval-Pr (DRE)	Yes
CER20	CJC-5050	Critical Mindset/Counter	No
CER41	EPT-4100	NIMS: ICS 100 & 700	Yes - FEMA

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Narrative of Courses Taught for Respective Areas:

EMS – Emergency Medical Services includes all courses with the prefix of EMS & SAF. There is an average of 72 classes per semester offered under these prefixes, with multiple sections of SAF-3010, SAF 3016, EMS 3200, EMS 4201, EMS 4200, EMS 4202, and EMS 4401. There are three (3) sections of EMS 4200 annually; three (3) sections of EMS 4400 annually.

Fire Services – Majority of FIP sections are offered for certification course as a Firefighter by the N.C. Office of State Fire Marshal. There is an average of 74 classes per semester offered under the FIP prefix. The exceptions would be FIP 4728 and FIP 4729, which are offered to assist the local departments to maintain their continuing education requirements on an annual basis. Many of the FIP certification courses including FIP 4728 and FIP 4729 are offered multiple times per semester to accommodate local departments.

CJC - Majority of CJC sections are offered for departmental personnel to maintain their certification as a law enforcement or detention officer mandated by the N.C. Department of Justice. There is an average of 64 classes per semester offered under the CJC prefix. Multiple sections of CJC 3925, CJC 3952, and CJC 4004 are offered to accommodate law enforcement agencies for their shift rotations as well as their specialized unit personnel. There are two (2) sections of CJC 3941 offered annually for Detention Officer Certification through the N.C. Sheriff's Commission.

On a three year average, the Public Safety Division offered an average of 415 classes during the academic calendar year. Due to unforeseen circumstances of the COVID-19 Virus during the Spring 2020 semester, the number of classes scheduled decreased @24% from Spring 2019.

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**

The mission statement for Workforce Continuing Education Services Occupational Extension - Public Safety Division aligns with the Institutional Goals College's vision, mission, core values, and strategic goals through student learning objectives focused upon providing academic instruction utilizing the most current technology within the public safety profession.

GOAL 1 - Student Access is accomplished through the offering of various Public Safety Programs in the daytime, evening and weekends to include Saturday and Sunday if necessary, so that students who are working and or go to school have a convenient time to take the classes. The majority of classes are short-term and can be taught in one semester so students can train and enter the workforce after completing the program with the exception of the Paramedic Program. The programs are inexpensive compared to the cost at private schools and colleges.

GOAL 2 – Program Excellence is accomplished through compliance with our accreditation standards with the N.C. Office of State Fire Marshal, the N.C. Office of Emergency Medical Services, and the N.C. Department of Justice – Criminal Justice Training & Standards & Sheriff's Training & Standards.

GOAL 3 - Public Safety programs will meet/exceed the standards set by the accrediting agencies for each particular program providing students the utmost opportunity for achieving success. Student success in the program is measured by the program learning outcomes and course competencies is assessed through various

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types of activities such as proficiency skills evaluation, written exams, and one-on-one performance evaluations completed by the program coordinators and the instructors. The success rate is also measured based on certification exams for all certification programs.

GOAL 4 - Faculty professional development and continuing education is provided to Ensure Institutional Quality to maintain the highest level of skill and knowledge in their respective area. Program Coordinators and instructor continually work together with their Advisory Committees and community partners to upgrade and improve curriculum, equipment, supplies and resources used to educate students.

Registration (Annual Reporting Year - Summer, Fall, Spring) – for each local government courses

Registration *(duplicated)*		
Reporting Year	**Registration #**	**3-Year Average**
2016-17	6394	6233
2017-18	6637	6484
2018-19	6270	6434
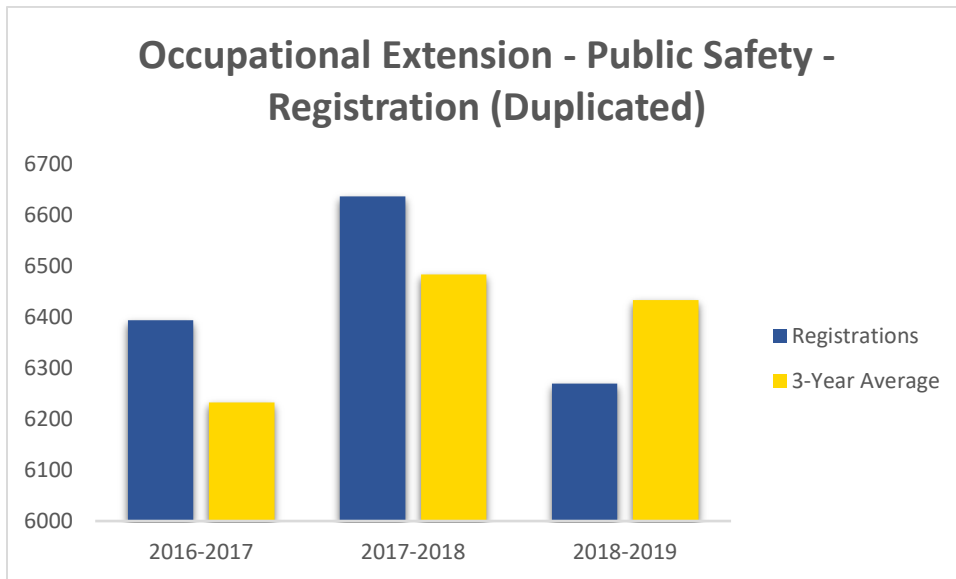
Provide narrative for analysis of registration. *(Is registration increasing or decreasing? What possible reasons for increase/decrease? Describe how you plan to address registration.)*

Enrollment has remained consistent, which is beneficial to all Public Safety CE programs based on the challenges of today's workforce and environmental factors, i.e. inclement weather, COVID-19, etc. However, the decrease of enrollment within the programs is largely due to the decreased interest for pursuit of the public safety professions, i.e. law enforcement, EMS, and Fire Services. While program enrollment and growth is primary, there is no clear relationship between students that are career oriented versus students who enter the professions within the public safety spectrum but rather a different profession, i.e. EMT certifications may choose a different professional career track upon completion of the program.

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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 2018-2019. Prior to that the FTE was calculated based on a calendar year. Beginning 18-19, FTE began to be calculated per academic year (summer, fall, spring) like curriculum programs.

FTE increased approximately 11% from 2016-17 to 2017-18 and decreased slightly (approximately 4%) from 2017-18 to 2018 – 19. While enrollment numbers and FTE remain the primary gauge for program growth, the program sustains the ability to fund the full-time positions and all part-time positions currently within the division.

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
Fire Academy	Spring 2018
Basic EMT	Fall 2017 – Spring 2018

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?)*

The Firefighter Certification Academy underwent a total revision in 2017 allowing community colleges to offer the program as a complete course rather than separate components. All instruction for FIP courses must be completed in a traditional format. The external accrediting agency prohibits any online instruction for Fire Certification courses.

The Basic EMT underwent a total review and revision by the N.C. Office of Emergency Medical Services during the Fall 2018 and Spring 2019. Revisions were focused upon realignment of core cognitive objectives to align with the National Registry Standards for Student Learning Outcomes. Total hours were increased by 34 hours moving the minimum hours to 240 for the program.

No major revisions were made to any of the mandated in-service training programs/courses as of this date.

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

Year	Meeting Dates	Recommendations / Activities
2016-17	Each committee met a minimum of two times, once in the FA 2016 & SP 2017	Focus of committees are documented in the Meeting Minutes for each committee.
2017-18	Each committee met a minimum of two times, once in the FA 2017 & SP 2019	Focus of committees are documented in the Meeting Minutes for each committee.

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2018-19	Each committee met a minimum of two times, once in the FA 2018& SP 2019	Focus of committees are documented in the Meeting Minutes for each committee.

Summary of Advisory Committee Activities

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.)*

The EMS Advisory Committee provides a periodic review of the overall programs for Emergency Medical Services to ensure that the program is meeting the criteria and state standards set forth by the N.C. Office of Emergency Medical Services.

The Fire Training/Advisory Committee meets to determine what should be the focal points for each Fire School offered during the Fall and Spring Semesters. They also focus upon what training is need to assist departments with their Insurance Services Office (ISO) Rating which is required on an annual audit by the N.C. Office of Fire Marshal as well as any specialized training needed for departments. In 2017 and 2018, the Fire Training/Advisory Committee conducted a survey to determine if they were meeting the needs of the Fire Departments. Survey results are in the review folder.

The Law Enforcement Training/Advisory Committee has discussed various strategies to ensure that the students are being provided with the skills, knowledge, and opportunities to afford them sustainable opportunities to maintain their certification as well as be provided the opportunity to obtain additional certifications. The Law Enforcement Training Committee is a Joint Advisory Committee that incorporates the Workforce Continuing Education components as well as the initial Basic Law Enforcement Training component under the curriculum programs.

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?)*

Based on the information obtained by EMSI, job trends for the public safety profession are continuing to increase. Additionally, within North Carolina there are/were approximately 61 new employees hired on a monthly basis from January 2017 – December 2017. Information obtained through EMSI states that there were approximately 4,280 position notice vacancies in 2018-2019. The job market trend for this profession is continuing to grow due to the increased needs by public safety agencies. The growth of the public safety profession is based on a trend of numerous agencies are being allocated more specialized units requiring additional personnel, as well as personnel who are retiring, transferring to state and federal agencies. The growth of the job trends in North Carolina are projected to increase by 61% over the next ten (10) years.

Source: https://www.economicmodeling.com/

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Section 2: Faculty Profile

Have all the faculty credentials been verified? (*Verify required documents are in personnel files.*)
Yes ☒   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
Beverly Deans	Full-Time	31	33
Kimberly Boswell	Full-Time EMS Coordinator	9	15
Steve Mozingo	Part-Time Fire Coordinator	9	16
Lee Szatkowski	Part-Time Law Enforcement Coordinator	9	27
EMS Instructors			
Joseph Arnette	PT EMS Instructor	6	6
Jeffrey Bright	PT EMS Instructor	16	16
Rosalie Cobb	PT EMS Instructor	*2*	*2*
David Cuddeback	PT EMS Instructor	13	13
Jason Gray	PT EMS Instructor	6	6
Allen Jones	PT EMS Instructor	43	43
Albert Jones	PT EMS Instructor	43	43
Randall Lassiter	PT EMS Instructor	9	9
Justin Lewis	PT EMS Instructor	1	1
Richard Proctor	PT EMS & Fire Services Instructor	19	19
Donna Santifort	PT EMS Instructor	5	5
Joshua Smith	PT EMS Instructor	7	7
Crystal Hardin	PT EMS Instructor	7	7
Christopher Weaver	PT EMS & Fire Services Instructor	7	11
Alex Westbrook	PT EMS Instructor	7	7
Fire Services Instructors			
Ricky Barnes	PT Fire Services Instructor	*9*	*9*
Clifford Best	PT Fire Services Instructor	4	4
Andrew Cabrera	PT Fire Services Instructor	2	2
Tim Colyer	PT Fire Services Instructor	4	4
Ronald Klus	PT Fire Services Instructor	16	16
Ashley Langston	PT Fire Services Instructor	4	4
Robert Loreman III	PT Fire Services Instructor	*15*	*15*

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Kevin Massey	PT Fire Services Instructor	*4*	*4*
Jeremy Mozingo	PT Fire Services & Law Enforcement Instructor	3	*3*
Dominic Orlando	PT Fire Services Instructor	7	*7*
Matthew Pendergraph	PT Fire Services Instructor	4	*4*
Charles Person	PT Fire Services Instructor	3	3
Jourdon Pope	PT EMS & Fire Services Instructor	15	*15*
Milbourn Powers	PT Fire Services & Law Enforcement Instructor	11	*11*
Frank Sasser	PT Fire Services Instructor	34	34
Michael Scufari	PT Fire Services Instructor	9	9
Durwood M. Smith	PT Fire Services Instructor	15	15
Michael K. Smith	PT Fire Services Instructor	32	32
Ronald Stempien	PT Fire Services Instructor	15	15
Wesley Thornton	PT Fire Services Instructor	13	13
Thomas J. Underwood	PT Fire Services Instructor	9	9
Christopher Walker	PT Fire Services Instructor	8	8
Julian Whitney	PT Fire Services Instructor	7	7
Law Enforcement Instructors			
Jeffrey Beeken	PT Law Enforcement Instructor	8	8
Lynn Douglas Bethea	PT Law Enforcement Instructor	7	7
Richard Blizzard	PT Law Enforcement Instructor	12	12
Willie L. Brinson	PT Law Enforcement Instructor	19	19
Thomas Collins	PT Law Enforcement Instructor	10	10
Christopher Crawford	PT Law Enforcement Instructor	11	11
Jason Graham	PT Law Enforcement Instructor	16	16
Shawn Harris	PT Law Enforcement Instructor	18	19

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Rex Hatch	PT Law Enforcement Instructor	6	6
Jerimee Hooker	PT Law Enforcement Instructor	2	2
Benny Johnson	PT Law Enforcement Instructor	24	24
Karen Keen-DeMello	PT Law Enforcement Instructor	18	18
Melissa Mitchell	PT Law Enforcement Instructor	5	5
Tammy Mozingo	PT Law Enforcement Instructor	7	7
Christopher Peedin	PT Law Enforcement Instructor	10	10
Steven Powers	PT Law Enforcement Instructor	12	12
Karl Rabun	PT Law Enforcement Instructor	12	12
LeAnn Rabun	PT Law Enforcement Instructor	11	11
Michael Sweet	PT Law Enforcement Instructor	7	7
Robert Thaxton	PT Law Enforcement Instructor	6	6

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

Based on the needs and services delivered to local agencies, we have adequate faculty/staff providing we maintain a strong pool of part-time instructors in addition to the two full-time employees and two permanent part-time employees for overseeing the EMS, Fire, and Law Enforcement programs. The adequacy of faculty members is sufficient for the programs offered in the summer, spring, and fall semesters of each year at the current time.
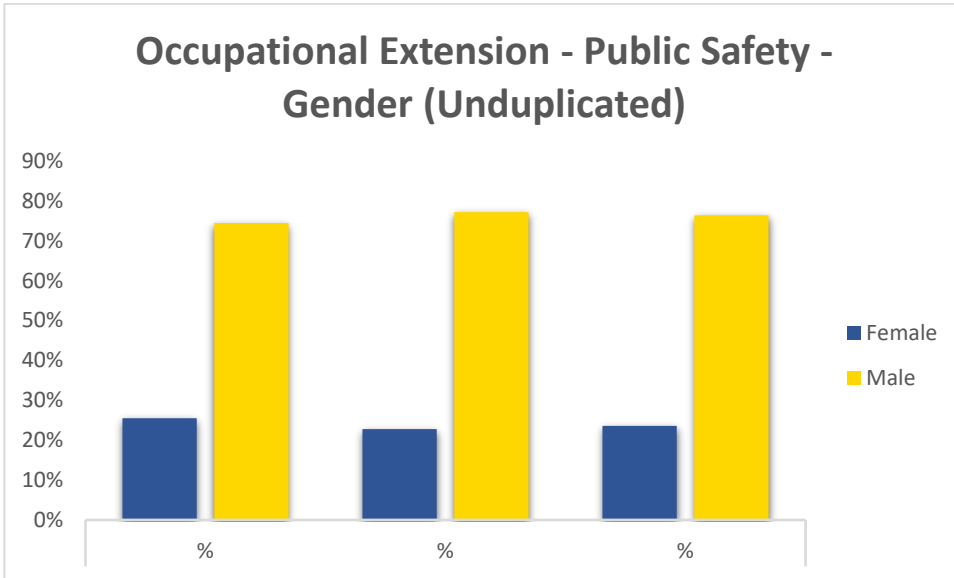
Professional Development
Professional development activities of faculty (2016-17; 2017-18; 2018-19 – Fiscal Year, July 1 – June 30)
Verify departmental professional development (PD) tracking logs are completed and filed in Program Review Professional Development folder. *(Full-Time Faculty = 30 hours; Part-Time Adjunct Faculty = 6 hours recommended, but not required, for adjuncts who teach 6 or more hours per semester)*
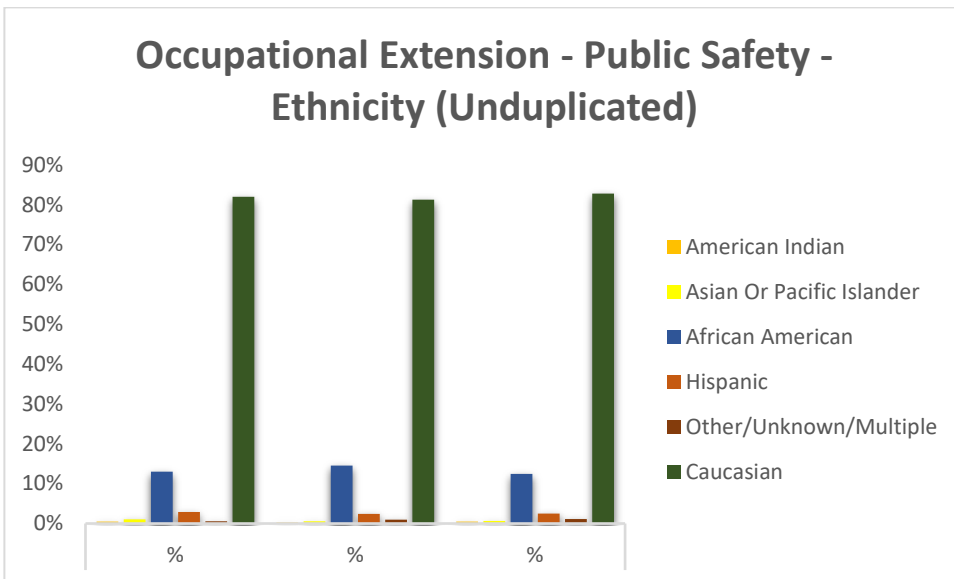Yes ☒   No ☐

Section 3: Student Demographics

Gender *(unduplicated) Academic Year – Fall, Spring, Summer*						
Gender	2016-17		2017-18		2018-19	
	N	%	N	%	N	%
Female	402	26%	366	23%	347	24%
Male	1173	74%	1241	77%	1125	76%
Total	1575	100%	1607	100%	1472	100%

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Occupational Extension - Public Safety - Gender (Unduplicated)

Ethnicity *(Specify highest level – unduplicated) Academic Year – Fall, Spring, Summer*						
Ethnicity	2016-17		2017-18		2018-19	
	N	%	N	%	N	%
American Indian	8	1%	4	0%	7	0%
Asian or Pacific Islander	16	1%	9	1%	10	1%
African American	205	13%	234	15%	183	12%
Hispanic	46	3%	39	2%	37	3%
Caucasian	1291	82%	1306	81%	1219	83%
Other/Unknown/Multiple	9	1%	15	1%	16	1%
Total	1575	100%	1607	100%	1472	100%

Occupational Extension - Public Safety - Ethnicity (Unduplicated)

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Age (Specify highest level – unduplicated) Academic Year – Fall, Spring, Summer						
Age	2016-17		2017-18		2018-19	
	N	%	N	%	N	%
17 and under	34	2%	27	2%	32	2%
18-24 years	317	20%	351	22%	271	18%
25-34 years	421	27%	420	26%	411	28%
35-44 years	288	18%	297	18%	280	19%
45 and older	515	33%	512	32%	478	32%
Total	1575	100%	1607	100%	1472	100%

Occupational Extension - Public Safety -
Age Categories (Unduplicated)
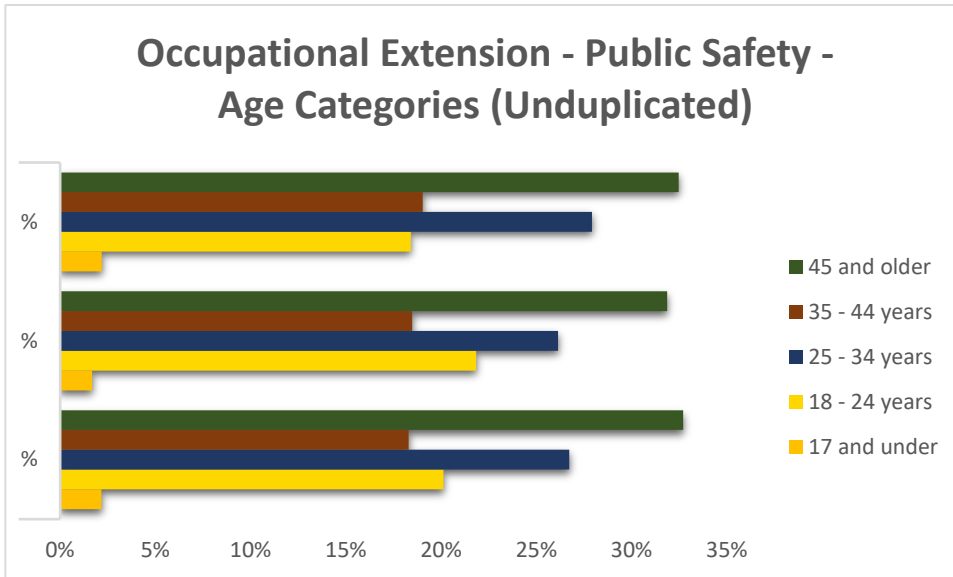
Location (unduplicated)						
Location	2016-17		2017-18		2018-19	
	N	%	N	%	N	%
Wayne County	1128	72%	1161	72%	1091	74%
Outside of Wayne County	442	28%	444	28%	379	26%
Outside of North Carolina	5	0%	2	0%	2	0%
Total	1575	100%	1607	100%	1472	100%

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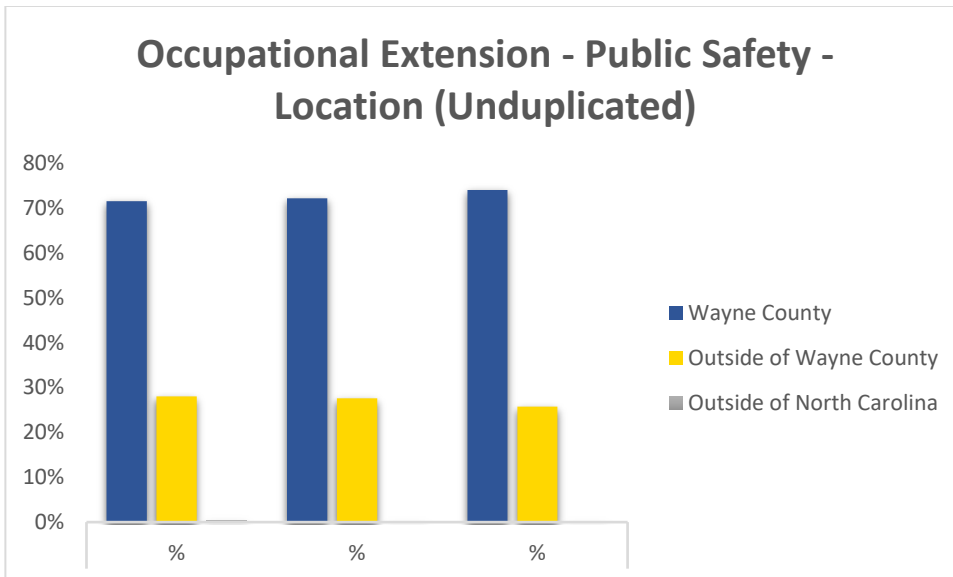
Provide narrative for analysis of student demographics. *(What are you doing to recruit / retain a diverse student population? Do you have a diverse population of students?)*

Approximately 70% of our student population is male. Our female population has increased approximately 1% each year for the past 3 years. Over 80% of our student population has been Caucasian with our primary age groups being 25-34 and 45 and older. Additionally, over 70% of our students live in Wayne County. The program is showing a slight increase in the African American population, female students, and in the 18-34 year old age group. The program is also seeing a slight increase with the Hispanic and African American populations enrolling in some of the programs, however many of our programs have a minimum age requirement therefore students less than 17 years of age cannot take an EMS or Fire Services course, and students less than 20 years of age cannot take a CJC course. The program does have a diverse population in all public safety classes that are offered and seeks to increase the diversity coming from underrepresented groups in a variety of ways. The program has recruited in many areas such as career fairs, middle and high school visits at WCC, STEAM, and having the Fire Academy active on and off campus, which has had the outcome of having new students join the several areas within Public Safety. New flyers were also created and are being passed out at events for programs within the Public Safety Division.

Section 4: Program Outcomes

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

Baseline:	**427 #** (*Average course section offerings for the last three years – 2016-17; 2017-18; 2018-19*)
Standard:	**430 #**
Target:	**435 #**

Reporting Year	Course Offerings	Sections Offered
2016-17	70	427

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2017-18	79	426
2018-19	80	428

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

Most of the sections are offered based on local agency needs and requests to meet department, local, and state standards. Course section offerings vary from semester to semester.

Space is a major concern based on the number of course offerings that are currently being taught. Additional space is necessary to expand the programs and course section offerings. We are consistently having to reach out to community resources for utilization as an alternate training facility. Therefore, current allocated space is inadequate with the number of courses and the growth trend we continue in Public Safety training. Public Safety programs are on a continuous growth trend for the last several years. In 2015-2016, there was 352 classes with 5,718 students registered during the academic year. Since 2015-16, the number of class offerings has increased 17.8%. Projections of past academic years without unforeseen circumstances, there will be a minimum of a 5% growth in course section offerings.

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. The target or standard was not met due to several reasons over the last two academic years, i.e. inclement weather (snow, hurricane), COVID-19 which created the situation to cancel multiple classes within Public Safety in accordance with college closings.

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	Identify alternative section course offerings to increase enrollment and course offerings.	June 2021	Utilization of comparison data from Colleague for course offerings and enrollment.
2			

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

Baseline: **93 %** (*Average course success rate for the last three years – 2016-17; 2017-18; 2018-19*)
Standard: **95 %**
Target: **96 %**

Reporting Year	Registered Students	Registered Success Students	Course Success Rate
2016-17	6394	6107	96%
2017-18	6637	6276	95%

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2018-19	6270	5516	88%

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?)*

Our course success rate has been stable during the 2016-17 and 2017-18 academic year. However, in 2018-19 when certification exams for all programs including fire, EMS, Paramedic, and Detention Officer Certification went through a major cycle of revision, course success rates dropped by 7%.

Steps have been taken to improve success rates on certification exams, i.e. extended review sessions, peer reviews and practice quizzes.   Instructors are monitoring student success rates more frequently and reporting actions taken for students who are underperforming.

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. The standard was met for 2016-17 and 2017-18, however the success rate took an approximate 7% decline in 2018-2019. Measures have been put in place to ensure that students who are underperforming are monitored more closely by the instructors.

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	Monitor student performance to achieve at least the standard set for success rates in public safety courses/programs.	June 2021	Monitor state certification exam results for all certification programs/courses.
2			

Outcome #3: Licensure and Certification Passing Rates (if applicable)

Detention Officer
Baseline: **93 %** (*Average of last three years; identify last three licensure years*)
Standard: **95** %
Target: **96** %

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Licensure / Certification Exam – Detention Officer

NCCCS Report	Exam Year	# Tested	# Passed	% Passing	Index Score
2016	2014-15	9	8	89%	
2017	2015-16	29	28	97%	
2018	2016-17	18	17	94%	
2019	2017-18	16	14	88%	0.97

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

While we are improving, the department recognizes the need to achieve an even higher success rate.

One strategy for achieving that higher success rate is to allow instructors to be able to spend more time assessing students' needs and weaknesses so that they implement instruction focused on solving problems and increasing students' success. Success may also improve by encouraging students to dedicate a minimum of 2 hours per week to study the material they have covered. At the beginning of each week, instructors can reassess students to evaluate the students ability to recall the information the students had received previously in a manner to develop stronger study skills and critical thinking in relation to their profession.

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?*

New standard and targets are set based on the three-year baseline data from 2017, 2018, and 2019 NCCCS Performance Measures for Student Success Report passing rates.

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	Implement various instructional strategies to enhance the reading skills of students, i.e. such as reading current event articles and requiring the students to complete a written summary as well as implement critical thinking exercises, etc. in an effort to increase student's reading level and comprehension to increase the pass rate on the state exam.	July 2021; results of action items provided in the WCC Performance Measure end-of-year report; NCCCS Performance Measures for Student Success Report publication	Assessment of this action item will be based upon the evaluation of the students by utilizing a performance skills evaluation and state certification exam results.
2	Implement a written assignment strategy designed to support student's Educational Objectives for Success that guides students to achieve success in the course by monitoring and reviewing	July 2021; results of action items provided in the WCC Performance Measure end-of-year report; NCCCS	Assessment of this action item will be based upon the evaluation of the students by utilizing a performance skills evaluation.

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	with each student their progress on a weekly basis.	Performance Measures for Student Success Report publication	

EMT-Basic

Baseline: **82 %** (*Average of last three years; identify last three licensure years*)
Standard: **85** %
Target: **88** %

Licensure / Certification Exam – EMT-Basic

NCCCS Report	Exam Year	# Tested	# Passed	% Passing	Index Score
2016	2014-15	64	54	84%	
2017	2015-16	57	49	86%	
2018	2016-17	57	49	86%	
2019	2017-18	36	27	75%	1.05

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

There were not enough Paramedics to be included in the performance measure by the state. The department recognizes the need to achieve an even higher success rate.

One strategy for achieving that higher success rate is to continue to implement the periodic "Skills Assessments" for all students. Allowing the students the opportunity to practice what they learn in class from their didactic lectures allows instructors to be able to spend more time assessing students' needs and weaknesses so that they may revise curriculum as needed and implement instruction focused on critical thinking skills that can be applied to their testing materials.

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?)*

New standard and targets are set based on the three-year baseline data from 2017, 2018, and 2019 NCCCS Performance Measures for Student Success Report passing rates.

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	Ensure that 100% of the EMS programs (EMT and Paramedic) incorporate a cross training strategy with Law Enforcement (BLET) and Fire Academy	July 2021; results of action items provided in the WCC Performance Measure end-of-year report;	Collect enrollment data from various courses throughout the academic year that the three disciplines offer crosswalk course content.

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	to better understand duties and disciplines of each other.	NCCCS Performance Measures for Student Success Report publication	
2	Implement a minimum of two additional certification courses within the EMT and Paramedic programs to ensure students are workforce ready upon completion of their respective program, i.e. Emergency Vehicle Driving (EVD), Traffic Incident Management (TIMS), National Incident Management Systems (NIMS), and/or Crisis Intervention Team (CIT) Training to promote more knowledgeable and professional EMS personnel applicants.	July 2021; results of action items provided in the WCC Performance Measure end-of-year report; NCCCS Performance Measures for Student Success Report publication	Maintain a tracking system to collect data on the number of supplemental certifications students will acquire while enrolled in the EMT Basic course.
3	Continue to implement the "Skills Assessment" workbook into the EMT program and clinical setting to ensure the competencies and confidence of students performing said skills.	July 2021; results of action items provided in the WCC Performance Measure end-of-year report; NCCCS Performance Measures for Student Success Report publication	The coordinator and lead instructor will collect the "Skills Assessment" workbooks and provide feedback to the student after evaluation of the workbook. The workbooks will be retained as part of the student's file.

EMT-Paramedic
Baseline: **33 %** (*Average of last three years; identify last three licensure years*)
Standard: **75** %
Target: **80** %

Licensure / Certification Exam – EMT-Paramedic

NCCCS Report	Exam Year	# Tested	# Passed	% Passing	Index Score
2016	2014-15	7	7	100%	
2017	2015-16	3	0	0%	
2018	2016-17	4	2	50%	
2019	2017-18	6	3	50%	0.66

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

One strategy for achieving that higher success rate is to continue to implement the periodic "Skills Assessments" for all students. Allowing the students the opportunity to practice what they learn in class from their didactic lectures allows instructors to be able to spend more time assessing students' needs and weaknesses so that they may revise curriculum as needed and implement instruction focused on critical thinking skills that can be applied to their testing materials.

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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?*

New standard and targets are set based on the three-year baseline data from 2017, 2018, and 2019 NCCCS Performance Measures for Student Success Report passing rates.

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	Ensure that 100% of the EMS programs (EMT and Paramedic) incorporate a cross training strategy with Law Enforcement (BLET) and Fire Academy to better understand duties and disciplines of each other.	July 2021; results of action items provided in the WCC Performance Measure end-of-year report; NCCCS Performance Measures for Student Success Report publication	Collect enrollment data from various courses throughout the academic year that the three disciplines offer crosswalk course content.
2	Implement a minimum of two additional certification courses within the EMT and Paramedic programs to ensure students are workforce ready upon completion of their respective program, i.e. Emergency Vehicle Driving (EVD), Traffic Incident Management (TIMS), National Incident Management Systems (NIMS), and/or Crisis Intervention Team (CIT) Training to promote more knowledgeable and professional EMS personnel applicants.	July 2021; results of action items provided in the WCC Performance Measure end-of-year report; NCCCS Performance Measures for Student Success Report publication	Maintain a tracking system to collect data on the number of supplemental certifications students will acquire while enrolled in the EMT Basic course.
3	Continue to implement the "Skills Assessment" workbook into the EMT program and clinical setting to ensure the competencies and confidence of students performing said skills.	July 2021; results of action items provided in the WCC Performance Measure end-of-year report; NCCCS Performance Measures for Student Success Report publication	The coordinator and lead instructor will collect the "Skills Assessment" workbooks and provide feedback to the student after evaluation of the workbook. The workbooks will be retained as part of the student's file.

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Fire Inspection

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

Licensure / Certification Exam – Fire Inspection

NCCCS Report	Exam Year	# Tested	# Passed	% Passing	Index Score
2019	2017-18	15	9	60%	1.19

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

Unable to set Baseline, Standard, or Target at this time due to insufficient data available by NCCCS and NC Department of Insurance. Therefore, a baseline, standard, and target will be determined in 2021.

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?)*

Baseline, standard, and target will be determined in 2021

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	NA		
2			

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

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

Third-Party Credentials

Year	Credentials for Courses	# Tested (duplicated)	# Passed
2016-17	N/A		
2017-18			
2018-19			

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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?)*

We do not have a method for tracking students externally who obtain third-party credentials since these are short-term programs.

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.

N/A

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.

There are three (3) different accrediting bodies that public safety training programs must maintain compliance with in an effort to retain these programs:

N.C. Office of Emergency Services – Accreditation Current

N.C. Office of State Fire Marshal – Accreditation Current

N.C. Department of Justice – Criminal Justice Training & Standards Commission – Accreditation Current

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.)*

Various surveys and assessments have been sent to potential employers, students, advisory committee, and focus groups within the public safety profession for Fire, EMS, and Law Enforcement.

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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.)

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	Survey former, current, and/or potential students to determine if we are meeting their needs with the current courses and course content.	July 2021	Collect survey results and decide if there are any actions that need to be taken based on the results and data collected.
2			

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

Space utilization has been a major concern with the number of classes that are scheduled within the Public Safety Division for Workforce Continuing Education students and departments. Meeting the demands of the local agencies is challenging when attempting to schedule classes due to lack of dedicated classrooms and training space for onsite course offerings. Offering additional classes that would benefit all public safety programs on campus, i.e. Law Enforcement, Fire Services, Detention Officer Training, Law Enforcement In-Service Training, Law Enforcement Certification Training, Emergency Medical Technician Certification, and Paramedic Certification Training would certainly boost enrollment and program recognition, however many of the classes are held at off-site facilities due to lack of available space for utilization of classrooms.   Facilities such as a clean drill tower, live burn tower, additional classroom space, and dedicated exterior training space for Vehicle Extrication, Salvage and Loss Control, Police Officer Physical Abilities Testing, Rescue Unit bay, etc. is definitely needed if the programs within Workforce Continuing Education - Public Safety continue to strive for growth and to meet community needs.

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

Student services through Academic and Student Support Services is adequate for the students enrolled in Workforce CE – Occupational Education Public Safety Course/Programs. Library services are adequate for research and completion of assignments and the Academic Skills Center provides students the opportunity for student success through the tutorial services offered.

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.

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Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2016-17	1) One (1) Manual PRO X Series Heart Monitor (approved) 2) Two (2) Dell laptops for fire/EMS/law enforcement training (approved) 3) Carried forward 2015-16 objective to report assessment - Four (4) automated external defibrillators (AED) Plus Packages	1) Heart Monitor has been ordered but not received. Received damaged, reordered in 2017-18 fiscal year. Carry forward to the 2017-18 Plan to report assessment. 2017-18 Status Report: Heart Monitor was received and has been put in service in Pine 112 for instructional purposes for all EMS/Fire/Law Enforcement classes. 100% of EMS students will benefit from the use of the new technology. Students will gain the knowledge and skills associated with the use of the new Heart Monitor/Defibrillator during classroom sessions and practical skills sessions. 2) 100% of the Public Safety faculty that have used the new technology have expressed the satisfaction with the capabilities of the new hardware purchased. The laptop additions have provided faculty the benefit with upgraded technology which has provided them the ability to better prepare students for state mandates, workplace and departmental requirements. 3) 2016-17 Status Report: All items have been received and are put into place in each of the public safety classrooms. 93% of the public safety instructors have attended a training session on the use of the AEDs and have expressed 100% satisfaction with the availability of the equipment.
2017-18	1) Six (6) SCBAs meeting OSHA and NFPA standards for firefighter recruit trainees (approved) 2) Six (6) Sets of Fire Protection Turnout Gear (approved) 3) Purchase two (2) law enforcement vehicles through state surplus (approved)	1) Equipment has been placed into the training environment for fire services. This equipment has currently been put into the practice for the ongoing Fire Academy and was used during the March Fire School during a live burn training exercise. Approximately 160

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		students will benefit from the utilization of this equipment. 2) Equipment has been placed into the training environment for fire services. This equipment has currently been put into the practice for the ongoing Fire Academy and was used during the March Fire School during a live burn training exercise. Approximately 160 students will benefit from the utilization of this equipment. 3) Vehicles have been purchased and received. Law enforcement training students will benefit from the acquisition of these newer vehicles due to the dynamics of today's law enforcement training.
2018-19	1) Clinical X Series Heart Monitor/Defibrillator.	1) Heart Monitor was received and has been put in service in Pine 112 for instructional purposes for all EMS/Fire/Law Enforcement classes.

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

Program strengths – relevance of program to current professional objectives and experienced, certified, and qualified faculty within all three disciplines – EMS, Fire Services, and Law Enforcement.

Weaknesses – Lack of dedicated classrooms and training space for offering additional classes that would benefit all public safety programs on campus, i.e. Law Enforcement, Fire Services, Detention Officer Training, Law Enforcement In-Service Training, Law Enforcement Certification Training, Emergency Medical Technician Certification, and Paramedic Certification Training. Facilities such as a clean drill tower, live burn tower, additional classroom space, and dedicated exterior training space for Vehicle Extrication, Salvage and Loss Control, Police Officer Physical Abilities Testing, etc.

Opportunities – Expand programs and course offerings to enhance the partnerships incorporating an advanced knowledge base for students through exposure and training.

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)*

Beverly A. Deans, Dean Public Safety; Kimberly Boswell, EMS Coordinator; Steve Mozingo, Fire Services Coordinator; and Lee Szatkowski, L.E. Training Coordinator

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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.

7/20/2020

Dean Acceptance / Date: ___Beverly Deans_____

7/19/2020

IE Acceptance / Date: _____Dorothy Moore_____

7/21/2020

Administrator Approval / Date: ___Renita Dawson_____

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