

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

Department Name:

Workforce Continuing Education Services Occupational Extension Special Programs

Section 1: Program Overview**Mission/Purpose:**

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

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)
F25 Business	ACC-3107	Accounting Fundamentals	
F25 Business	ACC-3150	Quickbooks	
F25 Business	ANS-3011	Veterinary Assistant Series	
F25 Business	BAF-3272	Keys to Success Money Management	
F30 Computer Training	CET-3100	Computer Repair/A+ Cert Prep	CompTIA A+ Certification
F25 Business	COM-3711	Grammar Refresher	
F25 Business	COM-3727		
F30 Computer Training	CIS-3100	Introduction to Computers	
T75 Service Occupations	COS-3201	Cosmetology	
T75 Service Occupations	COS-3101	Nail Technology	
T75 Service Occupations	COS-3102	Esthetician	
T75 Service Occupations	COS-3104	Natural Hair Care	
J30 Early Childhood/Teacher Recert	EDU-3001	Ready, Set, Read!	
J30 Early Childhood/Teacher Recert	EDU-3020	Response to Intervention: RSTW	
J30 Early Childhood/Teacher Recert	EDU-3002	Effective Teacher Training I	
J30 Early Childhood/Teacher Recert	EDU-3200	Solving Classroom Discipline Problems	
J30 Early Childhood/Teacher Recert	EDU-3005	Using the Internet in the Classroom	
J38 Languages	FLI-3717	Everyday Spanish	
T75 Service Occupations	HSE-3220	Income Maintenance Caseworker	
F25 Business	RLS-3700	Real Estate Pre-Licensing Agent	

F25 Business	INS-3385	Property & Casualty Pre-Licensing	
F25 Business	MLS-3927	Grant Proposal Writing	
F25 Business	MLS-3710	Non-Profit Management	
F25 Business	MLS-3874	Notary Public Education	
F25 Business	MLS-3808	Fundamentals of Supervision and Management	
L30 Health Occupations	MED 3030	Medical Coding	
T75 Service Occupations	PHO-3001	Digital Photography	
F30 Computer Training	OST 3100	MS Office	
F25 Business	OSC-3602	Office Practice and AA Cert Program	MOS Certifications
F30 Computer Training	NET-3100	VMware ICM	
F30 Computer Training	WEB-3000	Creating Web Pages	

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

GOAL 1- The Occupational Extension Special Programs courses are offered in the daytime, evening, weekends, hybrid and online so that students who are working and or go to school have a convenient time to take the classes. The classes are taught in one semester, unless the enrolled program has a series of courses to complete so students can train and enter the workforce after completing the program. The programs are inexpensive compared to the cost at private schools and colleges.

GOAL 2 –The Occupational Extension Special Programs courses will meet/exceed the standards set by the accrediting agencies for each particular program with additional subjects, skills and hours.

GOAL 3- The students' success in the program is measured by the instructor and Coordinator throughout the course and based on competencies. Issues with performance are discussed with the students and recommendations are made to improve performance. Success is measured by grading of quizzes, activities, testing, classroom evaluations, and exams.

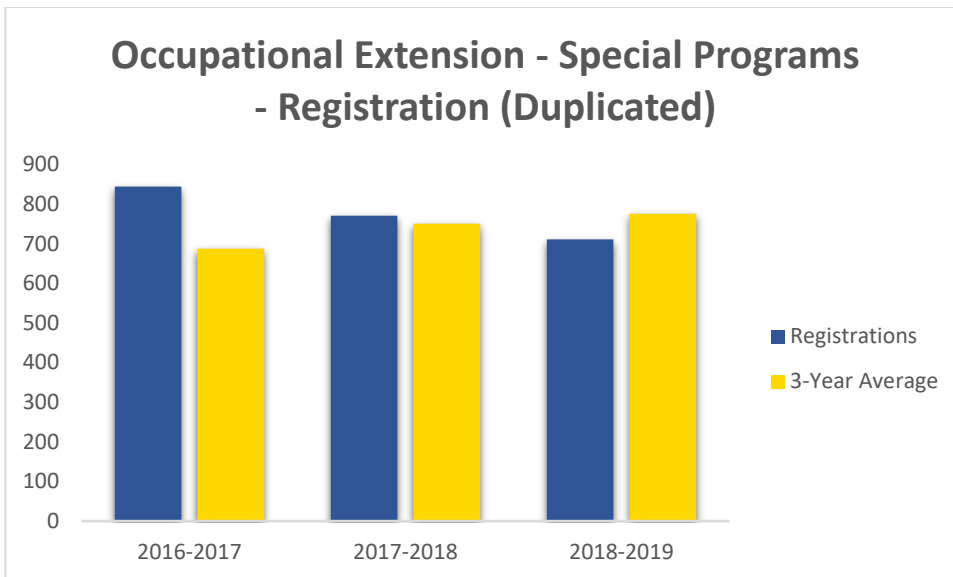
GOAL 4- Institutional Quality is ensured through faculty personal development to maintain the highest level of skill and knowledge in their area. We provide students with a standard of behavior and set of goals to achieve in the course to prepare them for the workforce. Continually working to upgrade 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	844	688
2017-18	771	751
2018-19	711	775

Registration decreased in and 2017-2018 and 2018-2019. Some of the reasons for decreases are noted below:

- Real Estate Pre-Licensing - We were offering four courses a year with two instructors teaching and decreased course offerings due to having only one instructor.
- Office Practice – Did not offer courses for a period due to Neuse Corrections inmates transitioning and being closed for a period of time due to inclement weather and major renovations.
- CompTIA Network Cert Prep – Offered courses based on student interest. We are in the process of offering more courses in the near future.
- CompTIA Security Cert Prep - Offered courses based on student interest, we are in the process of offering more courses in the near future.
- Effective Teacher Training Course – At the beginning of our partnership with the Wayne County Public School System, we offered courses throughout the year. After the first year, we offered courses from June through November at the request of Wayne County Public School System.



Provide narrative for analysis of registration. *(Is registration increasing or decreasing? What possible reasons for increase/decrease? Describe how you plan to address registration.)*

Over the past three years, we have seen slight decreases in our registration numbers. (91% from 2016-17 to 2017-18 and 84% from 2017-18 to 2018-19) Due to student demand, we began offering VMware, Nail Technology, Natural Hair Care, and Cosmetology. Income Maintenance Caseworker was developed at the state level in partnership with the NCDHHS. Wayne County DSS thought it would be beneficial in training students for entry level positions in the field.

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

The Budget full time Equivalent has gone from 73.24 in 2016-2017, 85.54 in 2017-2018 and 70.41 in 2018-2019.

This may be due to the FTE calculation changing. We began offering the following courses starting with the VMware course in Spring 2016: VMware (100 hours), Nail Technician (300 hours), Income Maintenance Caseworker (50 hours), Natural Hair Care (300) and Cosmetology (1500 hours: broken into 3 parts). Offering these courses has made a positive effect in our 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
VMware	Spring 2016
Nail Technician	Spring 2017
Income Maintenance Caseworker	Fall 2017
Natural Hair Care	Spring 2018
Cosmetology	Fall 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?)

New courses include VMware (100 hours), Nail Technician (300 hours), Income Maintenance Caseworker (50 hours), Natural Hair Care (300) and Cosmetology (1500 hours: broken into 3 parts). Offering these courses has had a positive impact.

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	12/19/2017	Courses needed for employees
2017-18	05/23/2018	Courses needed for employees
2018-19	05/01/2019	Courses needed for employees

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 Advisory Committee provides information and insight into the needs of the community and the local workforce agency represented. We have good representation from partner agencies throughout the community. Agencies include UNC Healthcare, Georgia Pacific, City of Goldsboro, Wayne County Public School and Goldsboro Housing Authority.

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?)

Programs have adequate equipment and simulations to train students to perform well on the job. Due to the high demand and student interest in Cosmetology, Real Estate, and IT courses additional courses have been added. Evening courses have been offered due to student interest in evening Cosmetology classes. We have offered Real Estate Pre and Post Licensing courses to support and prepare students in obtaining their licensing and by offering the Post Licensing courses to help individuals meet the necessary requirements to maintain their license. We have a demand for Property/Casualty and Life/Health Pre-licensing Insurance courses to help individuals prepare and pass the state exam and obtain their license. We have a demand for networking and cybersecurity training base on student interest and employment opportunities in the field of information technology.

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
Robert Elliott	Adjunct Instructor	13 years	13 years
Joanne Lloyd	Adjunct Instructor	11 years	11 years
Isai Pallango	Adjunct Instructor	5 years	6 years
Jeffrey Breault	Adjunct Instructor	4 years	4 years
Mural W. Lanier	Adjunct Instructor	5 years	5 years
Gary Kennedy	Adjunct Instructor	6 years	6 years
Pearlniece Rhodes	Adjunct Instructor	10 years	10 years
James Weese	Adjunct Instructor	5 years	5 years
Octavius Murphy	Adjunct Instructor	3 years	3 years
Wanda Foster	Adjunct Instructor	12 years	12 years
Thelton Stringfield	Adjunct Instructor	3 years	3 years
Robert Shafer	Adjunct Instructor	3 years	3 years
Tony Smith	Adjunct Instructor	2 years	2 years
Jacqueline Leonard	Adjunct Instructor	6 years	8 years
Charlie Gutierrez	Adjunct Instructor	4 years	5 years
Debra Curl	Adjunct Instructor	3 years	8 years

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

Currently, there are enough faculty to support the courses offered in the program.

Professional Development

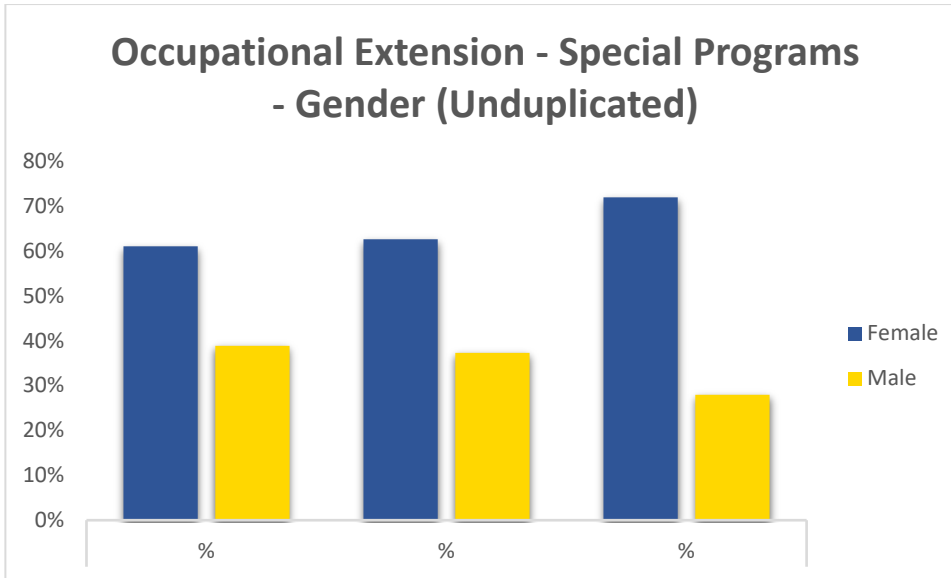
Professional development activities of faculty (2016-17; 2017-18; 2018-19 – Fiscal Year, July 1 – June 30)

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)*

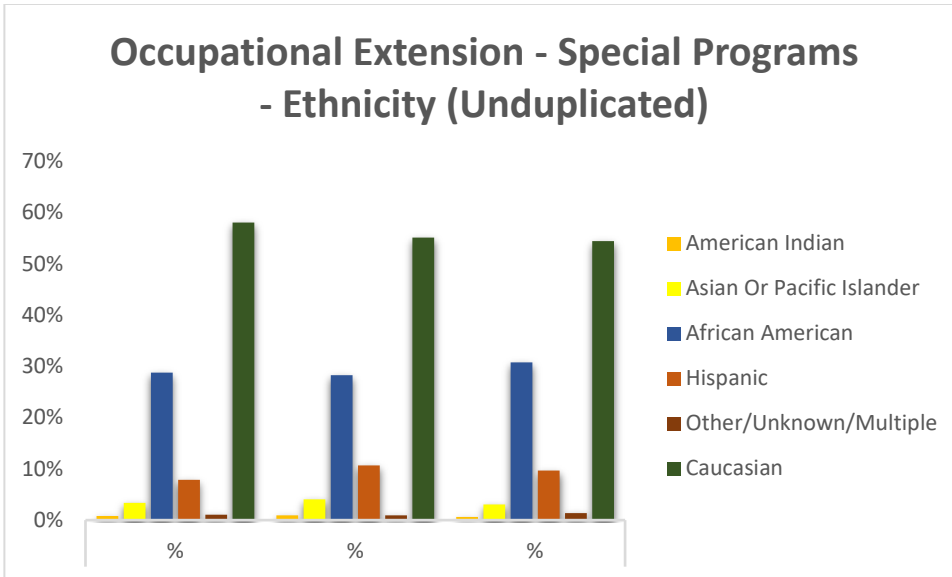
Yes No

Section 3: Student Demographics

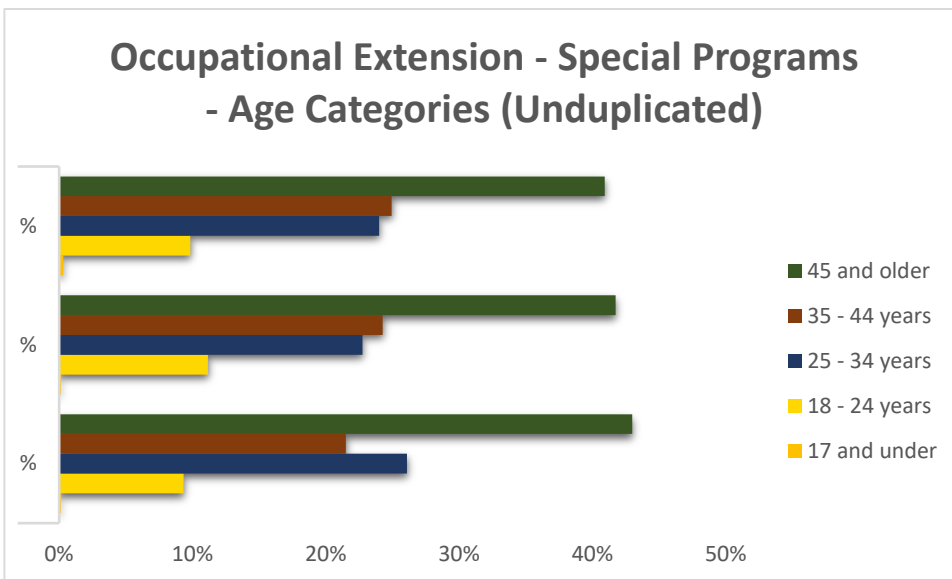
Gender (unduplicated) Academic Year – Fall, Spring, Summer						
Gender	2016-17		2017-18		2018-19	
	N	%	N	%	N	%
Female	452	61%	416	63%	468	72%
Male	288	39%	248	37%	182	28%
Total	740	100%	664	100%	650	100%



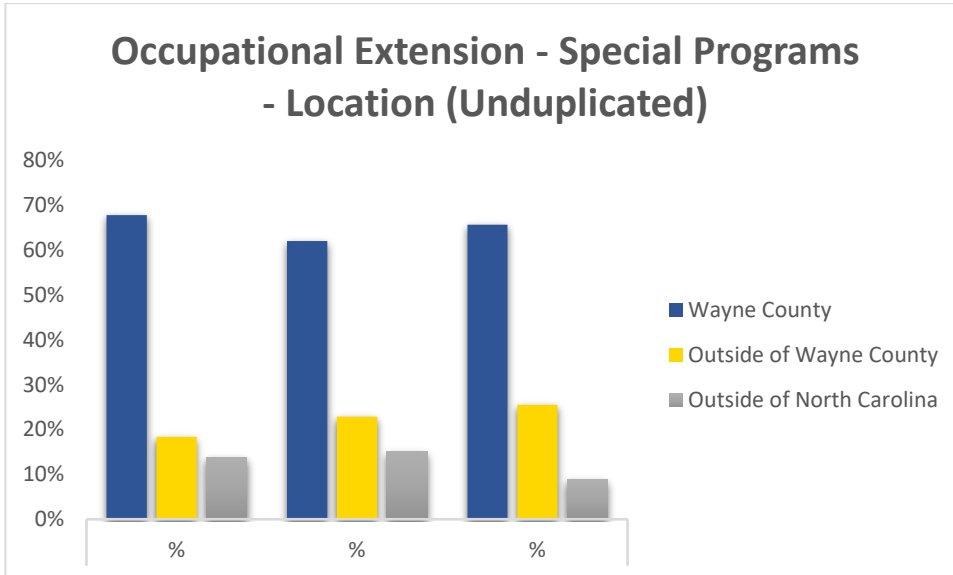
Ethnicity (Specify highest level – unduplicated) Academic Year – Fall, Spring, Summer						
Ethnicity	2016-17		2017-18		2018-19	
	N	%	N	%	N	%
American Indian	6	1%	6	1%	4	1%
Asian or Pacific Islander	25	3%	27	4%	20	3%
African American	213	29%	188	28%	200	31%
Hispanic	58	8%	71	11%	63	10%
Caucasian	430	58%	366	55%	354	54%
Other/Unknown/Multiple	8	1%	6	1%	9	1%
Total	740	100%	664	100%	650	100%



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%	1	0%	2	0%
18-24 years	69	9%	74	11%	64	10%
25-34 years	193	26%	151	23%	156	24%
35-44 years	159	21%	161	24%	162	25%
45 and older	318	43%	277	42%	266	41%
Total	740	100%	664	100%	650	100%



Location (unduplicated)						
Location	2016-17		2017-18		2018-19	
	N	%	N	%	N	%
Wayne County	502	68%	412	62%	427	66%
Outside of Wayne County	136	18%	152	23%	166	26%
Outside of North Carolina	102	14%	100	15%	57	9%
Total	740	100%	664	100%	650	100%



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 students live in Wayne County. Our students typically come from the 45- and older age group. Many of these individuals are already in the workforce and looking to gain new skills. Over 60% of our students are female and the majority of our students are Caucasian and African American.

WCC Public Information Officer, Tara Humphries, assists with advertising classes and campus and community events; we distribute flyers and publications and contact students via e-mail and phone; and courses are promoted using our division Facebook page. There is a diverse populations of students taking courses throughout the special programs area.

Section 4: Program Outcomes

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

Baseline: 197 # (Average course section offerings for the last three years – 2016-17; 2017-18; 2018-19)
Standard: 200 #
Target: 225 #

Reporting Year	Course Offerings	Sections Offered
2016-17	33	207
2017-18	35	218
2018-19	41	166

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

This is the first year for program review. Courses are offered based on the student interest.

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?)

This is the first year for program review.

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 high demand certification or licensure and offer prep courses for them	January 2021	Contact employers and obtain source of training used.
2	Research other institution offerings	January 2021	Research other institution offerings on the internet

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

Baseline: 82 % (Average course success rate for the last three years – 2016-17; 2017-18; 2018-19)

Standard: 85 %

Target: 90 %

Reporting Year	Registered Students	Registered Success Students	Course Success Rate
2016-17	844	692	82%
2017-18	771	666	86%
2018-19	711	570	80%

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 over the last three years.

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	Tracking for student certification pass rate	6/30/2021	Follow up with students that have passed the prep course in reference to testing results
2	NA		

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

Baseline: 41 % (Average of last three years; identify last three licensure years)

Standard: 45 %

Target: 50 %

Licensure / Certification Exam – Real Estate

NCCCS Report	Exam Year	# Tested	# Passed	% Passing	Index Score
2016	2014-15	0	0	0%	
2017	2015-16	4	1	25%	
2018	2016-17	1	0	0%	
2019	2017-18	4	4	100%	1.5

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

I am satisfied with the recent pass rate. We plan to offer a prep review course for future courses.

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?)

This is the first year for program review.

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	Work with instructors on reviewing class information for certification prep and pre-licensing courses	1/30/2021	Review course materials that instructors are using for their current course.
2			

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

Baseline: _n/a_ # (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	MOS Certifications	-	-
	CompTIA A+	-	-
	VCP	-	-
2017-18	MOS Certifications	-	-
	CompTIA A+	-	-
	VCP	-	-
2018-19	MOS Certifications	-	-
	CompTIA A+	-	-
	VCP	-	-

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 the numbers for the CompTIA or VMware program. Instructors are involved in training to provide consistency in the way they teach skills.

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?)

This is the first year for program review.

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	Collaborate with Business and Computer Technologies to help track student pass rate	06/30/2021	Collaborate with Business and Computer Technologies to help track student pass rate

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.

None noted.

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.)*

None noted.

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 <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	Establish a local test site on campus for students test for the certification and pre-licensing courses in program area	6/30/2021	I will contact Pearson vue and discuss the process of adding a testing site for the courses in special programs area.
2			

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

We have adequate space to fully operate program.

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

Students are directed to support services 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.

We have a variety of course offerings. We are constantly searching for new course and certification prep opportunities.

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)*

Monica Miller, MIT – Coordinator, WCE OE Special Programs

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