

## MEMORANDUM

**TO:** Dr. Edward H. Wilson Jr.,  
President

**FROM:** Bill Thompson  
Director, Planning & Research

**DATE:** February 21, 2001

**RE:** Follow-up Response to SACS Recommendations

In January 2000, the Office of Planning and Research, undertook a follow-up project to assess the results of the college's work on SACS recommendations received as a result of their April 1995 evaluation and our subsequent responses to those recommendations.

Committees from Educational Support Services, Continuing Education, and Academic Affairs performed the follow-up assessment in their respective areas. The Director of Planning and Research provided the assessment support, gathered documentation and prepared this report.

As a result of our review, the following recommendations required additional attention:

1. Section III: Recommendations 5 & 6. A systematic process of evaluation, to improve educational programs, services and operations; and evaluations to improve administrative and educational support services are in place and documented. However, the recent turnover of experienced personnel through retirements makes it critical that existing policies and procedures are made known to new employees. **Consequently, continued emphasis on new and existing employee training is recommended.**
2. Section IV: Recommendation 8. The college demonstrates graduates are competent in reading, writing, oral communication, fundamental mathematical skills and the use of computers. **However, the Aviation Systems program should add CIS 111 as a required course effective Fall 2001. In another area, the approved community college system program standard required courses for Associate in Fine Arts-art and music concentrations-meet the 64-semester hour limit for these programs. There is not an area in which a computer course can be completed in these programs. This issue has been called to the attention of the system SACS liaison.**
3. Section IV: Recommendation 11. The college is in the process of reviewing and documenting clear, explicit goals and institutional effectiveness measures for its distance learning programs. **A follow-up report to SACS on the college's distance learning substantive change report will be finalized in late spring 2001.**
4. Section IV: Recommendation 13 & 14. The college has a policy and procedure to ensure faculty teaching college transfer credit courses have the required 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline. However, recent events associated with the SACS substantive change for distance learning project revealed several faculty not meeting the Criteria. A policy in the CPM indicates that the personnel files will be reviewed once a quarter to ensure documented evidence of competency is on file. **However, it doesn't appear the policy is being followed. Consequently recommend more emphasis must be placed on ensuring the faculty employed by the college have the proper credentials and documentation on file.**

**Recommend that a one year follow-up report be provided to assess the progress on the recommendations requiring additional attention.**

The information and documentation that follows, addresses each of the seventeen recommendations received from the April 1995 SACS visiting team.

**SACS Five Year Follow-up Report from 1995 Reaffirmation Visit  
Follow-up conducted from January 2000 - February 21, 2001**

**Section I**

**Recommendation 1: The Committee recommends that the Institution conduct a comprehensive analysis of the College in which strengths and weaknesses are identified.**

The College conducted another comprehensive analysis of the institution=s strengths and weaknesses in the Summer of 1995. From that report came additional recommendations and suggestions that were incorporated into the College Strategic Plan. Two years later, in 1997, the college again conducted a comprehensive review of it=s strengths and weaknesses through the Future Search Conference format. Future Search is an alternative approach to situational analysis whereby a cross section of the community is invited to participate in the process of reviewing the college=s purpose and long range goals. The Future Search Conference was part of the college=s 40<sup>th</sup> anniversary year long celebration. As a result of the Future Search Conference the Purpose statement was reviewed and modified and two new Long Range Goals (Diversity and Technology) were added to the existing seven college goals. In addition, to these reviews, another review involving the application for Substantive Change for Distance Learning was also completed. Although both documents are on file in the Office of Planning and Research, both the Future Search Report and the SACS Substantive Change for Distance Learning Report follow:

**Presented to:**

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**Presented by:**

Wayne County  
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*C O N T E N T S*

I. Transmittal Letter

II. Purpose Statement

III. College Long Range Goals

IV. Keys to the Future

V. Recommended Action

- What we are doing now
- What is on the drawing board
- To do list

VI. Planning Assumptions

VII. Implementation

**Dear Members of the Board,**

**We are pleased to deliver, for your consideration, the accompanying Wayne Community College report on the Future Search Conference.**

**The recommendations set forth in this report are the product of a combined effort of your Future Search Committee and the many civic leaders, board members, technical resource advisors, students, faculty, staff and citizens who shared their views and areas of expertise during the planning process.**

**The college Planning Council recently completed their review of the Future Search Conference recommendations. As a result of their review, new Planning Assumptions were developed that resulted in changes in the college's Purpose Statement and Long Range Goals. Those changes, which are included in this report, will be part of the college's 1999-2004 Strategic Plan.**

**Finally, using summaries from the final sessions, eighty-four initiatives were developed that will be used as an integral part of the college's planning process. These initiatives are categorized as "What we are doing now", "What is on the drawing board" and our "To do list". The "To do list" identifies some issues and ideas that will require some additional time and imagination.**

**We are proud of our work and look forward with promise to the positive impact this effort will have for our students as we move into the next millennium.**

**Sincerely,**

**The Future Search Conference Committee**

## PURPOSE STATEMENT

**Wayne Community College is a public, two-year, college with an open-door admissions policy. The college serves individuals, business and industry, and other groups in the service area with quality, economical, convenient learning opportunities to meet student and community needs.**

**In order to fulfil this general purpose most effectively, the college strives to accomplish the following:**

- a. To provide all students the opportunities to develop both personal and marketable skills.**
- b. To develop basic learning skills in all students.**
- c. To provide for the training needs of local business and industry.**
- d. To enable students to continue their education at other institutions.**
- e. To increase the cultural awareness of students and community.**
- f. To enhance the quality of life in the community.**

## WAYNE COMMUNITY COLLEGE GOALS

### **1 / STUDENTS**

**Provide programs and services that encourage student success.**

### **2 / EDUCATIONAL PROGRAMS**

**Offer quality educational programs that are accessible and provide opportunities for excellence in learning.**

### **3 / FACULTY AND STAFF**

**Provide opportunities and incentives that enhance the performance of faculty and staff.**

### **4 / ADMINISTRATION AND FINANCE**

**Provide a management and planning system which encourages productivity and responsible use of all available resources.**

### **5 / FACILITIES**

**Provide an attractive, flexible, and accessible educational facility that enhances the quality of life in the community.**

### **6 / INSTITUTIONAL DEVELOPMENT**

**Utilize planning, research, marketing, and resource development to enhance the effectiveness of the college.**

### **7 / COMMUNITY**

**Provide programs and services which strengthen the partnership between the college and the community.**

### **8 / TECHNOLOGY**

**Provide for the integration of technology in all aspects of the College's operations.**

### **9 / DIVERSITY**

**Provide programs and services that respond to the diversity within the College and community, while encouraging an appreciation of this diversity.**

# **IV KEYS TO THE FUTURE**

## **1 / STUDENTS**

Provide programs and services that encourage student success.

- ◆ Former Students are Future Students
- ◆ Student age no longer predicts student behavior
- ◆ More of the student body will be organizations – not individuals
  - Employers are the largest suppliers of post-secondary education
- ◆ Nothing is more important to students than light at the end of the tunnel
  - Willing to pay higher prices, travel farther, seek less than preferred provider just to finish early
  - One year associate, three year baccalaureate, sixteen month MBA
- ◆ New and existing students needs

**KEYS TO THE FUTURE**

## **2 / EDUCATIONAL PROGRAMS**

Offer quality educational programs that are accessible and provide opportunities for excellence in learning.

- ◆ Open entry – Open exit courses
- ◆ Community Colleges' are a challenge to four year institutions
  - Productive, provide comparable service faster and at lower costs
- ◆ Run classes 24 hours a day
- ◆ On-going market assessment for new programs
- ◆ International Access
- ◆ Distance Education through on-line
- ◆ Just in time training
- ◆ Expand curriculum offerings to include Technology

**KEYS TO THE FUTURE**

### **3 / FACULTY AND STAFF**

Provide opportunities and incentives that enhance the performance of faculty and staff.

- ◆ Retraining
- ◆ Ongoing Training
- ◆ Cultural / Language Training
- ◆ Recruitment
- ◆ Pay

**KEYS TO THE FUTURE**

#### **4 / ADMINISTRATION AND FINANCE**

Provide a management and planning system which encourages productivity and responsible use of all available resources.

- ◆ Pay Issues
- ◆ Technology Access
- ◆ Faculty / Staff Development
- ◆ Identify Student Marketing and Recruitment Strategies
- ◆ Funding Challenges

# KEYS TO THE FUTURE

## 5 / FACILITIES

Provide an attractive, flexible, and accessible educational facility that enhances the quality of life in the community.

- ◆ Civic Center / Cultural Center
- ◆ Communication Complex (TV Station)
- ◆ Daycare Facility
- ◆ Professional Development Training Center
- ◆ Sports Complex
- ◆ Student Union
- ◆ Transpark Education Center
- ◆ Advanced Technology Center
- ◆ Virtual Office Hours

# KEYS TO THE FUTURE

## 6 / INSTITUTIONAL DEVELOPMENT

Utilize planning, research, marketing, and resource development to enhance the effectiveness of the college.

- ◆ The people who pay for public colleges are going to want more services with stable prices or in other words higher productivity
- Colleges will have to demonstrate quality programs with tangible outcomes, as performance-based funding requires
  
- ◆ Southern Association of Colleges and Schools (SACS)
  
- ◆ Funding Opportunities
  - Expanded Foundation (Alumni, Endowment, Scholarships)
  - Bond Referendum
  - Private
  
- ◆ Continuous Improvement
  
- ◆ Follow population patterns and economic growth

# KEYS TO THE FUTURE

## 7 / COMMUNITY

Provide programs and services which strengthen the partnership between the college and the community.

### ◆ Partnerships

- Public Schools
- Other Colleges
- Business / Industry
- Government
- Global Transpark

# KEYS TO THE FUTURE

## **8 / TECHNOLOGY**

Provide for the integration of technology in all aspects of the College's operations.

- ◆ Develop / Monitor Technology Plan
- ◆ Alternative Learning and Teaching Techniques
- ◆ TV
- ◆ Distance Education
- ◆ Internet Courses
- ◆ Satellite Locations (Churches, Malls, Home)
- ◆ Video Conference Labs
- ◆ Equipment Acquisition and Replacement
- ◆ Virtual College

# KEYS TO THE FUTURE

## 9 / DIVERSITY

Provide programs and services that respond to the diversity within the College and community, while encouraging an appreciation of this diversity.

- ◆ Immigration rate is the highest it has been in 100 years
  - Growing Hispanic population
  - Employees need literacy and ESL programs
  - Language training for English speaking supervisors
  
- ◆ Expand Literacy Programs
  
- ◆ Mentoring Programs
  
- ◆ Retraining PHD's
  
- ◆ Under-prepared
  
- ◆ Unemployed
  
- ◆ Language Center – Non-English speakers for industry and public agencies

# V WHAT WE ARE DOING NOW

## FOCUS ON THE FUTURE – (Opportunities)

- **Respond to a more diverse population (including Hispanic)**
- **Available land at current site – campus expansion**
  - Electronic technology offers new learning opportunities
- **WCC will offer continuous retraining**
- **Mission of foundation expanded to fund – programs – technology – faculty**
- **Just in time training – be able to gear up rapidly for new offerings and the people in community recognize this capability**
- **Serve a larger area beyond Wayne – living in global society**
- **More short-term certificate and diploma programs**
- **Excellent benefit package**
- **Expanded continuing education that works closely with private sector for retraining**
- **Expanded and flexible curriculum to meet ever changing needs of business and industry**
- **Creative partnering – private industry – County Commissioners – City Aldermen – Public Schools – counselors promote programs**
- **Must offer classes whenever students demand them**

## **EDUCATIONALLY**

- **Multi-lingual**
- **Remote access to resources – network-distance learning-internet**
- **Traditional instruction – still needed**
- **Increase the use of technology in instructional delivery**

## ECONOMICALLY

- **Competitive salaries**
- **Major employer**
- **Affordable tuition**
- **Magnet for new industry/business**
- **Increase foundation assets to fund innovative initiatives (e.g. free tuition, salary supplements, instructor training)**

## SOCIALLY

- **Student union**
- **Serve as a center for family mediation, support, and community health**
- **Catalyst for social change for various groups (i.e. racial, gender, ethnic, etc.)**
- **Have a facility that will meet student and community needs**
- **Expansion of avocation training, contributing to the growth of the whole person**
- **Sports/recreation available for students**

## CULTURALLY

- **Culture center**
- **Amphitheater**

## LOCALLY

- **Transportation System in place –student/senior citizen/day care/senior care**
- **Growth of industry – Global Transpark**
- **Automated procedures – Admission / Registration / Financial Assistance**

## GLOBALLY

- **Global – community – education**
- **College increased partnerships – HS – 4 year institution**
- **Networked – internet – courses – programs**

# **V WHAT IS ON THE DRAWING BOARD**

## **(OPPORTUNITIES)**

- **Diverse course offerings to meet individual needs at many levels**
- **Build Alumni support**
  - **More flexibility among faculty and staff**
- **Provide on-line text books for students**
- **No tuition barrier for every student**
- **Creative scheduling – classes offered 24 hours a day**
- **Home work stations**
- **Flexible work schedules (no more 8-5)**
- **Older workers (Social Security changes)**
- **Talking – interactive computers**
  - **Think chat-room**
- **Local hub for cultural, sports, and community events via use of on site facility**
- **Through use of internet, fiber optics etc. will expand educational offerings and audiences – deployed military – community members who are unable to attend on site**
- **Growing needs of disabled community alternate methods of educational needs of disabled**

## **EDUCATIONALLY**

- **Gym/culture center**
- **Enlarge small business center**
- **State-of-the-art technology**
- **Provide more opportunities for senior citizens – increase community services – low/no cost**
- **Up-to-date / current training / re-training community and business and industry**

- **Module instruction – flexible scheduling**
- **Greater focus on Community College – better training – graduates staying at home**

### **ECONOMICALLY**

- **Retraining – industry – human services**
- **Major consumer/economic stimulus**
- **Provide on-line industrial training and re-training**
- **Grant writer shared position with public schools to seek outside funds**

### **SOCIALLY**

- **Social hub for community – improve image – provide activities for senior citizens**

### **CULTURALLY**

- **A language center for diverse groups of non-English speaking groups – for industries, public agencies, etc.**

### **LOCALLY**

- **Increased local funding – government – justify local government funding**

### **GLOBALLY**

- **Technology aware – robots**

# V TO DO LIST

## (OPPORTUNITIES)

- Global Transpark
- Branch campus services to target populations
- Will be primary provider for disadvantage
- Fewer students sitting in classrooms due to increased distance learning
- Every student will have a virtual reality helmet
- Technology building/terminal – network
- TV channel/station
- Paperless school – computerized education
- Every student will have laptop
- Textbooks will disappear – CD ROM – Random access
- Virtual reality center

## EDUCATIONALLY

- Center at Global Transpark
- Allow completion of degree programs on-line to include courses from other institutions
- Increase the proportion of faculty holding doctoral degree

## ECONOMICALLY

- Support Global Transpark – increased population – cultural diversity

## **SOCIALLY**

- **Meet local and regional educational needs by developing on and off site training centers, including enhancement of hi-tech programs (e.g. auto, aircraft, medical, engineering)**

## **CULTURALLY**

- **Large auditorium – graduation – conference**

## **GLOBALLY**

- **Global health care – tele-medicine**
  - **Global Transpark**

# **VI PLANNING ASSUMPTIONS**

## **DEMOGRAPHICS**

- 1. Both the population and the industry of Wayne County will continue to moderately grow. The 1996 Office of State Planning estimates indicate Wayne's population growth is 7.4% compared to the state average of 10.4%.**
- 2. The population is aging; the elderly are increasing faster than any other group.**
- 3. The population of Wayne County will continue to become more diverse. The numbers of people with multi-cultural backgrounds and different languages, particularly Hispanics and Asians, will continue to grow.**
- 4. The number of high school graduates is beginning to increase after a long period of decline; the numbers of adults in WCC's prime age group (20-34) is projected to be stable or declining for the next decade.**

# **PLANNING ASSUMPTIONS**

## **POLITICAL / LEGAL**

- 1. The emphasis on accountability and cost-effectiveness will continue to be strong. High performance standards will be set by funding agencies.**
- 2. Costs for buildings, upkeep, maintenance, equipment and salaries will continue to rise, while tax funding will be restricted.**
- 3. Regionalization and non-duplication of services and programs will continue to be a focus. This could result in combining colleges to accomplish cost-effectiveness.**
- 4. WCC will continue to see an increase in special populations.**
- 5. The \$1,500 Hope Scholarship / federal tax credit for the first two years of college will increase the number of students who enroll at least half-time for a minimum of one term during the calendar year at WCC.**

# **PLANNING ASSUMPTIONS**

## **TECHNOLOGY**

- 1. Technological change will make imperative the creation of flexible structures which facilitate relationships and information flows.**
- 2. Technology will continue to change the way instruction is delivered and received.**
- 3. Technology will enable the delivery of instruction anywhere, anytime, anyplace, for any student.**
- 4. Business and industry expect community college graduates to be technologically competent and comfortable with technological change.**
- 5. Like employees in business and industry, college employees will need to be constantly retrained to use technological developments for maximum productivity in both instruction and all other areas of the college.**
- 6. Accommodating advanced network architecture and other technological changes will significantly affect current and new construction.**
- 7. The workforce will need to be on the cutting edge of technology and systems to excel and be competitive.**

# **PLANNING ASSUMPTIONS**

## **SOCIAL**

- 1. The rate of illiteracy will continue to increase in the target populations for WCC's programs; poorly prepared students will continue to enroll at WCC.**
- 2. Funding for government and community social services in Wayne County will, at best, stay the same, and may decrease; demand for services will continue to increase.**
- 3. Welfare reform and the Work First program will change the types of educational and support services that people need. Low-cost day care (child and elderly) will continue to be a critical need.**
- 4. The realization that people are increasingly interdependent means that skills such as teamwork, communication, and problem-solving are important for all people to learn.**

# **PLANNING ASSUMPTIONS**

## **COMPETITIVE**

- 1. Learning will be customized to different learning styles and needs of individuals. Education will be focused on basic intellectual and interpersonal skills in response to the information age and its associated technologies.**
- 2. The educational and research infrastructure will be transformed through partnerships between community colleges, business and industry, and other alliances.**
- 3. The demand for learning will skyrocket and alternative private and public sector suppliers will compete with community colleges for students and resources.**
- 4. Just-in-time learning will intensify with shortened time for initial preparation, improved quality of workforce/learner connections, reduced cost of learning, the fusion of work and learning, and dramatically altered academic patterns.**
- 5. The Wayne County workforce partnerships between business, industry and education will continue to grow and gain momentum, changing the way we develop and deliver curriculum and continuing education programs.**

## PLANNING ASSUMPTIONS

### ECONOMY

- 1. The economy of Wayne County will continue to be healthy, with low unemployment and expanding economic activity. The shortage of qualified workers will continue.**
- 2. Women and minorities will continue to gradually increase their percentage of the workforce.**
- 3. Unskilled jobs will continue to be eliminated or relocated and will be replaced by increases in skilled or semi-skilled employees. Many people will be employed in multinational environments and in small businesses.**
- 4. A substantial majority of students will continue to work full or part time.**

# VII IMPLEMENTATION

It is very important, that during the next Planning Year, the college Planning Council establish priorities among the recommendations contained in this report and assign appropriate responsibility for following through on the most important actions.

It is recommended that the Planning Council review these recommendations (1) upon receipt, (2) in a work session at their annual retreat, and (3) as part of their annual goal setting and budgeting process. Priorities should be determined from among the various recommendations and funded whenever possible for implementation.

It is also recommended that the college Planning Council or Director of Planning and Research be appointed to facilitate follow through on these recommendations and to track the progress for the College Board of Trustees. Since the college has a systematic planning and evaluation process, this information can be integrated into the annual planning activities, and made part of the annual report. The Planning Council could also be instrumental updating the list of actions contained in this report.

# WAYNE COMMUNITY COLLEGE



**Application for Substantive Change  
Southern Association of Colleges and Schools  
Procedure C: The Initiation of Off-Campus Programs, Branch  
Campuses and Other Distance Learning Activities**

**Submitted July 1, 1999  
Wayne Community College  
P. O. Box 8002  
Goldsboro, NC 27533-8002  
919-735-5151**

## PROCEDURE TWO

### Responsibilities and Procedures

*The responsibilities of the institution and the Commission in working with the substantive change of the kind cited above are described below.*

1. *The chief executive officer of an institution initiating off-campus programs or distance learning activities as defined above must provide written notification of the change to the Executive Director prior to implementation.*
2. *Upon notification, the Commission staff member will ask the institution to submit a completed program/site description, if one has not previously been submitted. The description must include the following information:*
  - a. *The nature of the change including an assessment of need*

Distance learning enhances accessibility and responsiveness to changing educational needs since it is not time nor place bound. Distance learning at Wayne Community College has been defined by the Technology Committee in the College Procedures Manual as "Programs that are conveyed through off-campus classroom instruction, external degree programs, branch campuses, correspondence courses, and various electronic instruction such as videocassette, telecourses, on-line asynchronous, and real-time interactive instruction offered geographically distant from the campus."

Distance Learning began at WCC with a few telecourses in the late 1980s. Since then, however, the college has increased its course offerings and experienced significant enrollment growth--especially in the past two years. Distance learning options at the college now include telecourses, courses by video-cassette, and online (Internet-based) courses. In the 1998-99 academic year, WCC had a distance learning enrollment of 377 students. It will be soon possible for students to obtain a degree through a combination of traditional courses and distance learning courses, with the majority of course work coming from distance learning options. A list of courses offered is in Appendix A.

Throughout the growth of distance learning activities, the college's goal has been to have distance learning courses parallel traditional course offerings and include comparable course outcomes. Distance learning courses and faculty are fully integrated into the college's programs; there is no separate distance learning program.

The increase in the college's course offerings via distance learning have come in response to student demand for additional courses via alternative delivery. Almost every course scheduled has attracted enough students to make it possible for the college to offer the course. Responses to student surveys indicate that a large majority of telecourse students would take such a course again and would recommend them to another student. Online classes have shown a similar pattern. Since the 1990 transition from the quarter system to

the semester system, significant growth has occurred in telecourses and in on-line courses. Table 1 reflects that growth.

**Table 1  
Growth in Distance Education**

	Actual		Actual	
	FALL 1997		SPRING 1998	
	Number of Courses	Headcount/ Enrollment	Number of Courses	Headcount/ Enrollment
Telecourses	1	20	5	71
Online Courses	-0-	-0-	1	20
Totals	1	20	6	91

	Actual		Actual	
	FALL 1998		SPRING 1999	
	Number of Courses	Headcount/ Enrollment	Number of Courses	Headcount/ Enrollment
Telecourses	7	94	7	108
Online Courses	4	66	5	109
Totals	11	160	12	217

Wayne Community College has been designated as an institutional member of Servicemen's Opportunity Colleges (SOC), a group of over 400 colleges and universities providing voluntary post-secondary education to members of the military throughout the world. As an SOC member, Wayne Community College recognizes the unique nature of the military lifestyle and has committed itself to easing the acquisition and the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and experience. Wayne Community College has been a provider of educational services to Seymour Johnson Air Force Base personnel since 1971. The college averages approximately 1,100 student enrollments per year at its base facility and foresees a steady increase in the demand for televised instruction and Internet courses well beyond the turn of the century. The college is currently pioneering efforts to offer deployed personnel the ability to complete course work and thus give them the ability to continue making timely progress toward degree completion while supporting the Air Force mission.

WCC has established distance learning partnerships with (1) other sending and receiving colleges for real-time interactive classes; (2) other community agencies; (3) the local cable company, which provides broadcast time each semester for the college's telecourses; (4) other colleges for online courses; and (5) receiving colleges for training their faculty to develop online courses.

*b. The relationship of the off-campus programs or distance learning activities to*

*institutional purpose and mission.*

### **PURPOSE STATEMENT**

Wayne Community College is a public, two-year college with an open-door admissions policy. The college serves individuals, business and industry, and other groups in the service area with quality, economical, convenient learning opportunities to meet student and community needs.

In order to fulfil this general purpose most effectively, the college strives to accomplish the following:

- a. To provide all students the opportunities to develop both personal and marketable skills.
- b. To develop basic learning skills in all students.
- c. To provide for the training needs of local business and industry.
- d. To enable students to continue their education at other institutions.
- e. To increase the cultural awareness of students and community.
- f. To enhance the quality of life in the community.

### **INSTITUTIONAL GOALS**

1. **STUDENTS** - Enhance student success through college wide programs and services.
2. **EDUCATIONAL PROGRAMS** - Provide opportunities for excellence in learning through accessible, high quality educational experiences.
3. **FACULTY AND STAFF** - Enhance the performance of faculty and staff through opportunities and incentives.
4. **ADMINISTRATION AND FINANCE** - Improve productivity and responsible use of all available resources through a comprehensive planning and management system.
5. **FACILITIES** - Provide an attractive, flexible, and accessible educational facility that enhances the quality of life in the community.
6. **INSTITUTIONAL DEVELOPMENT** - Enhance the effectiveness of the college through appropriate planning, research, marketing, and resource development.
7. **COMMUNITY** - Strengthen the partnership between the college and the community through programs and services.
8. **TECHNOLOGY** - Integrate technology in all aspects of the college's operations.
9. **DIVERSITY** - Encourage an appreciation and understanding of diversity by providing programs and services that respond to the diversity within the college and community.

This statement of purpose and goals commits WCC to providing comprehensive educational opportunities of the highest quality to a diverse student body. The students come to the college with a variety of learning styles and preferences. They often have life commitments that may restrict the amount of available time and limit schedule flexibility. Some cannot conveniently come to the campus. For example, while Seymour Johnson Air Force Base is located within a few miles of the campus, a number of personnel have limited transportation and restrictive work schedules. Providing instruction on base has many advantages, including the use of facilities that are familiar to the students. In addition, limited classroom and lab facilities on campus are not constrained by the scheduling of additional classes.

It simply makes sense to provide a variety of distance learning opportunities to all the citizens of the college's service area, whether civilian or military. (A copy of the college's policy on distance learning (CPM 03-0106) is in Appendix C.)

In conclusion, the following general statements can be made about distance learning at WCC:

- Distance learning fulfills the college's commitment to accessibility by providing options for students who may not be able to come to campus regularly because of physical limitations, because of work and family commitments, or by preference.
- **Distance learning enables students who prefer to learn through non-traditional media to have access to educational content in different formats.**
- **Distance learning increases accessibility and responsiveness to changing educational needs since it is neither time nor place bound.**

c. *The location(s) where the instruction is offered, including group sites and geographical areas of individual access. For each location where the distance learning activity is being offered by technology-based instruction (TBI), the delivery system(s) being used at each site should be identified. Include any arrangements the institution has made with other entities to deliver instruction via TBI; e.g., broadcast television, cable television, ITFS, compressed video, satellite systems, computer systems, and recorded media.*

(1) *Telecourses*

**All telecourses are licensed from commercial telecourse producers including Dallas Telecourses, Coast Telecourses, and PBS. These are used through agreements made between the North Carolina Community College System Office, the University of North Carolina Center for Public Television, and the Adult Learning Service of PBS. Two modes of telecourse delivery are available.**

- (a) Broadcast over public television stations and/or local cable service  
PACC-10 - The North Carolina Center for Public Television provides

programming time Fall and Spring semesters of each academic year for twelve courses by agreement with the North Carolina Community College System. Wayne Community College offers these twelve courses for academic credit. The Center for Public Television has fourteen outlets, one of which provides broadcast coverage to all residents of Wayne County.

- (b) College by Cassette - WCC provides some telecourses via this mode of delivery. A video viewing lab is available to students in the Library (Academic Skills Center) as an alternate source for viewing the broadcasts.

(2) Online Courses

All online courses are distributed through the college's Internet server and are available to students by password access through the Web. Students must have access to a personal computer with browser software or use the college facilities. These courses are developed and taught by WCC faculty.

(3) Seymour Johnson Air Force Base Classroom Allocation

The Education Office at Seymour Johnson Air Force Base has allocated Wayne Community College seven classrooms which are available all day and during the evening. Three of the classrooms are general purpose classrooms, and one will be converted by the college into a 20-station computer lab. In addition, four classrooms are allocated for evening classes only. All classrooms are available for use seven days a week. Military students enrolled in Internet classes have access to computers at the Base Education Office.

- d. Means used by the institution to monitor and ensure the quality of the overall academic program(s) offered at the off-campus site or through distance learning activities. This description must include*

*(1.) the planning process*

The planning process at WCC is a process based on integrating the planning in each of the five planning groups. Each of the planning groups involved with distance learning includes it as a part of its plan. For the most part, planning for distance learning is concentrated within the Curriculum Programs Planning Group. However, the Library and Media Services also play important roles in support of distance learning activities.

The Vice President for Academic Affairs and Student Services coordinates the distance learning activities of the college. Each year, college personnel meet to develop goals and implementation strategies for incorporation into the strategic plan of the college. Objectives and assessment criteria are developed for further improvement of the distance

learning program and are included in the college's Institutional Effectiveness Plan. Any progress toward and/or completion of these objectives is reported in the End-of-Year Report.

Because of distance learning's reliance on technology, the Technology Plan, developed each year, is necessarily tied closely to the distance learning effort at the college. This plan is developed by extracting the technology portions of each planning unit's strategic plan and incorporating them into one plan. The Technology Committee then prioritizes the respective technology planning objectives and submits that prioritized recommendation to the President and his Administrative Council for consideration. (Appendix G)

Because of its role in prioritizing the technology needs of the college, the key to the entire planning effort in distance learning is the Technology Committee, an advisory group for managing the technology growth at WCC. Membership includes faculty, division and department heads, as well as representatives from academic computing, media services, information systems, and student services. The office of Planning and Research provides guidance and necessary documents in support of the Technology Committee. The ultimate goal of the technology plan is to promote effective use of technology resources that will result in excellence in programs, processes, and outcomes. Among the short term goals are educating and training faculty and staff about ways to integrate multimedia/Internet technologies into the traditional classroom, increasing the technical knowledge of instructors, and encouraging continuous improvement of distance learning delivery.

The committee meets three to four times each year to plan and discuss these issues. Each committee member acts as a liaison between the planning unit of which he or she is a part and the Technology Committee. This helps to provide continuity of thinking and effort in the area of distance learning and associated activities.

In summary, planning for distance education takes place through the academic, administrative, and committee structures of the college. It reaches all levels of the institution, allowing input from those directly and indirectly affected, and is completely integrated into the planning process.

(2.) *procedures for systematic evaluation of instructional results*

The college evaluates all academic programs annually. Distance learning courses are periodically evaluated. Factors evaluated include faculty credentials, relative costs, enrollment, course completion rates, student satisfaction, (Appendix C) and student success rates. All data is then incorporated into the appropriate planning unit objectives for program enhancements, modifications, terminations, expansions, and other decisions.

(3.) *the process for monitoring and evaluating off-campus programs and distance learning activities.*

Distance learning activities are monitored by the division heads or the department chairpersons in the academic curriculum programs under which these courses are offered. For example, distance learning business courses are monitored and evaluated by the Business and Computer Technology Division Head. The instructors who teach distance learning classes are generally the same instructors who teach traditional classes. Less than twenty percent of distance learning classes are taught by adjunct faculty.

No distinction is made between what is expected of traditional and distance learning instructors. The process for evaluating off-campus and distance learning activities is the same as for traditional, on-campus programs. For example, student satisfaction, student evaluation of instruction, grade comparison, and persistence rates are used to evaluate distance learning activities against traditional on-campus courses.

Grade results and completion rates for online classes, for example, mirror those for traditional courses, with few significant differences. To ensure the equivalent quality of distance learning courses, prior to the 1997 conversion from the quarter to semester system, the college examined several success factors that influence quality of telecourses, Internet courses, and programs at Seymour Johnson Air Force Base.

In order to facilitate this process, the college used student satisfaction, student evaluation of instruction, and persistence rates as assessment criteria for courses at Seymour Johnson Air Force Base.

First, the responses of students enrolled at Seymour Johnson Air Force Base were compared with those of students enrolled in on-campus classes regarding quality of instruction statements on the 1993 Student Survey.

**Table 2**  
**Student Survey Statement**  
**Percentage Responding, Strongly Agree or Agree**

	SJAFB	On-Campus
My instructors are prepared for classes	95%	95%
My instructors explain the course material clearly	92%	93%
Instruction at WCC has met my needs	92%	93%
Teaching methods used by my instructors at WCC contribute to my success in the class	87%	91%

The responses by both cohorts indicate a high level of satisfaction with the college's courses. Since the college believes student satisfaction is an important measure of quality, this comparable data indicates equivalent quality of courses at both sites.

Second, in a review of the results of SJAFB student evaluation of instruction from Spring 1994 through Spring 1995, the college found no significant difference in the students' rating of instructors. On the college's Student Evaluation of Faculty and Instruction, students in classes at Seymour Johnson Air Force Base consistently rated faculty and instruction as

above average or outstanding. Most of the average total scores for faculty, both part-time and full-time, range from 4.24 to 4.60 on a 5.0 point scale. Classroom observations by department and division heads support these evaluations.

Third, an analysis of 17 courses offered at SJAFB during Winter and Spring quarters of 1995 shows that persistence rates (defined as students completing the course with grades of A, B, or C) exceeded 80 percent or more for 13 of the 17 courses. Persistence rates of similar on-campus courses were found to be significantly lower, in most instances below 80 percent. The higher persistence rate for base students is attributed to smaller classes at SJAFB and the focus and maturity of base students who enroll in the college's courses as a way to meet the general education requirements for an associate degree from the Community College of the Air Force.

In its evaluation of telecourses, the college used student satisfaction, student evaluation of instruction, and persistence rates as assessment criteria. During the 1994-95 academic year, the college offered six courses via broadcast television (telecourses) with a total enrollment of 73 students. In order to measure equivalent quality of courses, the college compared persistence rates and student satisfaction rates for telecourses and traditionally scheduled cohort classes.

First, Table 3 compares Completion Rates (defined as students completing the course with grades of A, B, or C) of telecourses vs traditional courses for Fall 1994 through Spring 1995.

**Table 3  
Persistence Rates  
Fall 1994-Spring 1995**

	Telecourse		Traditional On-Campus Course	
<b>Course Title</b>	<b>Number Enrolled</b>	<b>Percent Completed</b>	<b>Number Enrolled</b>	<b>Percent Completed</b>
*ECO 151	11	44%	50	52%
*ECO 152	12	44%	9	60%
BUS 261	10	67%	28	46%
MAT 151	3	30%	91	51%
<b>TOTAL</b>	36	46%	178	52%

\*ECO 151 and 152 were each offered twice as telecourses.

The results show that persistence rates were greater in ECO 151, ECO 152, and MAT 151 in traditionally scheduled courses, but a greater percentage of students completed BUS 261 as a telecourse. Instructors of telecourses with lower persistence rates have indicated the need for and have planned for more interaction with students enrolled in future courses.

Also, in an effort to ensure equivalent quality of instruction, the college uses full-time instructors to teach telecourses.

Second, the college surveyed former telecourse students, seeking their opinions on the strengths and weaknesses of the telecourse. Respondents to the survey identified the strengths of telecourse offerings as the following:

- The ability to study at home in their own time
- Encouragement of time management, self discipline, self-reliance, and reading because of working at home
- Less stress timewise
- No class conflicts
- Helpfulness of tapes for review
- Having the opportunity to slowdown for help or to move quickly through the areas when help is not needed

Respondents identified the following as weaknesses of telecourses:

- Lack of classroom interaction
- Compressed time to complete course
- Difficulty getting in touch with instructor
- Not enough instruction
- No one to answer questions
- Not enough examples on tapes compared to classroom

Although students stated that the opportunity for help was available, only 73% indicated they requested the assistance of the instructor.

These results indicate reasons for lower persistence rates in telecourse classes and support the belief of telecourse instructors that more interaction is needed with telecourse students. These results also imply that the college must extend further efforts to improve the quality of telecourse offerings.

Therefore, as a result of the evaluation of the survey, the Associate Vice President for Academic Affairs, who is the telecourse coordinator, has developed planning objectives which include the following for instructors who deliver telecourses:

1. Staff development activities designed to address the areas specific to telecourse instruction.
2. An improved schedule for the instructors to provide class visitations to review course materials.
3. An information sheet for each telecourse participant with the instructor's telephone number, office location, and schedule.
4. The development of supplemental materials such as videos, practice sheets

and tests.

5. An information sheet for each telecourse participant with software available for use in the college's computer lab.
6. The schedules of time of operation for computer labs, Academic Skills Center / Tutorial Services and Project Enable.

With the continued utilization of student evaluation of instruction, persistence rates, student satisfaction reports, and student success rates, along with the above planning objectives, the college demonstrates its concern for and its efforts to ensure equivalent quality of courses through telecourse instruction and at the Seymour Johnson Air Force Base site. Further evidence of the college's commitment to evaluation of instruction can be found in Appendix C. The United States Air Force Quality Education System site visit, conducted at Seymour Johnson Air Force Base in March, 1999, resulted in a favorable evaluation of the college's base distance learning courses.

The College Procedures Manual outlines the data and analysis needed, along with the procedures to follow, to ensure equivalent quality of programs at Wayne Community College.

Since the 1994-95 distance learning analysis, telecourse and on-line course offerings and student enrollment have significantly increased while persistence rates have also improved. Table 4, Persistence Rates for Fall 1998, shows that, on average, telecourse persistence rates compare favorably to these of traditional course offerings. Table 5, Persistence Rates for Spring 1999, reflects that retention that in some of the higher level courses might need further review.

**Table 4  
Persistence Rates  
Fall 1998**

<b>Telecourse</b>				<b>Traditional On-Campus Course</b>			
<b>Course Title</b>	<b># Enrolled</b>	<b># Completed</b>	<b>% Completed</b>	<b>Course Title</b>	<b># Enrolled</b>	<b># Completed</b>	<b>% Completed</b>
ECO 252-01	16	8	50%	ECO 252-02	35	24	69%
MKT 120-01	10	7	70%				
BUS 230-01	9	6	67%				
BUS 110-01	20	17	85%				
BUS 115-01	23	19	83%				
BUS 137-01	11	6	55%	BUS 137-02	14	10	71%
BUS 125-01	5	5	100%	BUS 125-72	3	3	100%
<b>TOTAL</b>	<b>94</b>	<b>68</b>	<b>72%</b>	<b>TOT AL</b>	<b>52</b>	<b>37</b>	<b>71%</b>

**Table 5**  
**Persistence Rates**  
**Spring 1999**

<b>Telecourse</b>				<b>Traditional On-Campus Course</b>			
<b>Course Title</b>	<b># Enrolled</b>	<b># Completed</b>	<b>% Completed</b>	<b>Course Title</b>	<b># Enrolled</b>	<b># Completed</b>	<b>% Completed</b>
MKT 120-30	9	4	44%				
ECO 251-30	7	2	29%	ECO 251-01	30	19	63%
BUS 260-30	16	7	44%				
BUS 115-30	28	33	82%				
BUS 137-30	18	7	39%				
BUS 110-30	22	18	82%				
MKT 123-30	8	7	88%				
<b>TOTAL</b>	<b>98</b>	<b>78</b>	<b>80%</b>	<b>TOTAL</b>	<b>30</b>	<b>19</b>	<b>63%</b>

Table 6 reflects a one year comparison of enrollment completion and grade distribution of telecourses versus traditional courses. Enrollment completion in telecourses was about 14% lower than in traditional courses. Upon further examination, the college found that higher level courses such as Macroeconomics may have been too difficult for telecourse students to tackle and complete. Consequently, instructors in upper level courses should increase the number of contacts with students in telecourses and keep a closer watch on student progress. On the other hand, the grade distributions between the two medias are fairly consistent.

**Table 6**  
Enrollment, Completion, and Grade Distribution  
Telecourse vs Traditional Course  
Fall 1998-Spring 1999

<b>Telecourse</b>	<b>Traditional On-Campus Course</b>
Students Enrolled 39	Students Enrolled 82
Students Completing 21	Student Completing 56
Completion Rate: 54%	Completion Rate: 68%
<b>Grade Distribution:</b>	<b>Grade Distribution:</b>
A = 15%	A = 19%
B = 20%	B = 14%
C = 50%	C = 49%
D = 15%	D = 11%
F = 0%	F = 7%

**Table 7 compares telecourse versus traditional grade point averages. This comparison indicates that instructors teaching the same course but using different instructional media such as telecourse versus traditional are fairly consistent in evaluating student performance.**

Table 7

Same Instructor

Telecourse vs Traditional Course Comparison

TELECOURSE		TRADITIONAL	
Course Number	Course GPA	Course Number	Course GPA
ECO 252-01	2.1	ECO 252-02	2.0
BUS 137-02	1.7	BUS 137-01	1.6
BUS 125-01	3.6	BUS 125-72	4.0
ECO 251-30	1.0	ECO 251-01	2.6

Table 8, Internet Persistence Rates, shows a comparison between Fall 1998 and Spring 1999. These Internet persistence rates, when compared to telecourse student persistence rates, reflect favorable retention trends. There were no similar courses offered by the same instructor that could be used to compare on-line course completion rates to traditional courses.

**Table 8**

**Internet Persistence Rates  
Fall 1998-Spring 1999**

FALL 1998				SPRING 1999			
Course Title	# Enrolled	# Completed	% Completed	Course Title	# Enrolled	# Completed	% Completed
CIS 172-20	25	15	60%	CIS 110-51	26	20	77%
CIS 110-20	20	15	75%	CIS 110-50	17	14	82%
CIS 110-51	14	9	64%	CIS 110-40	22	15	68%
CIS 110-50	7	6	86%	CIS 172-41	19	7	37%
				CIS 172-40	24	16	67%
<b>TOTAL</b>	<b>66</b>	<b>45</b>	<b>68%</b>	<b>TOTAL</b>	<b>108</b>	<b>72</b>	<b>67%</b>

Table 9 reflects on-line grade distribution for course completers for Fall 1998 and Spring 1999.

**Table 9**  
**Internet Grade Distribution**  
**Fall 1998-Spring 1999**

<b>FALL 1998</b>	<b>SPRING 1999</b>
Students Enrolled 66	Students Enrolled 108
Students Completing 45	Student Completing 72
Completion Rate: 68%	Completion Rate: 67%
Grade Distribution:	Grade Distribution:
A = 83%	A = 82%
B = 10%	B = 14%
C = 5%	C = 4%
D = 0%	D = 0%
F = 0%	F = 0%
I = 2%	I = 0%

- (4.) *any differences in admission or graduation requirements for students enrolled at off-campus programs or through distance learning activities.*

Admission or graduation requirements for students enrolled at off-campus locations or through distance learning activities are no different from those for students enrolled in any other classes.

- (5.) *any special arrangements for grading, transcripts, or transfer credit policies for these programs.*

**Students follow the same policies and procedures that traditional on campus students do.**

- e. *If the instruction acquires any or all of its instructional materials from another organization or institution, describe the*

- (1.) *procedures to identify and evaluate selection of instructional materials*

No instructional materials are acquired from any other organization for online courses and live interactive courses.

All telecourses are based on comparable instructional materials used in parallel traditional courses. Each telecourse has been evaluated by a state-wide committee and established as comparable to an equivalent course in the North Carolina Community College System Common Course Library. Supplemental materials are acquired from the telecourse

producer. The Associate Vice President for Academic Affairs is the telecourse coordinator, and he acts as a liaison between the college's telecourse program, the college's instructional departments, and telecourse producers. The coordinator assists department chairs in accomplishing department plans related to incorporating distance learning offerings within their degree programs. The coordinator also identifies and locates professionally produced telecourses and consults with the instructional department chair about the suitability of the identified titles based on written descriptive information. Once the coordinator and department chair agree that a suggested title seems viable, then the coordinator obtains preview materials for the course and forwards them to the appropriate faculty member for preview and evaluation.

Final decisions for course selections are made through consultations among the telecourse coordinator, the division chair, the department head, and faculty members as appropriate. Selection criteria include quality of production, accuracy and reliability of content, and equivalence between the content of the video series and the WCC course.

(2.) *process to edit or adapt acquired materials*

The telecourse faculty member prepares the course syllabus, incorporating the same competencies that are used in traditional classes. An instructor may choose to exclude certain video portions of a course and/or delete/add sections of the textbook to be included. In all cases, the instructor is the course manager.

Faculty members follow established departmental guidelines for course development when preparing to deliver a telecourse. The instructor teaching the telecourse starts with the standard course outline and reviews the established course outcomes. Based upon this review, the instructor selects the supplemental materials and assessment strategies for the course. The outline is then submitted to the department chair for approval. If the course is new to the college, it must be submitted to the College Curriculum Committee for approval. The telecourse faculty monitor telecourses, share their experiences with the department, and make modifications to improve the telecourses. Past experiences have resulted in decisions to continue or drop telecourses or modify telecourse requirements.

(3.) *resources of the institution to produce supplemental materials*

Faculty have the same resources available to them for the preparation of supplemental materials for telecourses as for all other courses. Duplication and distribution of print materials are still the primary choices for supplemental materials for all classes. Distribution of materials is accomplished at orientation sessions and/or via mail service or e-mail.

(4.) *the accreditation status of the other organization/institution with which contractual or other arrangements were made.*

WCC does not contract with any institution for which accreditation is required.

f. *Information concerning the institution's faculty and personnel involved in the development and presentation of off-campus or distance learning courses:*

(1.) *any differences in the selection of course content*

There are no systematic differences in the selection of course content between traditional courses on-campus or off-campus and distance learning classes. Distance learning courses must hold the same course outcomes as identified in the institutionally approved course competencies. They may differ from traditional courses only in delivery and order of content, demonstrations, and learning activities as approved for the medium.

(2.) *the qualifications of faculty involved in the off-campus programs or distance learning activities using the attached "Roster of Instructional Staff" form to list faculty members involved in preparing/presenting instructional material and their qualifications. (Provide an explanation if the criteria for faculty teaching in the new distance learning program are not comparable to those for faculty teaching a similar course on campus.)*

Qualifications of faculty involved in distance learning activities such as telecourses and Internet courses are displayed in Appendix B, pages 29-30, at the conclusion of this report.

(3.) *procedures for the evaluation of faculty involved in the programs*

The procedures for evaluating distance learning faculty and off-campus faculty are the same as those used for evaluating all faculty. Each faculty member's performance is evaluated annually by his/her supervisor (usually the division chairperson or the appropriate department chair). A formal instrument is used to formalize this evaluation. The Vice President for Academic Affairs and Student Services with the division chairs, reviews the results of this evaluation. These evaluations become part of the instructor's permanent record. Each faculty member may request a conference with the Vice President for Academic Affairs and Student Services to discuss the evaluation.

Conferences are held with faculty members to assist them in improving their instructional courses and to evaluate the success of the courses in providing a learning environment for the student.

The data used to assist in the evaluation process is as follows:

- 1) Personal and Professional Development Plans.
- 2) Records of the faculty member's academic work engaged in since being employed.
- 3) Evidence of in-service training other than course work.
- 4) Division and department head observation reports.

- 5) Records of professional organizations to which the faculty member belongs.
- 6) Faculty attendance record.
- 7) Records and reports completed by the faculty member.
- 8) Less tangible guidelines include staff impressions concerning:
  - (a) The faculty member's observance of standard school policy and procedure.
  - (b) The faculty member's rapport with students and staff.
  - (c) Cooperation of the faculty member.
  - (d) Classroom effectiveness.
  - (e) Organization of his/her personal and college affairs.
  - (f) Teacher-industry relations.
  - (g) Professionalism and faculty member's general attitude toward his/her job.

## Evaluation Process

Evaluation is a systematic method of appraising the performance of an individual in relation to his/her job description. The basis for evaluation is the improvement of all services offered by the institution. Evaluation is the responsibility of students, faculty, staff, and administration. Each full-time employee receives an annual performance appraisal with signed copies to be submitted to the Personnel Coordinator by June 1st each year. Input data is collected throughout the year by the immediate supervisor, who is responsible for the summarized evaluation. Data relevant to the individual job description is collected from a variety of sources. The forms developed for these purposes are included at the end of this section.

## Wayne Community College Rating Scale

The following scale is used to evaluate the individual factors on the Performance Appraisal Form(s).

- E - EXCEEDS EXPECTATIONS  
Performance is far above the defined job expectations. The employee consistently does outstanding work, regularly going far beyond what is expected of employees in this job.
- M - MEETS EXPECTATIONS  
Performance meets the defined job expectations. The employee performs according to the expectations of doing a good job. The employee is doing the job at the level expected for employees in this position.
- N - NEEDS IMPROVEMENT  
Performance may meet some of the expectations but does not fully meet the remainder. The employee generally is doing the job at minimal level, and improvement is needed to meet the expectations fully. Performance is less than a good job.
- U - UNSATISFACTORY  
Performance generally fails to meet the defined expectations or requires frequent, close supervision and/or redoing of work. The employee is not doing the job at the level expected for employees in this position.

### 1. Faculty Performance Appraisal

- a. Student Evaluation - Students evaluate an instructor during at least one semester each year. The instructor, with the immediate supervisor's approval, selects the semester he/she wishes to be evaluated for the year (Spring, Fall). The instructor then selects at least two classes to be evaluated by students during the designated semester. Between the ninth and tenth weeks of the semester, the instructor distributes the evaluation forms to the students and leaves the area for a designated time (15 minutes minimum). A student volunteer collects and delivers the forms to the secretary in the office of the division chair for the area. For evening classes, the forms are delivered to the office of the Evening Director. For classes at SJAFB, the forms are delivered to the office of the coordinator of programs on the base. When the compiled data from the student evaluations is returned to the immediate supervisor, an evaluation review is held with the instructor and the supervisor. Copies of the summaries are distributed to the instructor and the supervisors. (NOTE: Part-time curriculum faculty undergo this evaluation every semester for at least one course.) (Copies of evaluation instruments are included in Appendix C.)
- b. In-class Observation - The immediate supervisor is required to make one or more classroom, clinical/shop, or laboratory observations annually for each instructor to collect data related to instructional effectiveness. Observations should be shared with

the instructor within one week after the visit. (NOTE: Part-time faculty undergo this evaluation every semester.)

- c. Faculty Evaluation Process - Division directors rate each instructor using the Wayne Community College Rating Scale. Each major factor is rated utilizing the descriptive statements as indicators of the performance expected. In-class evaluations are also be used to support the rating given. The STUDENT EVALUATIONS rating is based upon the overall assessment by the division head. The optional category of ANNUAL OBJECTIVES is rated by the division director based upon the evaluative criteria agreed upon by the division head and instructor. (ANNUAL OBJECTIVES are those activities beyond normal expectations of the position, such as developing new courses, revising programs/courses, extensive professional development, community involvement, etc.) The RECOMMENDED PROFESSIONAL IMPROVEMENT ACTIVITIES CATEGORY is required when a rating of N or U is given in the previous evaluation period. These activities, when included, become a part of the evaluation process and are rated at the annual evaluation conference. The OVERALL RATING CATEGORY is the summary rating given by the division director based upon the overall performance of the instructor. This rating should be supported by comments in the supervisor's summary. The Vice President for Academic Affairs and Student Services prior to the annual evaluation conference reviews the evaluation of each instructor.
2. Grievance Procedure - If an employee disagrees with any supervisory evaluation, the employee has the following options:
    - Attaching to the evaluation form a written statement presenting his/her differing opinion.
    - Requesting an additional conference at the next level of supervision. Differences are then resolved on a case-by-case basis.
3. Who Gets Copies of What:
    - a. Student Evaluation of Faculty and Instruction: A summary of the evaluation goes to the individual and the supervisor; a third copy is attached to the Annual Performance Appraisal, which will be on file in the office of the director of Personnel.
    - b. Classroom Performance Evaluation of Faculty by Supervisor: Copies go to the instructor and the supervisor
    - c. Annual Performance Appraisals: After reviewing this document with the employee, the supervisor keeps a copy for his/her files and gives one to the employee, and forwards the original to the Personnel Coordinator.

(4.) *procedures for orientating faculty involved in off-campus programs or distance learning activities: e.g., course development, student/instructor interaction, testing, and course and program evaluation*

- (a) Orientation of Telecourse Faculty - Faculty teaching telecourses receive a personal orientation from the telecourse coordinator. In addition an informal network for sharing information about telecourse experiences has also been established. A *Distance Education for WCC Guide* is given to each telecourse faculty member. (Appendix E) The guidebook provides standard information about procedural matters associated with the delivery of instruction via telecourses and serves as a source of answers to frequently asked questions. Formal orientation sessions for faculty are conducted at the beginning of each Semester for first-time telecourse faculty. Each year, the North Carolina Community College System office sponsors a conference for telecourse faculty. Workshops and other training sessions provide a system-wide training opportunity for faculty. The conference also serves as a convenient way for telecourse faculty to network with colleagues from other colleges and establish systems of support and experience for their telecourses.
- (b) Orientation for Online Faculty - Faculty who plan to teach an online courses are assigned to a mentor. When possible, new online faculty consult with other faculty within the college and at other community colleges who have developed online classes. Once the content is developed, the instructor works with the webmaster to get the course online. A *Distance Education for WCC Guide* is given to each faculty member scheduled to teach an online course. The guidebook provides standard information about procedural matters associated with the delivery of online instruction and serves as a source of answers to frequently asked questions.

(5.) *the policy on faculty teaching load for off-campus programs or distance learning activities.*

There is no distinction made between distance learning courses and traditional courses when teaching loads are assigned.

It is the responsibility of the division head of each division (with the assistance of department heads) to schedule courses and ensure that instructional needs of the department, division, and college are met. To meet this objective, division heads assign full-time faculty teaching loads based on the following criteria:

- a) the average teaching load for the position in previous year
- b) the number of different preparations required.
- c) the ratio of class to lab hours involved.
- d) the number of students in each class.
- e) **the other duties of the instructor such as the number of new preparations, nature of courses taught, committee assignments, number of advisees, curriculum development activities, and other duties assigned by the vice-president and/or president.**

The number of contact hours taught, therefore, will vary from instructor to instructor and from program to program. In addition, budgetary restraints may require adjustments in workload.

Once full-time teaching assignments are made, additional teaching assignments may be made through procedure CPM 02-0207 (Compensation for Additional Teaching Assignments). A copy of this policy is in Appendix G.

As part of their regular duties, full-time instructors are required to post and keep at least one office hour per day for a minimum of five office hours per week.

- g. The arrangements made to provide learning resources and services of an appropriate breadth and quality to students enrolled in off-campus programs or distance learning activities: e.g., mailing of materials, arrangements for accessing library resources and services, use of computerized data banks, student purchases of resource materials, and other information made available to students.*

The Wayne Community College library is located on the third floor of the LC building near the main entrance to the campus and adjacent to parking for students, staff and visitors. The library can be reached by both stairs and elevators. Located on Wayne Memorial Drive, the campus is approximately four miles from Seymour Johnson Air Force Base.

While none of the traditional library services have been abandoned, services have been greatly expanded by the addition of Internet access. Students can access the library's home page on campus, from off-campus educational sites, and from home. The home page provides access to the WCC library catalog, several search engines, and links to a wide variety of other sites, including other library catalogs, news, weather, travel, financial information, and career opportunities.

WCC is a member of CCLINC (Community Colleges Libraries in North Carolina), which is a shared catalog of 40 North Carolina community colleges that use the Ameritech library system software. The catalog contains more than a million records and facilitates interlibrary borrowing among the colleges. The catalog for each member library is available at <http://www.cclinc.ncccs.cc.nc.us>. Searching can be extended beyond the individual catalogs to the entire database, and students may place holds on materials available on campus or those that they wish to borrow from another CCLINC library.

In the spring of 1998, WCC became a member of North Carolina Libraries & Virtual Education (NC LIVE). NC LIVE is a statewide collaborative project of the State Library, the North Carolina Community College System, the University of North Carolina, public libraries that serve all 100 counties, and 36 independent colleges to provide access to information. It is funded by an appropriation from the General Assembly and is available over the Internet to computers located in public and academic libraries. The project provides five commercial databases which are otherwise prohibitively expensive for most of the

smaller institutions. WCC students, including distance learning students, have access on campus and at the local public library. In the future, it is likely that students will be able to access NC LIVE from their homes.

In the spring of 1999, the library purchased additional computers with LSTA funds. When the computers are installed during the summer, the number of Internet workstations available to students in the library will increase to seventeen. Each workstation will provide access to the Internet, NC LIVE, and the on-line catalog.

A cooperative agreement has been signed with CCLINC. In addition, WCC serves as the host for a local library organization, the Wayne Information Network (WIN). An agreement among the members of WIN is in place, and WCC has separate agreements with Mount Olive College, the Wayne County Public Library, and Seymour Johnson Air Force Base. WIN includes the Wayne County Public Library and libraries at WCC, Mount Olive College (a four year institution), Seymour Johnson Air Force Base, Wayne Memorial Hospital, Cherry Hospital, the local public school system and a private K-12 school. Interlibrary borrowing is encouraged and printed material is often faxed from one library to another. All WCC students, including distance learning students, have access to a library within a reasonable commuting distance. Additional arrangements will be made with other libraries if needed.

*h. The means by which the institution provides support services for students enrolled in off-campus programs or distance learning activities: e.g., the areas of admissions, skills assessment, course registration, records maintenance, academic advising, counseling, etc.*

All students are admitted, assessed, and registered through the regular processes of the college. The Telephone Registration for You (TRY) accommodates the needs of distance learning students by allowing them to register for courses or change their schedules via telephone. Non-degree students may accomplish all necessary processes by mail or TRY. Students using TRY must meet with their advisor to obtain a Personal Identification Number (PIN) and registration activation date.

The WCC homepage provides information about student services functions online. Students may use electronic mail to contact counselors as well as, financial aid and registration personnel.

Those students seeking degrees must take the placement test on campus; however, active duty military personnel may be tested at the college's office on base. Counselors are located both on campus and at Seymour Johnson Air Force Base. The college collects data throughout the year about student needs for support services. This information is used to plan the kinds of support services that may need to be provided through relationships or agreements with other institutions or agencies in a more formal and organized way.

- i. *Contractual or other arrangements for the use of support services provided by other institutions or organizations.*

Currently, the college has made no contractual nor other arrangements for the use of support services provided by other institutions or organizations.

- j. *The institution's organizational structure for the administration of off-campus programs or distance learning activities (Note any special administrative arrangements for the delivery of TBI.)*

The administrative tasks associated with the college's distance education program are managed through the office of the Vice President for Academic Affairs and Student Services as integrated components of academic programming and services to students. Two senior-level staff positions report to the Vice President for Academic Affairs and Student Services: the Associate Vice President for Academic Affairs, who serves as the telecourse coordinator, and the Associate Vice President for Student Services. Management of distance education courses and services is integrated into their overall administrative duties. The Seymour Johnson Air Force Base Center is administered through the office of the Vice President for Academic Affairs and Student Services. The administration of academic programs is an integrated component of the curriculum division heads' responsibilities. The curriculum division heads report to the Vice President for Academic Affairs and Student Services.

- k. *Financial resources required to support the change, together with information on how such resources have been secured, projected revenues and expenditures and cash flow, and the amount of resources going to institutions or organizations providing contractual instruction or support services (include a specific budget of the first year of course offerings of the distance learning activities).*

The technical infrastructure and organizational structure for distance learning are in place. Almost all costs associated with all distance learning activities are paid by state funds generated through FTE enrollment formulas.

Student tuition is not retained by the college and is not considered to be revenue. Operational costs associated with distance learning activities are charged to departmental budgets managed by the college Comptroller. Instructional costs are charged to departmental budgets. Any expenditure beyond budgeted funds is requested from college resources.

Funds expended during 1998-99 and funds budgeted for 1999-2000 are displayed in Appendix D on pages 32. These give evidence of the college's commitment to and fiscal support for distance learning.

## **APPENDIX A**

### **DISTANCE LEARNING COURSES**

A summary of Distance Learning Courses offered by Wayne Community College from 1990 to 1999, by year and course title, delivery mode, producer/distributor, and number of students at census point.

Appendix A

**DISTANCE LEARNING COURSE HISTORY**

**QUARTER SYSTEM**

<b>Year and Course Number</b>	<b>Delivery Mode</b>	<b>Producer/Distributor</b>	<b>No. Students at Census Point</b>
1990 – EDU 246	TV	PBS	14
1994 – ECO 151	TV	PBS	26
1994 – ECO 151	TV	PBS	8
1994 – ECO 152	TV	PBS	16
1995 – BUS 261	TV	PBS	15
1995 – MAT 151	TV	PBS	10
1995 – ECO 151	TV	PBS	17
1995 – ECO 152	TV	PBS	11
1995 – ECO 151	TV	PBS	2
1995 – ECO 152	TV	PBS	3
1996 – BUS 261	TV	PBS	13
1996 – ECO 151	TV	PBS	18

**SEMESTER SYSTEM**

**Fall Semester 1997**

<b>Common Course Library Prefix &amp; Number</b>	<b>Delivery Mode</b>	<b>Producer/Distributor</b>	<b>No. Students at Census Point</b>
BUS 110	TV	PBS	20

**Spring Semester 1998**

<b>Common Course Library Prefix &amp; Number</b>	<b>Delivery Mode</b>	<b>Producer/Distributor</b>	<b>No. Students at Census Point</b>
BUS 110	TV	PBS	16
BUS 125	TV	PBS	13
BUS 137	TV	PBS	18
BUS 230	TV	PBS	9
CIS 172	WEB	WCC	20
MKT 120	TV	PBS	15

**Summer 1998**

<b>Common Course Library Prefix &amp; Number</b>	<b>Delivery Mode</b>	<b>Producer/Distributor</b>	<b>No. Students at Census Point</b>
CIS 226	WEB	WCC	19
ENG 111	WEB	WCC	7
CIS 110	WEB	WCC	9

**Fall Semester 1998**

<b>Common Course Library Prefix &amp; Number</b>	<b>Delivery Mode</b>	<b>Producer/Distributor</b>	<b>No. Students at Census Point</b>
BUS 110	TV	PBS	20
BUS 115	TV	PBS	23
BUS 125	TV	PBS	5
BUS 137	TV	PBS	11
BUS 230	TV	PBS	9
CIS 110	WEB	WCC	20
CIS 110	WEB	WCC	7
CIS 110	WEB	WCC	14
CIS 172	WEB	WCC	25
ECO 252	TV	PBS	16
MKT 120	TV	PBS	10

**Spring Semester 1999**

<b>Common Course Library Prefix &amp; Number</b>	<b>Delivery Mode</b>	<b>Producer/Distributor</b>	<b>No. Students at Census Point</b>
BUS 110	TV	PBS	22
BUS 115	TV	PBS	28
BUS 137	TV	PBS	18
BUS 260	TV	PBS	16
CIS 110	WEB	WCC	22
CIS 110	WEB	WCC	18
CIS 110	WEB	WCC	26
CIS 172	WEB	WCC	19
CIS 172	WEB	WCC	24
ECO 251	TV	PBS	7
MKT 120	TV	PBS	9
MKT 123	TV	PBS	8

## **APPENDIX B**

### **DISTANCE LEARNING INSTRUCTORS**

Table reflecting distance learning instructor's names, courses taught and credentials.

## Appendix B

### Wayne Community College Roster of Distance Learning Instructional Staff 1998-99

Name	Most Advanced Degree & Discipline	Other Degrees	Courses Taught
Almond, Mable	J.D.	B.A., North Carolina Central University; J.D., North Carolina Central University	Business Law
Banton, Deborah	M.B.A., Business Administration	B.S. James Madison University; B.S., Mount Olive College; M.B.A., Campbell University	Principles of Marketing
Brock, LaRose	M.B.A., Business Administration	A.A.S., Wayne Community College; B.A.S., Mount Olive College; M.B.A., Campbell University; Academic Study, East Carolina University	Business Communications
Burrell, Ray	M.B.A., Business Administration	B.S., North Carolina Agriculture and Technical State University; M.B.A., University of Guam	Fundamental of Selling Introduction to Business
Deakle, David	M.A., Education; M.B.A., Business Administration	A.A.S., Wake Technical Institute; B.T., Appalachian State University; M.A. Ed. East Carolina University; M.B.A., Campbell University; Post Graduate Study, North Carolina State University	Principles of Marketing Principles of Macroeconomics Principles of Microeconomics Fundamentals of Selling
Gilchrist, David	Ph.D., Economics	A.A., Wayne Community College; B.S., Campbell University; M.B.A. (International Finance), Oklahoma City University; M.A. (Managerial Economics); University of Oklahoma; M.B.A. (Management), University of Oklahoma; Ph.D. (Economics), University of Oklahoma	Introduction to Business Principles of Macroeconomics Principles of Microeconomics

Guzman, Elizabeth	J.D.	B.A., University of South Florida; J.D., University of Florida	Business Law
Hood, Doug	M.B.A., Business Administration	M.B.A., Campbell University; B.S. Business Administration, North Carolina Wesleyan College; Bakery Management Diploma, American Institute of Baking; Baking Science Diploma, Oklahoma State Technical College	Business Law II Principles of Management
Myers, Sidney	B.S.B.A.	B.S.B.A., Appalachian State University; Graduate Study, East Carolina University	Business Law Small Business Management
Smith, Glenn	M.A., Education	B.S., East Carolina University; M.A. Ed., East Carolina University; Graduate Study, East Carolina University; Academic Study, North Carolina State University	Principles of Management Small Business Management
Spicer, Ann	M.A., English, East Carolina University	B.A., English, Converse College	Expository Writing
Stevens, Cindy	M.A., Technical & Professional Communication	B.A., Hilbert College; M.A., East Carolina University; Graduate Study, East Carolina University, Graduate Study, Indiana State University	Trends in Technology Introduction to Internet Data Comm/Networking

## **APPENDIX C**

### **EVALUATION MATERIALS**

- College Distance Learning Policy (CPM 03-0106)
- Student Evaluation of Faculty and Instruction
- USAF Quality Education System, March 1998, Report

## **APPENDIX D**

### **DISTANCE LEARNING BUDGET**

- Table of 1998-1999 distance learning expenses and 1999-2000 projected budget.

Appendix D

Wayne Community College  
Distance Learning Budget

<b>Expenses</b>	<b>1998- 1999 Expended</b>	<b>1999- 2000 Projected</b>
Clerical Support	\$ 19,308.00	\$ 19,884.00
Instructional Cost	\$ 63,702.00	\$ 65,613.00
Social Security	\$ 6,350.00	\$ 6,540.00
Retirement	\$ 8,989.00	\$ 9,259.00
Medical Insurance	\$ 5,222.00	\$ 5,379.00
Supplies	\$ 1,500.00	\$ 1,500.00
Printing	\$ 1,500.00	\$ 2,000.00
Equipment	\$ 30,000.00	\$ 60,000.00
PBS Tuition Fees	\$ 4,000.00	\$ 4,000.00
<b>Total Costs</b>	<b>\$140,571.00</b>	<b>\$174,175.00</b>

## **APPENDIX E**

### **SUPPORT SERVICES**

#### *Distance Education for Wayne Community College*

- This document is composed of five sections:
  - (1) What is a telecourse?
  - (2) Learning Through Television
  - (3) The Faculty, Student Support Services and Administrative Staff Responsibilities
  - (4) Promoting the Telecourse
  - (5) Information for Making Decisions Relative to Distance Learning

## **APPENDIX F**

### **ORIENTATION MATERIALS**

- Brochure – *Let the World of Education Come to You Through Distance Education*
- Brochure – *Degree by Distance*

## **APPENDIX G**

### **OTHER ITEMS**

- April 29, 1999 Memorandum – Subject: Prioritization of the 1999-2000 Computer-Related Technology Objectives
- WCC Compensation for Additional Teaching Assignments Policy (CPM 02-0207)

**Recommended Action:** The college should continue its process of systematically evaluating the college mission.

**Recommendation 2:** The Committee recommends that the College, when referring to its status of recognition in the college catalog, use only the language specified by Section 1.6 of the Criteria.

The 1995 response to this recommendation indicated that the specific items identified have been corrected. A review of the college catalogs for the past five years indicate the proper status of recognition and the appropriate use of only the language specified by Section 1.6 of the Criteria. The college view book, semester tabloids, departmental brochures, and college web site, reflect the appropriate use of language specified by Section 1.6 of the Criteria. Efforts are on going to avoid errors in the catalog and other publications. One of these efforts is more use of the College Editing Committee.

**Recommended Action:** Suggest the college remove the reference to certificates and diplomas since only the degree level is to be specified. Consequently, the College Editing Committee should be made aware of the requirement to only use the following on publications: AWayne Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number: 404-679-4501) to award the Associate Degree.@

## Section II

**Recommendation 3:** The Committee recommends that the College review these and other widely circulated publications and incorporate in each edition, a current and accurate statement of purpose.

A review of the publications previously discussed in Recommendation 2 indicates the inclusion of the college statement of purpose. However, one document, the View Book, was missing both the purpose statement and goals. Suggest the College Editing Committee develop a checklist to ensure future publications reflect the appropriate information in order to remain in compliance.

**Recommendation 4:** The Committee recommends that the Institution study periodically its statement of purpose treating this review process as a major educational decision, and consider in the processes how it uses internal changes, as well as the changing responsibilities of the institution to its constituencies.

The College conducted another comprehensive analysis of the institution=s strengths and weaknesses in the Summer of 1995. From that report came additional recommendations and suggestions that were incorporated into the College Strategic Plan. Two years later, in 1997, the college again conducted a comprehensive review of it=s strengths and weaknesses through the

Future Search Conference format. Future Search is an alternative approach to situational analysis whereby a cross section of the community is invited to participate in the process of reviewing the college=s purpose and long range goals. The Future Search Conference was part of the college=s 40<sup>th</sup> anniversary year long celebration. As a result of the Future Search Conference the Purpose statement was reviewed and modified and two new Long Range Goals (Diversity and Technology) were added to the existing seven college goals. In addition, to these reviews, another review involving the application for Substantive Change for Distance Learning was also completed. These documents are on file in the Office of Planning & Research.

### **Section III**

**Recommendation 5: The Committee recommends that the College must use the results of their evaluations to improve educational programs, services, and operations.**

**Recommendation 6: The Committee recommends that the College must use the results of their evaluations to improve administrative and educational support services.**

In addition to the information and initiatives presented in the 1995 response to the Visiting Committees Report, the College continues to emphasize the importance of demonstrating the use of results for improving educational programs, services, and operations. For example, the Office of Planning and Research developed an on-going department training program that primarily emphasizes the importance of using results. A handbook with examples was published and distributed, departmental training sessions conducted, and closer scrutiny of departmental plans was instituted. The on-going maintenance of the College Plan was enhanced by adding a AUse of Results@ requirement at the end of the mid-year and end-of-year reports to get department and division personnel to think about assessing the full impact of their planning objective. As a result, mid and end-of-year reports are comprehensive and address the assessment criteria of the planning objective.

In 1996, the College President established a Continuous Improvement Process (CIP) that focuses on Programs and Services issues identified by faculty, staff and senior staff. Since that time, selected teams of College faculty and staff made recommendations for improvements to the following:

#### **1. Printing Costs Team**

The initial problem statement was that there was no mechanism in place to monitor printing costs. This was especially crucial at the end of the year when college personnel were closing out their budgets.

The committee met several times to review the process in place at that time. The committee was able to make several changes that resulted in a new multi-copy printing request form that facilitated the delivery, tracking and charges of printing requests. The print shop incorporated into their procedures, notification of job completion by campus e-mail. The business office agreed to furnish

the respective departmental printing monitors (the secretaries) a monthly report that showed costs charged to their accounts for that month. In addition to these improvements, a list of six additional recommendations were listed for implementation:

1. Department monitors were encouraged to plan large printing jobs to avoid last minute rush jobs thereby allowing the print shop adequate time for timely and quality print products.
2. All printing requests should be processed through the printing monitor.
3. The departmental printing monitor should sign all routine printing requests. Priority printing requests are signed by the Department head.
4. Each department printing monitor should ensure they are following copyright laws and should contact the Media Director when they are unsure.
5. Each department printing monitor should work closely with their respective Department head to ensure there are sufficient funds to cover printing requisitions.
6. A workshop covering the new/revised procedures will be provided to all Department printing monitors.

Overall, the feedback from this team indicated very high satisfaction with the revised form and the process. The department monitors, business office personnel, and print shop personnel all agreed that the Print Request Form was easy to understand and use. They also agreed that they were better able to track and reconcile print charges from the documents received from the print shop. The timely turnaround of printing projects improved significantly since new high speed printers were installed in the print shop as well as the other buildings around the campus. This was probably the biggest improvement of all. Department monitors were submitting most requests in a reasonable amount of time however, it was agreed that high volume, unplanned printing requests will occasionally occur.

## **2. Matriculation Improvement Team.**

### **Continuous Improvement Process Matriculation Follow-up January 13, 2000**

This is a follow-up to the changes and improvements implemented in 1998 and 1999 as a result of the Continuous Improvement Process on Matriculation from the committee=s April 1998 meeting.

Objective: To have the CIP committee validate that suggested improvements were accomplished, that the changes have improved customer service to students, faculty and staff (as appropriate), efficiency of operation (where appropriate) and discuss any additional enhancements that might be needed.

Listed below are Apr 98 suggestions and their status. Please review prior to Thursday=s meeting and be prepared to discuss their status and any other suggestions you might have.

#### Suggestions:

- After receiving admission application in mail, send out thank you letter (This is being done)
- Walk-ins use an acknowledgment sheet with next steps (testing, advising, etc.,) (This is being done)
- Checklist (Checklist is available but will be more comprehensive) (Completed)
- More information posted for Financial Aid/VA Students (Computerized federal financial aid with PC being explored)
- Continued contact between testing & registration
  - advisor/dept (Develop process to identify applicants who haven't registered and refer to advisors for follow-up)
- Publishing appropriate declaration for "special needs" (This information is covered on Page six of the WCC Catalog but also needs to be added to Page nineteen)
- Postcard restating first day of class (Admissions will respond) (Completed)
- Charge cards on file for rehab students; dislocated workers (This is being done)
- Charge card references to bookstore (Dr Wilson, Alice, Bonnie & Linwood will address)
  - two lines for cash register/charge card
- Back-up advisor (Dan will address)
- Day registration from 9-7 (hours/coverage) (Actually being done now from 8:30-7)
- Something that designates eight week classes (ID system needed not only for this but for off campus and night classes too)
- Telephone continuous registration for new students (Decision later down the road)
- (Added) Credit card payment with telephone system will require enhancement from telephone system)

### **3. Room Scheduling Team CIP..**

#### **Continuous Improvement Process (CIP) Room Scheduling June 1, 1999**

The second session of the CIP was held in the LC Seminar Room at 9:00 am on June 1, 1999. Committee members present were: Linwood Anderson, Dr. Dan Krautheim, Curtis Shivar, Yvonne Robbins, Vicky Lassiter, Barbara Price, Debbie Harris, Bob Waller, Kay Bradley, Leasa Holmes, Sonja Redmon, and Bill Thompson. Dr. Wilson and Roy White could not attend.

Linwood Anderson facilitated this session along with assistance from Bill Thompson. The

committee reviewed the process, issues and recommendations from the March 4, 1999 meeting with no exceptions noted. The following suggestions were made to move towards reducing the number of room schedulers from 14 to one:

1. One person should be responsible for scheduling all the rooms.
2. This person would handle the normal room scheduling events.
3. Employees would need to be regularly advised of room schedules.
4. A CPM policy on Room priorities would need to be established. (i.e., Testing room would have first priority), Agencies outside the college would not be permitted to schedule rooms no earlier than three months out.
5. Communication of room assignments, policies, etc., with college employees will be absolutely essential.
6. Two points of contact were recommended: Daytime - Yvonne Robbins, Mon-Fri, from 8 am to 5 PM; Bob Waller, Evenings/Weekend, from 5pm until closing.
7. A computerized room scheduler would be ideal in order to coordinate room schedules.

A subcommittee comprising of Bob Waller, Kay Bradley, Yvonne Robbins and Leasa Holmes was formed to develop a workable room reservation process using either hardcopy or a computer software. They are to report their progress to the group at the next Acalled@ CIP meeting. There being no further discussion, the meeting adjourned at 10:00 am.

**Ask Becky about the July 28, 1999 minutes.**

As a result of the work accomplished by the Room Scheduling CIP Team at new WCC room scheduling policy and scheduling form was implemented on September 23, 1999.

#### **4. Book Ordering CIP Team.**

##### **Continuous Improvement Process (CIP) Book Ordering March 13, 2000**

The fourth session of this CIP was held in the LC Seminar at 2:00 PM on March 13, 2000. Committee members present were: Dr. Ed Wilson, Bill Thompson, Dr. Dan Krautheim, Linwood Anderson, Bonnie Anderson, and Alice Wadsworth. Members absent: Roy White, Miriam Wessell, and Doug Royal. Al Strohm retired and will be replaced by Jim Godfrey.

Dr. Wilson facilitated this session along with the assistance of Bill Thompson. The committee reviewed the progress on the following recommendations from the July 28, 1999 meeting.

1. Changing additions. When an instructor or department contemplates ordering new books because of a change in the edition, he/she should check the bookstore inventory first, before deciding to drop the text. This can eliminate a surplus of unusable texts that may not be allowed

to be returned to the publisher for credit.

Dr. Krautheim advised the faculty through the Division Chairs by email. See attached email.  
Open

2. Long lines. Although this issue has gotten better, lines still move slowly through the bookstore. This is because each sale has to be rung before the student can exit the bookstore with their supplies. It was suggested to ring out the cash register at the end of the day rather than the current interval, which could reduce some of the delay.

Linwood Anderson indicated that the book store lines have been significantly reduced. The process of ringing out the cash register at the end of the day rather than mid afternoon was done during Fall 99 registration however, since the lines in the bookstore have diminished, this process was not used for Spring 00 registration. Closed.

3. Publishing text lists. Recommend the book store publish a comprehensive text list by course, by book title, by cost. No need to issue it by semester. Conversely, Curriculum and Continuing Education will provide, to the bookstore, a comprehensive list of book deletions from their respective divisions. This Adelete list will allow the bookstore personnel to update their book inventory list and eliminate the need to track outdated/expired book editions.

The process of designing a usable text list has been difficult. Two files from two different systems have to be merged and this has proven to be very difficult. Dan and Linwood will continue to work on this process. Bonnie Anderson indicated that faculty have gotten better about notifying her of new and deleted publications. Open

4. The bookstore will be open from 8:30am to 8:30 PM the first two weeks of each semester.

Although this process was put in place during Fall 99 semester for two weeks, it became clearly evident that the bookstore only needed to be open the first week of the semester. Consequently, the bookstore was open from 8:30am to 8:30 PM the first week of Spring 00 semester and appears to have worked very well. Closed.

5. Voucher purchases. Voucher purchases cannot be used until the first day of class. Advisors must advise students to attend their first day of class before attempting to purchase their books.

Dan Krautheim advised faculty through division chair email of this process. (See attached) Open

6. Availability of books. Realizing it is difficult to predict the number of students who will attend a particular course, instructors should review the upcoming semester pre-registration numbers to determine if enough books will be on-hand for the number of students pre-registered and advise the book store to order additional texts. This should allow enough time for the shipment to arrive before class begins.

Dan Krautheim advised faculty through division chair email of this process. (See attached)  
Open

7. Limited availability of books. In the event a book shortage occurs in a particular course, for one reason or another, instructors should advise students of that shortage before the student attempts to purchase the book at the book store. This will preclude the student from enduring an inordinate amount of time waiting in line only to find out the text is not available. Equally important, from a customer service perspective, would be a bookstore Aposting@ of unavailable publications outside the bookstore entrance and/or on CAMNET.

Dan Krautheim advised faculty through division chair email of this process. (See attached) CAMNET is being used to post unavailable publications. Open

The CIP committee will reconvene in the Fall 2000 to review the progress of the above approved procedures. There being no further discussion, the meeting adjourned at 2:45PM.

From: Jerrie Stanley  
To: David Gilchrist; Miriam Wessell; Paul Compton; Ralph Soney; Ron Taylor;  
wcc-faculty; wcc-staff  
Date: 3/15/00 8:13AM  
Subject: Book Ordering

The following items are the result of the Book Ordering Continuous Improvement Process:

1. Changing additions- When an instructor or department contemplates ordering new books because of a change in the edition, he/she should check the bookstore inventory first, before deciding to drop the text. This can eliminate a surplus of unusable texts that may not be allowed to be returned to the publisher for credit.
2. Voucher purchases- Voucher purchases cannot be used until the first day of class. Advisors must advise students to attend their first day of class before attempting to purchase their books.
3. Availability of books- Realizing it is difficult to predict the number of students who will attend a particular course, instructors should review the upcoming semester pre-registration numbers to determine if enough books will be on-hand for the number of students pre-registered and advise the book store to order additional texts. This should allow enough time for the shipment to arrive before class begins.
4. Limited availability of books- In the event a book shortage occurs in a particular course, for one reason or another, instructors should advise students of that shortage before the student attempts to purchase the book at the book store. This will preclude the student from enduring an inordinate amount of time waiting in line only to find out the text is not available.

Please help us insure that the students are served through our bookstore by following up on the above items.

## **5. Continuing Education Admissions/Registration CIP Team.**

**Continuous Improvement Process**  
**Continuing Education**  
**Admissions/Registration/1098T Review - June 6, 2000**

The third of a series of meetings was held in the LC Seminar Room on June 6, 2000 to review the Wayne Community College Continuing Education Admissions/Registration process.

Objective: Improve the Admissions/Registration Process for students by examining and improving the efficiency of this process.

Committee Members Present: Bill Thompson, Susan Sasser, Lisa Pyle, Roy White, Kaye Mewborne, Barbara Price, Debbie Harris, Cindy Sanford, Alice Wadsworth, Faye Thorne, Peggy Outlaw, Carolyn Walston, and Unita Madry. Dr Wilson and Yvonne Robbins did not attend.

The following was discussed:

1. Mr Rick Bundy from the NCCCS gave a presentation regarding on-line registration using the current CCS software. A copy of his presentation outline is attached.

Rick pointed out that the key to successful implementation is the involvement of all the affected players and what their role(s) will be as the college moves to the on-line registration process. It is of particular importance that the business office and systems administrator be actively involved in the process. He suggested visiting other colleges for their experiences (which has already occurred and planned for a couple more). Since this session was more of an information gathering process, other sessions will need to be held to identify Fall test classes, to develop a CE procedural manual for on line registration that shows the impact on various areas of the college i.e., admissions, business office, information systems, continuing education.

2. The on-line registration system will generate computerized receipts at the time of registration. It can also generate an IRS 1098 statement in order to eventually comply with the Hope Scholarship and Lifetime Learning Credit reporting requirement.
3. The on-line registration system is not an internet registration system nor is it a telephone registration system but is a system that will require Ahands-on@ use by individuals handling the registration process.
4. If the college plans to offer registration at an off-site location, the IS folks will have to figure how to print receipts at off campus locations.
5. The on-line registration will also allow the college to create class attendance rosters.
6. Colleges currently using on-line registration are Sandhills, Durham Tech, Forsythe Tech, Montgomery, Davidson, Blueridge and Caldwell CC=s.
7. We=ll need to work out internal controls to be in place to please the auditor (access rights, printing issues, signature issues, etc..)

The next CIP meeting will be announced in July 2000.

## CE INDIVIDUAL, TELEPHONE AND CREDIT CARD REGISTRATION

### Current Method Of Registering Continuing Education Students At Most Colleges

- § The instructor or director registers students the first night of class.
- § The next day, the class is registered on computer and the business office enters a miscellaneous cash receipt for the entire class.

### Problem With Current Continuing Education Registration Process

- § Nowhere on the system do we have information that will help us generate a 1098 statement for a CE student. In the CE module, we have a roster that shows who took the class, but from that roster we do not know who paid for class.
- § In AR, we have a miscellaneous cash receipt for the entire class.

### How Will The ACE Individual, Credit Card and Telephone@ Process Help?

- § At the time of registration, a computerized receipt is generated.
- § There is already software in place to produce 1098 forms and statements for CE students from the computer generated receipts.

### CE Individual, Telephone And Credit Card Registration Process

- § Can function as a pre-registration process (either walk up and/or telephone) or registration can still be held the first night of class.
- § Used only for classes that charge a class fee.
- § Can be used for tuition remissions and 3<sup>rd</sup> party transfers.
- § Creates a computerized receipt record for each student.
- § It is NOT an Internet registration or a Atrue@ telephone registration.

### Local Decisions

- § How will your college use the new registration process? (Will registration take place prior to the start of class or will it take place on the first night?)
- § If you use it as a pre-registration process:
  - § Who will actually collect the money (continuing education or the business office)?
  - § Specifics about registration (timing, frequency, location and personnel)
  - § How will you handle credit card refunds?

### Benefits From Using The CE Individual, Telephone and Credit Card Registration

- § Students taking CE classes will have individual receipts for each class making it easier to respond to future Hope Scholarship and Lifetime Learning Credit reporting requirements.
- § Makes it easier to track and report tuition remissions.

### Disadvantages Of Using The CE Individual, Telephone and Credit Card Registration

- § It involves change.
- § There are more steps involved.

- \$ There is a Alearning curve@ involved.
- \$ Class registration fee will be pulled in from the CE Contract, but any additional fees will need to be entered on the receipt.
- \$ It updates AR and GL files.

The Continuing Education Registration Menu

CONTINUING EDUCATION REGISTRATION 12:51:36 17 APR 2000

- 1= CE Class Registration
- 2= CE Individual, Telephone, and Credit Card Registration
- 3= CE Class Refunds Process

Which would you like? ( 1 - 3 )=

Item # 1 is the current registration software and would still be used for classes that do not charge a class fee.

Item # 2 is the new registration process and would be used for classes that charge a class fee.

Item # 3 drops a student from a class and generates a refund slip. It does NOT generate the refund itself. That process will still be handled through the Accounts Payable system.

The Continuing Education Registration Parameter Screen

CE.P.TELL.REG.PARAMS PG->1 of 1 04/17/2000 REL 13.1  
CONTINUING EDUCATION TELEPHONE REGISTRATION PARAMETERS

- 2. Cashier ID Code.... RMB
- 3. Printer Destination DEFAULT
- 4. Term.....YY. 2000\*01 SPRING 2000

Enter (S)ave, (XX)Cancel, (Q)uit, (T)op, (W)indow#, (P)age#, Or Item#

The user can enter a specific printer destination or choose the default. The default printer will be the printer where the curriculum registration forms are currently printing. Once the parameter information is (S)aved, the user will not be prompted for it again as long as they stay in the CE Individual, Telephone and Credit Card Registration process.

The Continuing Education Receipt Screen

CE.U.RCPT.TELL.REG PG->1 of 1 04/17/2000  
REL 15.0 CE PHONE REGISTRATION RECEIPTS

Receipt No.: 1707  
Student.....: 242407330 Baker, Suzanne S.  
Cashier.....: RMB  
Reference...: 242407330.0000239

Date.....:	04/17/00	Current Balance	2787.84
Printer Dest:	DEFAULT	AR Code: 32	AR Bal: 0.00
Term.....:	2000*01		
15. AR Code	Amount	Exchange	Bank ID/CC No/TR Cde/TPY Cde
1. 32 OCCUPATION	45.00	TP Third P	CAROLINA POWER & LIGHT CO.
2.			

Enter (S)ave, (XX)Cancel, (Q)uit, (T)op, (W)indow#, (P)age#, Or Item#

The Receipt Number is automatically assigned by the system. It uses the same receipt counter that cash receipts and miscellaneous receipts use.

The Student Number is picked up from the registration screen and the name is read from the CE Student master file. If the student has an AR balance, it will appear under Current Balance on the right side of the screen.

The Cashier, Printer Destination and Term are pulled in from the parameter screen.

The AR Code for the class fee and the fee amount are read from the CE Contract. If there are additional fees, those codes and fee amounts will need to be entered on this receipt screen.

There are 5 valid types of Exchange (CA = Cash, CH = Check, CC = Credit Card, TP = Third Party Transfer, TR = Tuition Remission). The user will enter the type of exchange being used. As with any type of receipt, there can only be one method of exchange per receipt (it is ok to put cash and check on a single receipt).

The BNK ID/CC NO/TR CDE/TPY CDE field will be entered by the user and will vary depending on the type of exchange that was entered.

- \$ Bank and check number for checks
- \$ Credit card type, number and expiration date for credit cards
- \$ The 3<sup>rd</sup> party code for third party transfers and tuition remission
- \$ Leave blank for cash

#### What Happens To AR And GL And When Does It Happen?

- \$ Once the receipt screen and the registration screen are saved, the receipt file (ARCASH) is updated. If the receipt screen is saved, but the registration screen is not saved, the receipt is written to ARCASH as a VOID receipt.
- \$ If the type of exchange was TP or TR, this process will build an ARMASTER and ARDETAIL record for the student and place the charge on their account and then the process will execute the 3<sup>rd</sup> party transfer to move the charge from the student=s account to the 3<sup>rd</sup> party=s account.
- \$ If the college is doing a Alive@ posting to GL, this process will post to the GL files (G.L.ACTIVITY, G.L.SUMMARY, etc).

- § If the college is doing a Abatch@ posting, this process will post to the UPDT.FILE and the UPDT.FILE will post to GL when the Abatch posting process@ is run.

#### Business Office Responsibilities

- § Build 3<sup>rd</sup> party codes for third party transfers and tuition remissions.
- § Provide CE a list of valid 3<sup>rd</sup> party codes and a list of valid AR codes for those additional class fees which must be entered on the receipt.
- § If payment occurs in the business office and a CE student registers for class, but fails to pay, notify the CE office to drop the student from the class.
- § Explain daily close out time and procedure to CE office.

#### Keys To Making The CE Individual, Telephone and Credit Card Registration Work

- § Before starting, meet to discuss how your college will use the new registration system. Involve the continuing education office, the business office and the system administrator.
- § Discuss what procedural changes you will need to make.
- § Discuss what internal controls will need to be in place to please the auditor (access rights, printing issues, signature issues, etc).
- § Seek advice from colleges who have been using the system for a while.
- § Once the system is in place, keep open the lines of communication between the continuing education office and the business office.

#### Options For Obtaining The Information Needed To Produce 1098 Statements And Forms For Continuing Education Students

- Option 1 B Use the CE Individual, Telephone and Credit Card process and let it generate a receipt for each individual student.
- Option 2 B Instead of entering miscellaneous receipts for an entire CE class, enter an individual miscellaneous receipt for each student.

### **6. Retention CIP Team.**

#### **Continuous Improvement Process Retention July 24, 2000**

The first meeting of the Continuous Improvement Process (CIP) committee was held in the LC Seminar Room on July 24, 2000 to review and examine the programs, activities and processes the college has in place that impacts on student retention. Student retention, for the purpose of this CIP, is defined as students who have been recruited by the college, enroll into a fall curriculum program, pay his or her tuition, remains in school through the semester, and subsequently enrolls in either the following spring or fall semester. Dr. Wilson facilitated the process with assistance from Bill Thompson.

Objective: Examine programs, activities and processes that impact on retention and look for gaps for improvement.

Committee Members Present: Dr. Ed Wilson, Bill Thompson, Todd King, Linwood Anderson, Rosalyn Lomax, Sherry Granberry, Brenda Bowie, Janice Fields, Norma Dawson, Dr. Dan Krauthelm, Susan Keel, Michelle Turnage, Yvonne Goodman, Dr. Annette Hawkins, Curtis Shivar and Dr. Bill Radford

The following was discussed: The college has in place, numerous programs, processes and strategies that address prospective student recruitment, matriculation, retention and goal completion. One of on-going programs that will help with the examination of this process is the work of the Matriculation CIP committee which was formed in 1998. The enhancements from that process are included in the following list of services, programs and processes articulated by this committee:

1. Advising - will need to examine using CIP
2. ACA 111, new student orientation - works great with the right folks.
3. ACA 118, study/skills course.
4. Placement testing
5. Referrals to Academic Skills Center - tutorial assistance and skills development.
6. Career Center
7. Writing Center
8. Open Labs
9. Developmental Ed - group together.
10. Irma Wiggins - Developmental
11. Poor performing Financial Aid Students receive mid-term notification letter.
12. Mid-term early warning notifications to all students and where applicable, their parents using colored envelope to draw attention.
13. Absences - calls are made by instructors. Need a policy for Developmental students.
14. Satisfactory academic progress - policy in place but no system to implement.
15. Wellness programs, Drug and Alcohol awareness.
16. Availability of on-campus clubs (Phi Beta Lambda, etc.,)
17. Co-op programs - possibly extend co-op to all programs.
18. Work-study programs
19. Service learning (Co-op in disguise)- establish course title for transcript.
20. Follow-up phone call system for those non-returning prospective students and enrolled students.
21. Furnish instructors student learning profiles.
22. Examine intervention strategies for students who have double failure in the same class.
23. Examine the current pre-placement test preparation process using the Sylvan Learning Center model, Lenoir CC study materials and possibly place on the WCC websites.
24. SGA involvement.
25. Late registration (four days) - what's the impact on developmental?
26. Supplemental instruction.

The committee was charged to review the minutes of this meeting for correctness, and to

think about other ideas or ways that the college could improve our retention programs, services and processes. Dr. Wilson will schedule the second meeting sometime later into the Fall 2000 semester. There being no further business, the meeting was adjourned at 2:30 PM.

## **7. Business and Industry Team CIP.**

### **Continuous Improvement Process Business and Industry July 10, 2000**

The first meeting of the Continuous Improvement Process (CIP) committee was held in the LC Seminar on July 10, 2000 to examine the Business and Industry program. Dr. Ed Wilson facilitated the process with assistance from Bill Thompson.

Objective: To ensure that the college is providing sufficient support to the Wayne County Business and Industry community. That we are in touch with our local businesses and their needs, that we're not over contacting some while missing others, and that there is a coordination of campus resources that avoids duplication or miscues.

Committee Members Present: Dr. Ed Wilson, Bill Thompson, Anne Millington, Dr. David Gilchrist, Faye Best, Roy White, Bob Waller, Dr. Dan Krautheim, Lalie Cobb-Kornegay, Nan Bell, Ray Burrell, Banks Peacock and Paul Compton.

The following was discussed: As previously indicated in the objective of this CIP, we know that we're doing a pretty good job supporting Business and Industry and that there are multiple departments at the college who interact with Wayne County Businesses regularly. Our initial step towards our objective was to examine what the Committee Members do in their respective areas.

1. Dr. Wilson - Regularly visits major industries; works closely with the Economic Development Commission and Chamber of Commerce; regularly hosts WCC Business and Industry orientation luncheons.
2. Bob Waller and Lalie Cobb-Kornegay, Small Business Center - conducts industry visits that involves contact with the CEO, Human Resource Manager, Plant Engineer or Manager, works with the Chamber of Commerce, conducts Small Business Seminars, refers clients to Loan Committees, and other agencies, conducts Small Business and Industry Advisory Committee, works the Micro-enterprise loan program, conducts FIT and NIT training, works with the Economic Development Commission, conducts certification training classes for those businesses requiring license or certification renewal, sponsors the Wayne County Small Business of the Year Awards.
3. Paul Compton - Visits businesses and industry by calling on the Human Resources Director, and Floor Supervisor; makes inquiries regarding employment needs, co-op opportunities and job placement; oversees his departments Advisory Board which is made up of professionals from his area of expertise; receives and responds to telephone inquiries for classes and employees.
4. Anne Millington - Conducts visits with CEO and Human Resource Managers on employment needs, co-op opportunities, and placement. Works with the Wayne County Personnel Association and works closely with Bob Waller and Joy Ginn.
5. Dr. David Gilchrist, Nan Bell, Ray Burrell, and Banks Peacock - Works with United

Way Agency, Chamber of Commerce through Business After Hours contacts, coordinates employment needs for business professionals such as business, finance, medical, information systems, and legal, etc.; also calls on prospective employers.

6. Faye Best - Works with employers through Trade Shows.
7. Dan Krautheim - Coordinates Public School Teacher Training (ECU).

Through additional discussion and the review of Awho=s does what@ from the previous list, several ideas or suggestions were made:

1. Establish a universal employer data base that everyone could access. This would help determine employer=s projected needs, help with establishing additional co-op positions, and work as an address book for e-mail communication between the college and the employer.
2. Survey employers as to whether they are receiving adequate support from the college.
3. Examine the small business population and see who we=re missing and establish a plan of action for contact.

The committee was charged to review the minutes of this meeting for correctness, and to think about other ideas or changes that the college could employ to improve our service to the Business and Industry community. Dr. Wilson will schedule the second meeting later into the Fall 2000 semester. There being no further business, the meeting adjourned at 11:00 am.

## **8. WCC Enrollment Management Model Team.**

### **Continuous Improvement Process (CIP)**

#### **Meeting 2**

**October 30, 2000**

Yvonne Goodman opened the meeting at 10:05 a.m in the Seminar Room.

Present: Bill Thompson, Susan Keel, Susan Sasser, Janice Fields, Dori Fraser, Dan Krautheim, and Marie Lewis.

#### Observations and Issues:

1. Combine both open requests and high school prospects list into one. COMPLETED. Has been combined.
2. Scheduled testers are not showing upCtelephone calls to remind them? Walk-ins are scheduled immediately.

Suggested charging a \$5.00 testing fee. Will look into this further. Needs to be approved.

3. Applicant could be provided block of placement testing times and would be advised to contact Admissions and Records to schedule by a certain date. IN PLACE.
4. Establish college or academic department enrollment goals as part of the planning process. SHOULD BE IN PLACE BY THE 2001-2002 YEAR.
5. Who does follow-up with those students who are dropping or stopping out? Will further research. Suggested that department secretaries do the follow ups.
6. Purchase an automated telephone reminder system for tuition payments and testing schedule. WILL RESUBMIT THE PLANNING DOCUMENT FOR 2000-2001 YEAR.

Attender: Learners who have registered and paid and are on the roster as of the end of the full refund period for the program, course, workshop, or seminar.

Term 1 Completer: Term 1 Completer and/or Goal Completer, Term 2 Completer and/or Goal Completer; and Term 3 Completer and/or Goal Completer: Learners who completed the program, course, workshop, or seminar.

Term 2 Persister, Term 3 Persister and Term 4 Persister: Learners who have preregistered and/or registered for a program, course, workshop, or seminar.

Goal Completer: Learners who have completed their stated goal.

Life Long Learner: Learners who have completed their state goal and have returned.

Other institutional effectiveness measures in effect are: Annual Services Review, College Safety Survey, Graduate or Completer Survey, Non-completer Survey, New Program Needs Assessment Survey, Existing Program Assessment Survey, Student Evaluation of Faculty (both face-to-face and distance education). These and other surveys are analyzed and reported by the Planning and Research office. Who in-turn require a written response on plans to implement change. For example, the following analyses and subsequent response to the 1999-2000 Annual Services Review is documented evidence of the follow-up and use of results imbedded in the college=s institutional effectiveness process:

#### MEMORANDUM

DATE: July 21, 2000  
TO: Administrative Council  
FROM: Planning and Research  
SUBJECT: 2000 Annual Services Review

Attached for your review and appropriate action, is the 2000 Annual Services Review. This internal review provides college personnel an opportunity to evaluate selected inquiry

information that was provided by each major support function of the college.

The 1999-2000 Annual Services Survey had 250 inquiry statements that addressed college personnel satisfaction with Support Services. Support Services, for the purpose of this survey, involves review of College leadership, Educational Support Services, Student Development Services, Comptroller, Continuing Education, and some areas of Academic Affairs. There were 229 college personnel surveyed with 155 respondents for a 68% response rate. Out of the group of respondents, 25 (17%) were administrators, 53 (35%) faculty, and 64 (42%) were staff. The remaining 13 (6%) respondents left this item blank.

The Office of Planning and Research established 90% as the benchmark for satisfaction for each survey statement. The 90% satisfaction benchmark follows the college ten point grading scale for an AA@. In addition, where a comparison between the previous year and the 2000 Annual Services Review could be made (based on the same survey statement), the Office of Planning and Research established a five per cent difference as the benchmark for further review. An overall rating or a rating by employee category (administrator, faculty or staff) below 90%, suggests further examination might be appropriate.

A cross-tabulation was used in some instances, to examine respondents by category, i.e. administrators, faculty and staff; and years employed at WCC. This was done to determine if a certain age group, employee category, or a combination of both, might provide additional information on why some survey satisfaction statements fell below 90%. For example, Alimited knowledge of CPM information@ and Athe planning process@ was consistent among newer employees while higher satisfaction for leadership efforts in Acollege policies@ and Abeing treated as valued members of the institution@ was consistent among senior faculty and staff.

Overall, the results of the 2000 Annual Services Review suggests that college employees are satisfied with the leadership and the services provided.

Those survey response statements that fall below 90% may require further review. We recognize that in some instances, the best we can expect to achieve in an area might be 80-85%. We=re leaving that to your judgement and ask that, in your response back to us, you provide either the rationale for Ano further action@ or your plan for corrective action. Your response should be sent to the Office of planning and Research by Friday, September 15, 2000. If you have any questions or need assistance please give myself or Becky Mulligan a call at extension 282/213.

MEMORANDUM

DATE:

TO: Office of Planning and Research

FROM:

SUBJECT: 2000 Annual Services Review Follow-Up

The following action(s) has been or will be taken to address this issue:

1. Planning Objective submitted into current year plan on \_\_\_\_\_.
2. No further action is required because: (Provide rationale.)
3. Other: \_\_\_\_\_

1999-2000 Annual Services Review Analysis  
President=s Office

Observation: The data suggests that, overall the President=s Office received high marks on the staff being helpful, friendly and professional and that, college leaders clearly communicate the future direction of the college through stated goals and priorities. The office promotes an open door policy and information discussed in this office is kept confidential. Ninety per cent agree that they have had the opportunity to review and comment upon the college mission and goals and almost all agree (99%), that the college is fulfilling its mission of maintaining easy and open access to comprehensive educational choices. Most of the respondents (95%) have reviewed the College Procedures Manual on the WCC websites. Although most agree (91%) that college leaders give faculty and staff the opportunity to express their opinions, ideas and feedback on relevant college issues 82% of the faculty agree. Eighty-seven per cent of all respondents indicated that faculty and staff are treated as valued members of the college team while 86% indicate they have adequate technological resources to do an effective job; only 79% of the faculty agreed on his issue. Overall, 85% agree that college policies (evaluations, salaries, promotions, grievances, etc..) are conducted in a fair and equitable manner; 80% of the faculty agreed with this statement.

1999-2000 Annual Services Review Analysis  
Personnel Office

Observation: The data suggests overall, that the Personnel Office is helpful, friendly and professional. Requests for information and assistance are handled within a reasonable time and problems directed to this office are handled in a confidential manner. Most agree (94%) that adequate information is provided on benefits and services handled by the office. Ninety per cent of the respondents participate in the WCC Wellness Program and, as a result have benefited from the program=s activities and information. However, 85% of the faculty and administrators are taking advantage of the program.

1999-2000 Annual Services Review Analysis  
Comptroller

Observation: The data suggests that overall, staff are helpful, friendly and professional with a high level of satisfaction (98%) coming from the respondents. Most agree (95%) that adequate information is provided on current policies and procedures, that budget reports, purchase orders and payroll statements are accurate and timely (95%). Ninety-seven per cent agree that the business office maintains its scheduled hours of operation and that the cashiers office hours of operation are adequate. Present methods for inventorying equipment continue to receive high marks as well as mail distribution, times of delivery and mail processing and distribution. Ninety-nine per cent of the respondents agree that requests for shipping packages are handled within a reasonable time.

Equipment repair requests are handled within a reasonable time. Almost all (98%) agree that purchasing requests are processed within a reasonable time, that sufficient product purchasing information is readily available and problems with purchase orders are resolved expediently. Except for a few respondents, most agree (99%) that travel reimbursements are timely and accurate. Vacation leave and retirement benefits are also maintained accurately (98%).

1999-2000 Annual Services Review Analysis  
Academic Affairs - Academic Skills Center

Observation: The data suggests overall, that personnel in the Academic Skills Center (ASC) are helpful, friendly, and professional and personnel are providing adequate assistance. Most respondents agree (98%) that the ASC lab provides valuable support services to the WCC students. Of the 88% of respondents who are referring students to ASC, most (98%) indicate their students received satisfactory instruction. Of the 72% of respondents who refer students to the Peer Tutoring Program, 94% are satisfied with instruction in Peer Tutoring. Half of the faculty respondents indicated using the ASC testing service and 75% of those indicate satisfaction with test monitoring and security. All agree that ASC testing service is useful for instructors and students. While only 69% of the respondents indicate they have referred students to the ASC for preparation to enter curriculum programs, almost all agree that the College Preparatory Program provides valuable and appropriate preparation for entrance into curriculum programs. Most agree that study areas are satisfactory (quiet, comfortable, well-lighted, etc.), and the selection of audio-visual materials is sufficient and useful. However, 87% of the respondents indicated there were a sufficient number of instructional computers available.

1999-2000 Annual Services Review Analysis  
Academic Affairs - Academic Departments

Observation: The following Agriculture and Natural Resources Department, Business and Computer Technology Department, Curriculum Programs Office, Dental Department, Engineering, Mechanical Studies and Transportation Department, Human Services/Social Science Department Liberal Arts Department, Math/Science Department, Nursing Department, SJAFB Programs and Library Services were evaluated in two areas: Personnel provide adequate assistance to my requests and Personnel are helpful, friendly and professional. The data suggests that overall almost everyone (98%) is satisfied with the cooperation received from the Academic Departments. The SJAFB Programs Office showed the most significant improvement in satisfaction from 1998 to 2000 with a 15 point increase to 99% in Adequate assistance to requests@ and a 10 point increase to 99% in Apersonnel are helpful, friendly and professional@. The Library Staff also received high marks (98%) in providing assistance in researching, locating, reviewing, selecting, ordering and cataloging materials as well as providing instruction for using the automated catalog, electronic indexes, the Internet, and other electronic resources (99%).

1999-2000 Annual Services Review Analysis  
Student Services - Admissions and Records Office

Observation: The data suggests that overall, 97% of the respondents agree that personnel in the Admissions and Records Office are helpful, friendly and professional. This is a four per cent improvement over 1998. They also agree that requests for assistance are handled within a reasonable amount of time (98%). Most of the respondents (92%) indicate that they understand current admission policies and procedures, however only 87% of the faculty respondents indicated so. Almost all of the respondents indicate that Admissions and Records Personnel are knowledgeable regarding current admission policies and procedures and also knowledgeable regarding current registration policies and procedures. Although significant improvement regarding the adequacy of registration procedures has been made (an eleven point jump to 93%), eighty-eight per cent of faculty respondents agreed. Overall, current registration procedures in the departments are adequate however, 81% of faculty respondents indicated agreement.

1999-2000 Annual Services Review Analysis  
Student Services - Financial Aid

Observation: The data suggests that overall, almost all of the respondents (99%) indicated that the personnel in Financial Aid are helpful, friendly, and professional and that services provided by this office are adequate (98% in agreement). Adequate assistance is received from office personnel when needed and current office procedures are adequately explained in the CPM. However, the percentage of respondents who are aware of various Financial Aid/Veterans Affairs programs dropped from 93% in 1998 to 87% in 2000 with 87% of faculty and 80% of staff indicating knowledge in these areas. Similarly, there was a four point drop in the number of referrals to Financial Aid/Veterans Affairs Office from 1998 (98%) to 2000 (94%). Eighty-eight per cent of the staff indicated they had made referrals to the Financial Aid/Veterans Affairs Office.

1999-2000 Annual Services Review Analysis  
Student Services - Enrollment Management/Recruiting Office

Observation: The data suggests that overall, almost everyone (99%) agree that personnel in the Enrollment Management/Recruiting Office are helpful, friendly, and professional and 97% of the respondents indicate adequate assistance is received from this office when needed. Most of the respondents indicated (97%) that High School visits are a valuable tool although 84% of the respondents indicated having been involved in a high school visit on WCC=s campus; 60% of the faculty respondents indicated they had been involved in this process. The 84% also represents a five point increase over 1998. Most faculty respondents indicated they had read or reviewed program flyers pertaining to their program(s) and found the information to be sufficient. On the other hand, 58% of the faculty respondents indicated requesting prospects for their program area(s). Only 82% of all the respondents

indicated that retention services were effective and 88% of all the respondents indicated recruiting efforts were effective. Although faculty was relatively consistent on rating retention and recruiting (78/79%), administrators rated (63/85%) and staff (97/100%) respectively.

#### 1999-2000 Annual Services Review Analysis Student Services - Student Development

Observation: The data suggests that overall, almost everyone (99%) agree that personnel in the Student Development Office are helpful, friendly, and professional and 92% of the respondents indicate that counseling services provided by this office are adequate; 84% of the administrators responding to this statement agreed. The Career Center is responsive to requests for assistance and adequately meets the needs of students. Only 55% of faculty respondents indicated requesting services from the Career Center. Seventy-six per cent of all respondents indicated they were knowledgeable about current trends and practices in Student Development Services. Most respondents agree (97%) that counselors offer assistance with referrals and requests when asked. Overall, 94% agree that Special Needs students have access to adequate support however, 89% of faculty agreed.

#### 1999-2000 Annual Services Review Analysis Student Services - Student Activities

Observation: The data suggests that overall, most (91%) agree that personnel in the Student Activities Office are helpful, friendly, and professional and 88% of the respondents indicate that services provided by this office are adequate; up four points from 1998. Eighty per cent of the respondents indicated that they agreed that Student Health Services meets the needs of our students; down nine points from 1998. Most agree (94%) that they are aware that Student Health Services provides students with a doctor visit and/or medication; down five points from 1998. Only 80% of the respondents agree that Student Activities uses adequate resources to advertise events; down 7 points from 1998. Eighty-nine per cent of the respondents indicated that the Student Activities Office answers questions and offers assistance when asked; down nine points from 1998. Almost 90% agree that the Student Government Association operates in a professional manner; up nine points from 1998 while 87% agree that the SGA addresses the concerns of our students sufficiently. Ninety-five per cent of the respondents indicate support to have intramural athletic programs for student participation.

1999-2000 Annual Services Review Analysis  
Educational Support Services - Bookstore

Observation: The data suggests that overall, most (95%) agree that personnel in the Bookstore are helpful, friendly, and professional. Most (92%) agree that hours of operation at the beginning of the semester are satisfactory which is a three point improvement over 1998. Only 61% agree that prices charged for supplies are reasonably competitive (up four points from 1998) while 71% agree that a sufficient quantity of current books and supplemental materials are on hand at the beginning of each semester; 57% of faculty agreed with this statement. Eighty-one per cent agreed that book and supply requests are handled within a reasonable amount of time.

1999-2000 Annual Services Review Analysis  
Educational Support Services -Cooperative Education/Job Referral/Apprenticeship

Observation: The data suggests that overall, almost everyone (98%) agreed that personnel in the Cooperative Education are helpful, friendly, and professional. Fifty-six per cent of the respondents indicated that they have used these services which is down three points from 1998; 64% of faculty indicated using Co-Op services. Of those using the service, 97% agree that services provided by this office are adequate which is up 5 points from 1998.

1999-2000 Annual Services Review Analysis  
Educational Support Services -Food Services - Vermillions

Observation: The data suggests that overall, everyone (100%) agreed that personnel in the Food Services are helpful, friendly, and professional. This is up six points over 1998. Almost all (99%) agreed that the dining area is kept neat and clean, and 93% agreed that the menu selection is adequate (grill items, salad bar, specials, etc.); up five and seven points respectively over 1998. Only 79% of the respondents agreed that prices are reasonable and competitive. While 87% of administrators and faculty agreed with prices, only 72% of the staff thought so.

1999-2000 Annual Services Review Analysis  
Educational Support Services -Foundation Office

Observation: The data suggests that overall, almost everyone (98%) agreed that personnel in the Foundation Office are helpful, friendly, and professional. Everyone agreed (100%) that the Foundation is supportive of the needs of the college. Almost all agreed (99%) that adequate funding is provided for mini-grants and contingency funds requests. Ninety-four per cent of the respondents agreed that Foundation reports are made in a timely manner to WCC=s faculty and staff.

1999-2000 Annual Services Review Analysis  
Educational Support Services - Information Specialists

Observation: The data suggests that overall, everyone (100%) agreed that Information Specialist personnel are helpful, friendly, and professional and provide assistance to their requests. Almost all of the respondents agree that incoming switchboard calls are handled promptly and politely and that accurate information is given at the switchboard concerning dates, times and locations. Ninety-eight per cent of the respondents indicate that CAMNET information is timely and informative. Although overall 90% of the respondents indicated that the revised room reservation/scheduling system is effective, eighty-five per cent of administrators and staff agreed while 97% of faculty appear satisfied.

1999-2000 Annual Services Review Analysis  
Educational Support Services - Maintenance

Observation: The data suggests that overall, almost everyone (96%) agreed that Maintenance personnel are helpful, friendly, and professional and work is performed in a satisfactory manner.

Just about all (99%) agreed that the campus grounds are well maintained. Ninety-two per cent agreed that work is completed within a reasonable time which is down five per cent from 1998. Eighty-nine per cent of the respondents indicated that work order policies/procedure information is adequate and that the automated work order program is easy to use. (Both down nine points from 1998). Eighty-seven per cent agreed that personnel are cooperative with unscheduled work requests which is down ten per cent from 1998. Seventy-five per cent of the respondents indicate agreement that daily housekeeping is adequate which is seventeen points down from 1998. Eighty-seven per cent agreed that the campus recycling program is adequate which was also down eight points.

1999-2000 Annual Services Review Analysis  
Educational Support Services - Media/Production Offices

Observation: The data suggests that overall, almost everyone (99%) agreed that the Media/Production Office personnel are helpful, friendly, and professional and that completed projects have a pleasing, professional appearance. Ninety-nine per cent also agreed that requests for graphics, videotapes, multimedia, and audiovisual materials are completed within a reasonable time. Ninety-seven per cent of the respondents agreed that requests for assistance with audiovisual equipment are handled promptly and appropriately and that audiovisual equipment is made available where and when needed.

1999-2000 Annual Services Review Analysis  
Educational Support Services - Planning and Research Office

Observation: The data suggests that overall, almost everyone (99%) agreed that the Planning and Research Office personnel are helpful, friendly, and professional; that data, reports and publications published by this office are accurate and helpful; that requests for assistance are handled in a professional, timely manner and that the Strategic Plan identifies major issues, priorities, and directions for the institution. While only 88% of the faculty respondents agreed that the budget/planning process is understandable, overall, 94% was in agreement. Ninety-four per cent also indicated that their role in the budget/planning process is clear. Seventy-two percent of the staff and 76% of the faculty indicated that they attend budget/planning meetings. Overall 81% responded to this statement which is down 9 points from 1998. Ninety-two per cent of the respondents indicated that the policies/procedures/instructions for creating/updating planning documents are clear and helpful, however 85% of faculty agreed with this statement.

1999-2000 Annual Services Review Analysis  
Educational Support Services - Media-Print Shop

Observation: The data suggests that overall, almost everyone (97%) agreed that the Print Shop Office personnel are helpful, friendly, and professional and that, printing requests are met in a timely manner. Ninety-five per cent agreed that printed materials have a professional appearance. Overall 87% agreed that Print Shop prices are fair and competitive.

1999-2000 Annual Services Review Analysis  
Educational Support Services - Public Information Office

Observation: The data suggests that overall, almost everyone (97%) agreed that the Public Information Officer is helpful, friendly, and professional and that, the Public Information Officer maintains adequate contact/visibility with the public/community and helps to promote a positive image of this institution. Public information is accurate (96% agree) but only 88% agree it is timely (faculty and staff). Sixty-three per cent of the respondents indicated that their department utilized Public Information Services several times over the past year which is down from 83%. Eighty-five per cent indicated that they noticed regular college announcements in print and on the air; down from 92%. Eighty-eight per cent of the respondents indicated that the PIO works effectively with students in institutional promotions which was down from 95% from the 1998 survey. However, 87% agreed that WCC=s advertising in print is adequate for the needs of the college which is up from 76% in 1998 while advertising on cable TV and local radio dropped three points to 73% and regional media coverage dropped from 76% to 73%.

1999-2000 Annual Services Review Analysis  
Educational Support Services - Security Office

Observation: The data suggests that overall, almost everyone (99%) agreed that the Security Office is helpful, friendly, and professional and that, requests for assistance are handled appropriately by this office. Adequate information is provided on policies and procedures (97%) and traffic and parking enforcement on campus is adequate (96%). Most respondents agree (96%) that security measures such as lighting, campus patrols, etc., are adequate; up five points over 1998.

1999-2000 Annual Services Review Analysis  
Educational Support Services - Workforce Investment Act (WIA)

Observation: The data suggests that overall, almost everyone (96%) agreed that the Workforce Investment Act Office personnel are helpful, friendly, and professional. Ninety-eight per cent of the respondents agreed that personnel provide adequate assistance to individual requests.

1999-2000 Annual Services Review Analysis  
Educational Support Services - Information Systems

Observation: Basic Service Information. The data suggests that overall, almost everyone (97%) agreed that the Information Systems personnel are helpful, friendly, and professional. Ninety-four per cent agreed that requests for information and assistance are handled in a timely manner. Ninety-eight per cent of the respondents indicated they currently have access to Unix and that adequate information is provided on departmental policies and procedures (94%). Adequate information is also provided (92%) on the work-order system. Ninety-three per cent agree that priorities for ADMINISTRATIVE computer usage have been established to achieve a user balance while 88% agreed that a list of priorities for allocation of administrative computer resources is readily available.

Groupwise Services Information. Ninety-six per cent of the respondents indicated that they use Groupwise daily; up four points from 1998. Ninety per cent indicated that Groupwise training sessions were useful.

Internet Services Information. The majority of the respondents indicated that they use Internet Explorer daily (57%) while 35% indicated using Netscape daily. Both responses are up significantly over 1998 from 14% for Internet Explorer and 21% for Netscape. Although eighty-five per cent of the respondents indicated that their department had information on the WCC web page, only 73% of faculty indicated so. Sixty-five per cent indicated routinely reviewing their pages for accuracy and content. Most (95%) find the internal information page useful and 92% indicate that additions or changes to departmental web pages are handled in a timely manner.

Unix Information. Eighty-nine per cent of the respondents indicated that sufficient access to system data base information is available; up 7 points over 1998. Overall 85% of the respondents indicated that they were aware that regular IIPS module training sessions are available from the NCCCS Office. Of those who have attended these training sessions in the past, 95% agreed that the training was useful. Most agree (95%) that requests for help with difficulties in IIPS software programs are handled/referred satisfactorily. However, 87% of the respondents (82% of staff) indicated that requests for programming and or program changes are handled within a reasonable time which is down 6 points from 1998.

Word Processing. Fifty-six per cent of the respondents indicated that they extract information for databases to use in Word Perfect which is up from 47% in 1998. Fifty-three per cent of the respondents (up 9 points over 1998) indicate they use Word Perfect daily, while 38% indicate using Microsoft Word on a daily basis.

Open Computer Lab. Ninety-three per cent of the respondents indicated knowing the Open Computer Lab is available to faculty and staff and 29% have or are using it. Hours of operation appear to be satisfactory (97%) and everyone agrees that the lab is neat and clean. Ninety-four per cent indicated that the software and hardware available in this lab meets their needs while almost all agree (96%) that the personnel are helpful, friendly and professional.

PC General Use. About 75% of the respondents indicate that their computer hardware and software is adequate for their needs. Only about 78% indicate having knowledge on the proper procedure for hardware and software purchases and approvals. Fifty per cent of the respondents indicate that they store their data on the network drive (H), while 65% indicated storing their data on the (C) hard drive. Sixty-three per cent periodically store backup data on their hard drive. Sixty-five per cent of faculty indicated that they use computer-aided instruction in the classes they teach. Sixty-six and 70% respectively, indicate that the classroom hardware and software are adequate for their needs. Seventy-six per cent indicated that they use the documentation in Shared Documents.

Telephone and Voice mail. Ninety-seven per cent of the respondents indicated that telephone training and/or handouts, voice mail training and/or handouts, and information regarding access to dialing local, Raleigh, long distance, and directory assistance is sufficient. Although 83% of faculty indicated they knew who to contact with telephone and/or voice mail problems, overall, 90% were knowledgeable as to knowing who to contact.

**Another example of the work performed by the college is the Graduate Survey Analysis:**

MEMORANDUM

DATE: January 10, 2001  
TO: Academic Affairs & Student Development  
FROM: Planning & Research  
SUBJECT: 2000 Graduate Survey Results

This Graduate Survey Analysis covers Wayne Community College Graduates who completed their respective programs in the 2000 cohort year; (i.e., those who graduated in Spring, Summer or Fall 2000). A total of 335 graduates were surveyed with 321 (95%) responding to the 43 question inquiry.

The 2000 Graduate Survey asked respondents to evaluate college competencies, support services, diversity, employment, and goal achievement, using a five point scale of: Very Satisfied, Satisfied, Neutral, Dissatisfied and Very Dissatisfied as well as some Yes/No responses.

Competencies

Overall, 95 per cent of the respondents, indicated they were satisfied with the following competencies (The numbers in parenthesis represent the number of respondents):

1. Communicate effectively (reading ,writing, oral communication). 97% (318)
2. Perform technical skills in chosen occupation. 95% (312)
3. Use information to analyze problems and make logical decisions. 96% (316)
4. Demonstrate positive interpersonal skills in various aspects of life..97% (313)
5. Demonstrate mathematical skills appropriate to area of study. 90% (293)
6. Use state-of-practice technology in their area of study. 94% (308)

Support Services

Overall, 92% of the respondents, indicated satisfaction with the following services. (The 1999 graduate survey results are provided for comparison.)

	<u>1999</u>	<u>2000</u>
1. Admissions process.	90%	95% (305)
2. Registration/Class scheduling process.	92%	94% (306)
3. Business Office transactions.	88%	92% (274)
4. Student Counseling Services.	87%	90% (254)
5. Availability of scholarships and financial aid.	77%	84% (247)
6. Faculty advising services.	87%	93% (283)
7. Helpfulness/availability of instructors	92%	96% (300)
8. Classroom instruction/general education	92%	92% (316)
9. Library materials/services	90%	85% (243)
10. Student activities (extra curricular)	79%	85% (243)
11. Academic Skills Center materials/services	91%	94% (281)
12. Writing Center materials/services	87%	90% (254)
13. Cafeteria facility/services	80%	89% (277)
14. Book Store materials/services	81%	86% (274)
15. Open Computer Lab materials/services	91%	94% (285)

### Diversity (Student opinions about faculty and staff)

Out of 326 respondents most (306) or 94% felt that Acollege employees work well with people who are different from themselves in race, nationality, religion, disability, etc.,@ while 95% felt that college personnel respected their racial and ethnic background and felt like WCC treated them fairly.

When asked the question Awould you recommend WCC to your family and/or friends?@, 98% (319 out of 325 respondents) indicated Yes.

### Employment

At the time of the survey almost 70% of the respondents were employed either full or part-time. Those employed full-time reported earning, on average, almost \$21,000.00 annually. Most part-timers (56%) reported working between 10-25 hours per week, while full-timers (22%) were working forty or more hours per week. Forty-one percent were employed in a field related to their area of study.

Respondents from the following programs reported salaries greater than \$25,000.00 annually: Accounting, Agribusiness Technology, Auto Body Repair, Basic Law Enforcement Training, Business Administration, Information Systems, Forest Management Technology, Industrial Maintenance, Mechanical Engineering, Electronics Engineering, AA Criminal Justice, Dental Hygiene, Nursing, AA Social Work, Phlebotomy and Associate in Arts.

### Cooperative Education

Twenty-four per cent of the respondents (72 out of 296), indicated they had participated in the Co-Op Program. More than half (64%) of those participants were offered employment with their Co-Op employer and almost all (91% or 42 out of 46) accepted employment with their Co-Op employers.

### Goals

When asked the question: AWhat was your primary objective/reason for attending WCC?@, 81% indicated they wanted to Obtain an Associate Degree, diploma or certificate, 10% indicated they were taking courses to transfer to a four-year college or university, and 8% indicated they wanted to enhance their job skills in their present field or for a new line of work.

### Goal Completion

Ninety-nine per cent of the completers indicated they had fully (80%) or partially (19%)achieved their educational or career goal. The North Carolina Community College System (NCCCS) Standard of 90% has been met because both full and partial goal achievement are combined for this reporting measure.

### Student Satisfaction of Program

Ninety-six per cent of the completers reported that, the overall quality of academic programs and services met or exceeded their expectations. The NCCCS standard of 85% has been met for completers.

The results of the 2000 Graduate Survey indicate that Wayne Community College graduates continue to be satisfied with the quality of academic programs and services offered by the college.

In summary, the college in it=s continuous planning, evaluation, and assessment process is able to demonstrate a systematic process whereby the college takes into consideration its= findings from planning, evaluation and assessment to improve administrative and support services.

Recommended Action. Continue the process of improving the evaluation, assessment, and use of results for improvements through documentation.

#### **Section IV.**

**Recommendation 7: The Committee recommends that the College ensure equivalent quality of programs regardless of method of instruction or location.**

Processes are in place to systematically evaluate all programs regardless of method of instruction or location. As described in the reply to the 1995 response to the SACS visiting team report, recent results of SACS substantive change project documents (1999-2000), adequate procedures for evaluating distance education programs to ensure equivalent quality of programs. However, additional work in evaluating distance education courses will be ongoing.

**Recommended Action: Continue improvements for evaluating Distance Education courses as prescribed by the Commission on Colleges SAC Substantive Change Recommendations (2000).**

**Recommendation 8: The Committee recommends that the College demonstrate that its graduates are competent in reading, writing, oral communications, fundamental mathematical skills and the basic use of computers.**

A matrix has been prepared that documents graduate competency in each area.

Reading One of the requirements for graduation at Wayne Community College is completion of RED 090 Improved College Reading. All associate degree students meet this requirement through the ASSET or COMPASS Placement Test or completion of the course.

Writing All associate degree graduates have completed ENG 111 Expository Writing, the college freshman writing course.

Oral Communication All Associate in Applied Science degree graduates have completed ENG 114 Professional Research and Reporting. This course teaches professional communication skills, both written and oral. This course was developed when the North Carolina Community College System converted to semesters in 1997 and serves a dual purpose of developing professional writing skills and oral communication skills.

All Associate in Arts, Science, and Fine Arts programs require COM 231 Public Speaking. Through this course, graduates have experienced the preparation and delivery of speeches within a public setting and group discussion.

Fundamental Mathematical Skills All Associate in Applied Science degree graduates except Agribusiness, Associate Degree Nursing, Dental Hygiene, Human Services/Gerontology, Human Services/Substance Abuse, Livestock and Poultry, and Livestock and Poultry/Poultry Management have completed a math class for which MAT 070 Introductory Algebra is a prerequisite. Graduates of those programs have successfully met the competencies of MAT 070 through the ASSET or COMPASS Placement test or have completed the course.

All graduates of Associate in Arts, Science, and Fine Arts programs have successfully completed MAT 161 College Algebra or a higher level math course.

Basic use of computers All Associate in Applied Science degree graduates except Aviation Systems have successfully completed CIS 111 Basic PC Literacy or a departmental computer course that ensures competency in the basic use of computers. The Aviation Systems program computer competency is accomplished through computer based courses in Airworthiness Directives, Aircraft Type Certificate data sheets, Aircraft Forms and Records, Maintenance Publications, Aircraft Weight and Balance, Aircraft Instrument Systems and Communication and Navigation Systems and Landing Gear Systems.

All Associate in Arts, Science, and Fine Arts degree graduates except the Fine Arts art and music concentrations require CIS 110 Introduction to Computers, CIS 115 Introduction to Programming and Logic or CSC 134 C++ Programming.

**Recommended Action: The Aviation Systems program should add CIS 111 as a required course effective Fall 2001.**

The approved community college system program standard for Associate in Fine Arts art and music concentrations required courses meet the 64 hour semester credit hour limit for programs. There is not an area in which a computer course can be completed in these programs. This issue has been called to the attention of the system office SACS liaison.

**Recommendation 9: The Committee recommends that the College amend its stated policy to comply with the requirement that its graduates earn 25% of their credit hours at Wayne Community College, and that published statements correctly reflect the change.**

The graduation requirement states that a minimum of 25 per cent of semester hours must be in residence at Wayne Community College with a minimum of 9 semester hours in the major area is required. Upon recommendation of appropriate faculty and the division director

(head), the Vice President for Academic Affairs and Student Services may waive the requirement of a minimum of 9 semester hours in the major area.

The 1995 SACS response indicated that the visiting team interpreted that the 25 per cent credit hour requirement could also be waived. The statement was corrected and now reads that the vice president may waive the requirement of a minimum of 9 semester hours in the major area.

**Recommended Action: No further action required.**

**Recommendation 10: The Committee recommends that the content of publications be accurate and consistent in describing the institution, degree requirements, and course descriptions.**

The 1995 response to this recommendation indicated that the specific items identified had been corrected. The latest *Viewbook* does not include the purpose and goals of the college. New edition will provide that information.

Efforts are on going to avoid errors in the catalog and other publications.

**Recommend Action: Additional emphasis should be place on ensuring publications are reviewed by the Editing committee prior to publication.**

**Recommendation 11: The Committee recommends that the College develop clear, explicit goals and institutional effectiveness measures for its distance learning programs.**

As stated in Recommendation 7, recent results of SACS substantive change project documents adequate procedures for evaluating distance education programs to ensure equivalent quality of programs. The consortium project developed goals for distance learning programs.

To insure quality at for all distance education programs and sites, the College consistently evaluates all programs using such measures as Annual Performance Audit, student evaluation of instruction, certification passing rates, and other state and local success factors that are consistent with evaluation measures that are part of the College=s approved curriculum programs.

**Recommendation for action: The distance learning committee should review the purpose and goals statements in the SACS substantive change report and develop a purpose and goals statements that are appropriate to Wayne Community College.**

**Recommendation 12: The Committee recommends that the College demonstrate consistent use of results of the planning and evaluation process to improve continuing education and outreach programs.**

Narrative from the Reaffirmation Committee Report:

While programs are evaluated in a variety of ways, including student evaluations, classroom visitation, licensure follow-up and program review, there is limited documentation of these results being used to improve the continuing education and outreach programs.

Response:

The Division of Continuing Education and Work Force Preparedness has actively participated in the planning and evaluation process since 1989. During that time several training sessions have been conducted with the division by the Director of Planning and Research. As a result of this training, the Division of Continuing Education has developed objectives which have resulted in improvement in continuing education and outreach programs.

At Wayne Community College, the Annual Program Audit (APA), better known as program review, is part of the planning and evaluation process. Though the APA process, consistent use of the results of planning and evaluation is demonstrated by the following examples. First, in the occupational extension programs one major weakness identified (Attachment 1, page 6) was the orientation on procedures and clarifications of functions for part-time instructors. As a result in 1994, a new faculty handbook was developed and during the Fall orientation meeting with part-time instructors, a training session was held by the directors to explain college procedures in detail and to clarify the role and responsibilities of the part-time faculty at Wayne Community College (Attachment 2).

Another demonstrated use of the results of the planning and evaluation process in the occupational extension programs, is the response to the identified shortage of qualified part-time instructors. To improve this shortage, two steps were taken.

The first step was to upgrade the salary plan to provide a higher salary basis to allow for higher salaries in occupational extension instructional areas. The availability of instructors increased allowing the College to increase its course offerings as demonstrated by the following data:

## Occupational Extension

Fall 91-92	117
Winter 92-93	104
Spring 92-93	129
Summer 92-93	<u>97</u>
Total	447

## Implementation of New Salary Plan (Attachment 3)

Fall 92-93	137
Winter 93-94	107
Spring 93-94	130
Summer 93-94	<u>102</u>
Total	476

Fall 93-94	138
Winter 94-95	112
Spring 94-95	166
Summer 95-96	<u>125</u> (projected)
Total	541

The second step was to expand the advertising budget to allow for advertising for part-time instructors in specialty areas. These two steps enabled the Division of Continuing Education to offer more courses in computer applications, fire, rescue, and law enforcement. The division was also able to provide specialty certifications in Hazardous Materials, Basic Trauma, Life Support, Fire Fighting, Microsoft Office, and Detention Officer.

The Division of Continuing Education reviews the divisional objectives quarterly and utilizes a number of ongoing assessments to improve programs. Directors within the Division get continuous feedback from instructors during informal discussions and from visitations to the classes. Also, student evaluations of the class and the instructor are turned into the office of Continuing Education. These evaluations are summarized and feedback is provided to the instructors by the appropriate director. This process provides an opportunity for the instructor and director to discuss the evaluation results as well as methods of improving the program. In addition to classroom visitations, student evaluations, and director and instructor informal discussions, advisory committees consisting of business, industry, and community representatives function to guide, direct, and provide feedback for improving programs and courses and identifying training needs. The division has advisory committees in every major instructional area:

- A Business and Industry Advisory Committee (meets once a month)
- B Occupational Extension Advisory Committee (meets twice a year)
- C Fire, Emergency Medical Services and Law Advisory Committees (meets twice a

year or as needed)

D Computer Program Advisory Committee (meets twice a year) Computer Advisory

This is a joint committee consisting of continuing education and curriculum representatives. This committee was formed in 2000 as a result of recognizing that there were common objectives in the computer courses for the two instructional areas. This assessment made it clear that it would be very beneficial for these areas to share in the planning, utilization of resources and the evaluation of course results.

According to the College policy, advisory committees are required to meet a minimum of two times a year and minutes are kept of each meeting. (See attachment 4).

Additional use of the results of the planning and evaluation process has been the development of new programs and improvements in existing programs. For example, last year two Business and Industry instructors were sent to the home office of a local business to develop a Continuous Improvement Program as requested by that industry. As a result of this activity, a Continuous Improvement Program, specifically designed for their company, was offered locally to 193 employees with a completion rate of 99 percent. Student evaluations and verbal feedback from management indicated the program content and instructor presentations were highly effective and successful. Each course had three modules evaluated separately. Below is the cumulative indicators of the course and instructor.

The Course:

- |  |               |
|--|---------------|
| 1. Objectives were presented clearly and easily understood | Yes 527       |
| No 16  |               |
| 2. Objectives were achieved                                | Yes 526 No 12 |
| 3. Satisfied with materials                                | Yes 505 No 16 |
| 4. Course was well planned and organized                   | Yes 515 No 16 |

The Instructor:

- |  |         |       |
|--|---------|-------|
| 1. Presents material in an organized way                                 | Yes 531 | No 7  |
| 2. Uses illustrations and explanations that are clear and understandable | Yes 532 | No 7  |
| 3. Speaks clearly and distinctly   | Yes 538 | No 1  |
| 4. Demonstrates enthusiasm in teaching                                   | Yes 531 | No 13 |
| 5. Encourage the students to participate with questions and comments     | Yes 521 | No 3  |

The responses to these questions indicate that 97 percent of the students were satisfied with the course, and 99 percent of the students were satisfied with the instructor presentation. Suggestions for course improvement were solicited as part of this evaluation. The most frequent response for course improvement dealt with length of the class and the amount of material for the length of the course. Following these suggestions, the appropriate Director in Continuing Education worked with the instructor to reduce the time period for each class by meeting more than one time per week. The Director also reviewed the course content

with the appropriate company managers and reduced the number of course competencies while still providing the required training.

A second example demonstrating the improvement of continuing education programs is the revamping of the Fire Certification program that occurred two years ago. The Fire Certification program has been in existence for several years, but very few fire fighters, participated and completed certification. Feedback from fire officers indicated that the College was not doing enough, quick enough. Since the program was revamped in 1992-1993 with a new commitment, a new full-time director, new instructors, and more materials, the program has vastly improved and grown. As a result, 92 students have enrolled in the program since 1993 with a completion rate of 100 percent. According to a telephone survey conducted by the director of the program, ten students have been employed by fire departments. Others have increased their skills in local volunteer departments in which they are active members. Eight have become members of industrial fire brigades where they are employed.

As a continuance of the evaluation process, in 1995 the Director of Programs conducted a phone survey and found that career/paid fire fighters needed the current certifications required by the State of North Carolina. Since the state adopted the current edition of the fire fighter certification suggested by the National Fire Protection Association in 1996, the college retrained the instructors to this new standard. By retraining it allowed the instructors to deliver current information and materials to students.

Further evidence that Continuing Education demonstrated consistent use of results of the planning and evaluation process is seen in the creation of new programs responding to survey assessments. In 1999 the Office of Emergency Management Services identified a need to establish a Paramedic Certification program which would have the highest level of medical certification in partnership with Wayne Memorial Hospital. Continuing Education responded by developing a planning objective to support this requirement. It identified the resources needed and the final outcome intended. The program was very successfully with 100 percent of the students completing their training in the Spring 2000.

Another area that illustrates using the results of planning and evaluation to improve programs is the improvement of instruction that occurred in the Insurance Pre-Licensing Program. The College used course evaluations and student performance to identify problems within the design of these programs. For example students in the Insurance Pre-licensing programs had averaged 25 percent passing rate on the state test Life and Health & Property and Casualty since 1991. The program was revised and upgraded. A new instructor was hired, and new materials were purchased. Because of the action taken by the College in response to meeting student needs, state exam passing rates have improved to 80 percent passing rate in Life and Health and 100 percent passing rate in Property and Casualty. Course evaluations have also demonstrated student satisfaction and improved course presentation (See attachment 5).

Based on 1994 and 1995 evaluations, 68 to 100 percent of the students responded Ayes@ to

these questions about the course.

The Course:

- |  |        |      |
|--|--------|------|
| 1. Objectives were presented clearly and easily understood | Yes 68 | No 0 |
| 2. Objectives were achieved                                | Yes 68 | No 0 |
| 3. Satisfied with the materials                            | Yes 68 | No 0 |
| 4. Course was well planned                                 | Yes 68 | No 0 |

The Instructor:

- |  |        |      |
|--|--------|------|
| 1. Presents the material in an organized way                             | Yes 68 | No 0 |
| 2. Uses illustrations and explanations that are clear and understandable | Yes 68 | No 0 |
| Speaks clearly and distinctly  | Yes 68 | No 0 |
| 4. Demonstrates enthusiasm in teaching                                   | Yes 68 | No 0 |
| 5. Encourages the students to participate with questions and comments    | Yes 68 | No 0 |

Based on course evaluations and improvement of the state passing rate, the College is confident that the revisions were positive and have met student needs. The responses on attachment 5 indicate student satisfaction with both the course content and instructor methodology.

The Division of Continuing Education, in conducting its environmental scan became aware of the increase in the Hispanic population to Wayne County and has developed a goal for the division to address diverse cultures. In addressing the needs of this population, the division developed a course to assist the Hispanic population with both oral and written communications. The class was scheduled during Spring Quarter 1995 with 15 students enrolled. Eight of the students (53 percent) successfully completed the class. Evaluations of the course were positive, and instructor feedback provided information that was utilized to improve the course (See attachment 6).

The Course:

- |  |       |      |
|--|-------|------|
| 1. Objectives were presented clearly and easily understood | Yes 6 | No 0 |
| 2. Objectives were achieved                                | Yes 6 | No 0 |
| 3. Satisfied with the materials                            | Yes 6 | No 0 |
| 4. Course was well planned and organized                   | Yes 6 | No 0 |

The Instructor:

- |  |       |      |
|--|-------|------|
| 1. Presents the material in an organized way                             | Yes 6 | No 0 |
| 2. Uses illustrations and explanations that are clear and understandable | Yes 6 | No 0 |
| 3. Speaks clearly and distinctly   | Yes 6 | No 0 |
| 4. Demonstrates enthusiasm in teaching                                   | Yes 6 | No 0 |
| 5. Encourages the students to participate                                |       |      |

with questions and comments

Yes 6 No 0

In 1998 the Division of Continuing Education revisited the growing population of non-English speaking residences and the challenges they face in this community. In particular the Hispanic population that resides in Wayne County is estimated to be 6,889. This number doesn't account for the approximate 5,000 Hispanics that are transient seasonal workers. After surveying the group, the Division of Continuing Education established programs to assist this population. The courses are English as a Second Language and occupational courses taught in their primary language Spanish. The courses currently offered are Welding, Electricity/Electronics, Operating Systems, Keyboarding and Auto Mechanics. The Division has also established courses for non-Spanish speaking employees such as, Spanish for Law Enforcement, Correctional Staff, Nursing, Paramedics and EMT's, etc.

Upon evaluating the results of the initiatives developed toward helping the Hispanic population it became evident that other non-speaking residences may also need assistance from continuing education. As a result of this, an International Reception was hosted by the division in 2000 in which a survey was completed to more accurately determine their needs. The survey revealed several needs especially for newly arriving Chinese residences which were major obstacles inhibiting their adjustment in the community. Several courses resulted from this assessment to include: English as a Second Language, North Carolina Drivers License, computer training in Chinese and citizenship.

Offering these courses demonstrates that the division is successful in providing quality courses for people of a diverse culture and does respond in a consistent manner to the planning and evaluation process.

In summary, the planning objectives for the Division of Continuing Education are reviewed at least four times a year with formal reports completed at mid-year review in December and end of the year review completed in June. The planning objectives are reviewed by the Directors and the Vice President of Continuing Education and Work Force Preparedness. Formal reports are forwarded to the Planning Council and the Director of Research and Planning.

In addition, since the SACS Visiting Team review, the Division of Continuing Education and Work Force Preparedness has participated in several training sessions conducted by the Director of Planning and Research to help the division more fully understand how to use results of the planning and evaluation process to improve Continuing Education and outreach programs. As a result of the training, the Division of Continuing Education has revisited the 1994-1995 planning objectives and demonstrated consistency in the use of the results of the planning and evaluation process to improve continuing education and outreach programs.

**Recommended Action: No Further Action Required.**

**Recommendation 13: The Committee recommends that the College ensure that all faculty teaching credit courses in political science, biology, and history have completed**

**at least 18 graduate semester hours in the teaching discipline and hold at least a master=s degree, or hold the minimum of a master=s degree with a major in the teaching discipline.**

Narrative from the reaffirmation committee report:

AReview of faculty personnel files revealed that the three faculty members were not in compliance with requirements on academic and professional preparation. One full-time faculty member teaching in the areas of history and political science held a master=s degree in history, but no graduate hours in political science. One part-time faculty member teaching biology lacked the minimum requirement of a master=s degree and 18 graduate semester hours in the discipline or a master=s degree with a major in the discipline. One part-time faculty member teaching history held a master=s degree in education which included only 9 graduate semester hours in history.@

The 1995 response indicated that all three instructors would not continue to teach those courses until the 18 graduate hour requirement was met. In addition, all personnel files were reviewed by an outside consultant for accuracy and completeness. Some new procedures were added to the current process and additional training was provided to division and departmental directors.

The 1999-2000 SACS Distance Education Substantive Change review team once again identified several faculty members who were not in compliance with the required number of graduate hours in the discipline in micro-economics, macro-economics and computer information systems courses. Consequently, one instructor was removed from the classroom while documentation on the information systems instructor was being gathered, and two other instructors enrolled in graduate level courses towards the economics discipline.

**Recommended Action: Additional emphasis must continue to be placed on the importance of the appropriate selection of faculty with documented evidence of education preparation. Emphasis must be placed on a systematic review of full-time and part-time faculty credentials that should be accomplished, at least once a year.**

**Recommendation 14: The Committee recommends that the Institution keep on file for all full-time faculty members documentation of academic preparation, such as official transcripts, and if appropriate for demonstrating competency, official documentation of professional and work experience, technical and performance competency, records of publications, certifications and other qualifications.**

The College has a policy that all full-time and part-time faculty members have documentation of academic preparation, as indicated below in the CPM. However, discussion with the Personnel Director indicates that Division/Department Heads are not always ensuring proper documentation is provided and on file in the Personnel Office. Consequently, the College continues to have difficulty in this area; especially in light of the

recent SACS Substantive Change initiative whereby the SACS visiting team identified several full-time faculty members teaching courses in economics and information systems with insufficient credentials on file. In spite of the college's policy and sanctions for non-compliance this is still an area requiring attention.

## **02-0101 Procedure for Selecting Personnel**

Date Adopted: 08-01-93 Date Revised: 07-28-97

### **1. PURPOSE:**

The purpose of this section is to define the college's procedures for selection of new personnel.

### **2. PROCEDURE:**

Since the college offers a wide range of programs, many different skills, talents, credentials, and experiences are required of employees. Instructors who teach courses to students whose primary aim is to transfer to a four-year institution, must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a masters degree with a major in the teaching discipline.

In the diploma areas (programs which are less than a year, one year, or terminal), the primary emphasis is on experience and demonstrated skill in an area of specialty. Minimum requirements are a high school diploma and experience sufficient to enable the applicant to demonstrate competence and some aptitude for communicating the knowledge and skills of the specialty to others. Post-secondary training in the field is often quite beneficial and can substitute for some experience.

Technical instructors are expected to have obtained a baccalaureate degree in a specialty field or be licensed or certified in a technical area. Experience in a technical area is significant, but postgraduate degree may substitute. In most instances, a master's level person will be sought to fill openings in technical program areas.

In any of the previously mentioned areas, there may be unique circumstances which make it essential to deviate from the guidelines outlined. Such deviation can occur only with the specific approval of the president.....

### **Recommended Action:**

- 1. The Personnel Office with cooperation from Division and Department Heads, must continue to ensure the appropriate credentials are on file for all full and part-time faculty.**
- 2. Although the College does have separate hiring policies for full and part-time faculty suggest they both be reviewed for consistency. Part-time is located in Personnel while Full-time is located in Instruction.**

**Recommendation 15: The Committee recommends that procedures to ensure student**

**access to part-time faculty be clearly stated and publicized in appropriate college publications.**

1. The review of recent College Handbook Publications for years 1997-98, 1998-1999, 1999-2000, and 2000-2001, reflect the following statement:

#### POSTING OF OFFICE HOURS FOR PART-TIME INSTRUCTORS

Part-time instructors are required to post a schedule indicating class hours and office hours, if applicable. This schedule should be posted in the departmental office area on or before the first day of class. Instructors should also announce in class their availability for student appointments and distribute a handout on which these hours are listed. @

The following excerpt from the WCC College Procedures Manual indicates that the provision for student access to part-time instructors has been included in the CPM.

2. CPM 02-0106 Recruitment, Employment and Supervision of Part-Time Curriculum Faculty

Date Adopted: 02-17-95 (AC) Date Revised: 08-07-95, 09-25-95, 08-05-96 (AC)

#### **1. PURPOSE:**

The purpose of this procedure is to define the process for recruitment, employment and supervision of curriculum part-time faculty.

#### **2. PROCEDURE:**

Each part-time faculty member is responsible to a department/division head for the following duties:

To conduct all assigned class hours in accordance with course schedules and the college calendar. Fifty minutes of instruction must be provided for each hour of scheduled class time with provision for appropriate breaks. Classes should end at the designated time.

To prepare lecture and/or demonstration materials in a professional manner.

To advise and counsel students as needed. Because of the wide variety of programs which employ part-time faculty and the differing demands of those programs, specific policies and guidelines regarding office hours for part-time faculty are determined by the division director. Part-time instructors teaching certain courses are required to keep a regular, scheduled office hour. When space is available, the college allocates office space for part-time faculty. More often, part-time faculty use departmental rooms or other non-assigned space (e.g.,

library, cafeteria, etc.) to meet with students. To ensure that students are aware of their availability, part-time instructors are required to announce to their classes regularly scheduled office hours, if they have them; and, if they do not, they are required to inform students about appropriate ways to schedule an appointment.

To notify the appropriate department/division head as soon as possible in the event of an illness or a personal emergency. Each part-time instructor is expected to be in attendance and on time for all contracted classes. If this is not possible, the department/division head will arrange for a full-time instructor to cover the class or contract with another part-time instructor to do so. Part-time instructors cannot be paid for classes that are missed.

To assume reasonable responsibility for security, maintenance, and inventory of equipment and supplies assigned to the instructor.

To prepare and submit accurate student records, grades and other required reports in a timely manner. @

**Recommendation for Action: Recommend the CPM addressing part-time faculty policy be reviewed to ensure the policy regarding the issuance of quarterly contracts for part-time faculty is accurate.**

## **Section V.**

**Recommendation 16: The Committee recommends that the policies on allocation of computer resources and the assignment of priorities for computer use be evaluated on a periodic basis.**

The response to the 1995 committee recommendations indicated that the college established a systematic process of assessing the effectiveness of computer resources and the assignment priorities in May 1995. Documented survey reports and analysis are on file in the Planning and Research Office for 1995-96, 1996-97, 1997-98, and 1999-2000. Because of the size and formats of those survey reports it was not possible to include them in with this narrative. However, the analysis from the 1999-2000 report follows:

### 1999-2000 Annual Services Review Analysis Educational Support Services - Information Systems

Observation: Basic Service Information. The data suggests that overall, almost everyone (97%) agreed that the Information Systems personnel are helpful, friendly, and professional. Ninety-four per cent agreed that requests for information and assistance are handled in a

timely manner. Ninety-eight per cent of the respondents indicated they currently have access to Unix and that adequate information is provided on departmental policies and procedures (94%). Adequate information is also provided (92%) on the work-order system. Ninety-three per cent agree that priorities for ADMINISTRATIVE computer usage have been established to achieve a user balance while 88% agreed that a list of priorities for allocation of administrative computer resources is readily available.

Groupwise Services Information. Ninety-six per cent of the respondents indicated that they use Groupwise daily; up four points from 1998. Ninety per cent indicated that Groupwise training sessions were useful.

Internet Services Information. The majority of the respondents indicated that they use Internet Explorer daily (57%) while 35% indicated using Netscape daily. Both responses are up significantly over 1998 from 14% for Internet Explorer and 21% for Netscape. Although eighty-five per cent of the respondents indicated that their department had information on the WCC web page, only 73% of faculty indicated so. Sixty-five per cent indicated routinely reviewing their pages for accuracy and content. Most (95%) find the internal information page useful and 92% indicate that additions or changes to departmental web pages are handled in a timely manner.

Unix Information. Eighty-nine per cent of the respondents indicated that sufficient access to system data base information is available; up 7 points over 1998. Overall 85% of the respondents indicated that they were aware that regular IIPS module training sessions are available from the NCCCS Office. Of those who have attended these training sessions in the past, 95% agreed that the training was useful. Most agree (95%) that requests for help with difficulties in IIPS software programs are handled/referred satisfactorily. However, 87% of the respondents (82% of staff) indicated that requests for programming and or program changes are handled within a reasonable time which is down 6 points from 1998.

Word Processing. Fifty-six per cent of the respondents indicated that they extract information for databases to use in Word Perfect which is up from 47% in 1998. Fifty-three per cent of the respondents (up 9 points over 1998) indicate they use Word Perfect daily, while 38% indicate using Microsoft Word on a daily basis.

Open Computer Lab. Ninety-three per cent of the respondents indicated knowing the Open Computer Lab is available to faculty and staff and 29% have or are using it. Hours of operation appear to be satisfactory (97%) and everyone agrees that the lab is neat and clean. Ninety-four per cent indicated that the software and hardware available in this lab meets their needs while almost all agree (96%) that the personnel are helpful, friendly and professional.

PC General Use. About 75% of the respondents indicate that their computer hardware and software is adequate for their needs. Only about 78% indicate having knowledge on the proper procedure for hardware and software purchases and approvals. Fifty per cent of the respondents indicate that they store their data on the network drive (H), while 65% indicated

storing their data on the (C) hard drive. Sixty-three per cent periodically store backup data on their hard drive. Sixty-five per cent of faculty indicated that they use computer-aided instruction in the classes they teach. Sixty-six and 70% respectively, indicate that the classroom hardware and software are adequate for their needs. Seventy-six per cent indicated that they use the documentation in Shared Documents.

Telephone and Voice mail. Ninety-seven per cent of the respondents indicated that telephone training and/or handouts, voice mail training and/or handouts, and information regarding access to dialing local, Raleigh, long distance, and directory assistance is sufficient. Although 83% of faculty indicated they knew who to contact with telephone and/or voice mail problems, overall, 90% were knowledgeable as to knowing who to contact.

**Recommended Action. No further action required.**

**Recommendation 17: The Committee recommends that the goals and objectives for the intercollegiate athletic programs be developed, published, and regularly evaluated.**

The response to the 1995 committee recommendations indicated that the goal and objectives for the intercollegiate athletic programs were developed, published and evaluated in June 1995 and subsequently approved by the Athletics Advisory Committee on Aug 8, 1995. Even though the athletic program had successfully met its goals, the program was canceled effective September 1, 1995 due to budget constraints.

**Recommended Action. No further action required.**

**Recommendation 18: The Committee recommends that the evaluation of the athletic program be conducted.**

The response to the 1995 committee recommendations indicated that the goal and objectives for the intercollegiate athletic programs were developed, published and evaluated in June 1995 and subsequently approved by the Athletics Advisory Committee on Aug 8, 1995. Even though the athletic program had successfully met its goals, the program was canceled effective September 1, 1995 due to budget constraints.

**Recommended Action. No further action required.**