WAYNE
COMMUNITY COLLEGE

Focused Report

Submitted September 2015

WAYNE COMMUNITY COLLEGE

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3.2.12

Governance and Administration: Fund-raising activities

The institution demonstrates that its chief executive officer controls the institution's fund-raising activities. **(Fund-raising activities)**.

Non-Compliance

Off-Site Judgment:

The President of the institution is the chief executive officer of the college as outlined in the Bylaws of the Board of Trustees of the institution and in the President's job description. The Board Bylaws specifically state, "The President shall be authorized to control the institution's fundraising activities exclusive of institutional-related foundations that are independently and separately incorporated." *(The Foundation of Wayne Community College, Inc. is an independent, separately incorporated 501(c) (3) tax-exempt corporation that serves as the primary fund-raising entity of the college; as such, the Foundation is discussed further in CS 3.2.13.)*

The institution indicates that fundraising is "essentially" limited to the Foundation. This statement leaves open the possibility that some fundraising activities may exist outside of the Foundation. A possible example would be fundraising activities conducted by student clubs and organizations. As such, no evidence is provided of a written policy on oversight of possible fundraising outside of the Foundation.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Focused Report Response

The vehicle for fundraising at Wayne Community College (WCC) is the Foundation of Wayne Community College, Inc. (Foundation), an independent, separately incorporated 501 (c) (3) tax-exempt corporation. The President, as directed in her job description, and by the By-laws of the Board of Trustees and the By-laws of the Foundation, works closely with the Executive Director and the Board of Directors of the Foundation. She is an active participant in decisions regarding funding campaigns, special events, policy development and investment procedures related to the Foundation.

No major fundraising occurs at Wayne Community College outside of the Foundation of Wayne Community College, Inc.

Annually, various student clubs and organizations engage in small-scale fundraising that support student activities/events. Currently, Wayne Community College has 20 student clubs; however, all clubs do not engage in fundraising activities. Examples of student fundraising activities include a variety of food sales and assorted item sales (examples: toothbrushes; candles; Christmas trees). Funds raised are used for activities such as travel to state meetings, donations to the WCC Foundation for student scholarships, and community projects like gifts to nursing home residents. The President of Wayne Community College is an active participant in the Student Government Association (SGA) where club activities, including fundraising events, are discussed and marketed (**SGA meeting minutes 2013; 2015**).

Funds raised by student clubs in 2013–2014 and 2014–2015 totaled $3,579.00 and $5,128.25, respectively. The **Fundraising Reports** from 2013–2014 and 2014–2015 are provided as evidence that fundraising by Wayne Community College student clubs/organizations is minimal.

Prior to the summer of 2015, requests to raise funds by student clubs were made through a **"Club Event" form**, based upon fundraising guidelines, and authorized by the club advisor and the Coordinator of Student Activities. End of year reports to the Coordinator of Student Activities documented funds raised. However, in June 2015, a new procedure was added to the WCC College Procedures Manual (CPM) – **CPM 05-0701 Student Club and Organization Fundraising**. In CPM 05-0701, the President of Wayne Community College gives authority to the Associate Vice President of Academic and Student Services (a senior administrator and member of the President's Council – see **Organization Charts**) and the Coordinator of Student Activities (a member of the Student Services Division) to oversee the fundraising activities of student groups. The Associate Vice President of Academic and Student Services and the Coordinator of Student Activities will work collaboratively with the various club/organization advisors to make sure that student club fundraising activities meet the guidelines prescribed by the Student Government Association. The SGA's guidelines for student club/organization fundraising are located in the Club Advisors Handbook. This handbook is published annually and distributed to all student club advisors. Advisors share the contents, including fundraising procedures, with the respective club's membership as needed. Student club fundraising guidelines were revised in June 2015. The *Club Advisors Handbook* **2015–2016** provides the revised student club fundraising processes.

Wayne Community College is in compliance with Comprehensive Standard 3.2.12. Fundraising is controlled by the President as outlined in the By-laws of the Board of Trustees and the By-laws of the Foundation of Wayne Community College, Inc. The vehicle for all major College fundraising is the Foundation of WCC, Inc. Minimal funds are raised annually by student clubs and organizations which have prescribed guidelines for fundraising. The President has authorized a senior administrator, the Associate Vice President of Academic and Student Services, and the Coordinator of Student Activities to oversee student club fundraising. No other forms of fundraising occur at Wayne Community College.

Sources

📁 3.2.12 (Focus Report Documents)

- Club Advisors Handbook 2015-16
- CPM 05-0701 (Student Club and Organization Fundraising)
- Fundraising Reports (2013-2014; 2014-2015)
- SGA Club Event Form
- SGA Meeting Minutes, 2013; 2015
- Wayne Community College Fundraising Guidelines
- WCC Organization Chart

3.2.14

Governance and Administration: Intellectual property rights

The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff. **(Intellectual property rights)**

Non-Compliance

The institution publishes its Intellectual Property Policy in the college's procedure manual available on the website and in the Curriculum Instruction Handbook and in the General Catalog. This policy has been approved by the Board and President's Council. However, it is unclear how the Dispute Resolution policy cited in the narrative is applied and published for all employees and students.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Focused Report Response

The **Intellectual Property Policy** submitted in the original compliance certification, March 2015, omitted a significant section of the policy which describes Wayne Community College's (WCC) process for resolving a dispute or grievance regarding intellectual property rights. A **revised Intellectual Property Policy**, approved by the Trustees of Wayne Community College (BOT) at its May 26, 2015 meeting (**BOT minutes**) is provided as evidence that the dispute or grievance resolution cited in the compliance narrative (March 2015) is, indeed, a part of the intellectual property procedures of the College. The President's Council, the administrative body of the College that implements policy, reviewed the revised policy with dispute/grievance on May 27, 2015 and approved its inclusion in the *College Procedures Manual* (**President's Council minutes**).

The revised policy with grievance resolution is published in the *College Procedures Manual* (CPM) **02-0310 Intellectual Property Policy** for all WCC employees; in the **Curriculum Instructor Handbook** for curriculum faculty; and in the **Continuing Education Instructor Handbook** and the **Handbook for Basic Skills Faculty and Staff**.

Students are made aware of the policy and the grievance/dispute resolution through the Wayne Community College **2015-2016 General Catalog and Student Handbook**, in print and on-line versions. Students can also access the complete Intellectual Property Policy on the Student Services webpage (**www.waynecc.edu/intellectual-property**).

In its history, Wayne Community College has had no issues or disputes involving intellectual property. Therefore, a dispute resolution has never been applied.

Wayne Community College is in compliance with Comprehensive Standard 3.2.14 because the institution's intellectual property policy, including a clearly articulated dispute/grievance resolution, has been approved by the Trustees of Wayne Community College and its administrative body, the President's Council. The policy with dispute resolution is published for all employees and students as cited in this narrative.

Sources

- 📁 3.2.14 (Focused Report Documents)
- 📄 Board of Trustee Meeting Minutes - May 2015
- 📄 Board of Trustee Policy 01-09 (Intellectual Policy, revised)
- 📄 Board of Trustees Policy (01-09) - Intellectual Property
- 📄 Continuing Education Services Instructor Handbook 2015-16
- 📄 CPM 02-0310 (Intellectual Property, revised)
- 📄 Curriculum Instructor Handbook, 2015-16
- 📄 General Catalog and Student Handbook, 2015-16 (Intellectual Property)
- 📄 Handbook for Basic Skills Faculty and Staff
- 📄 President's Council Meeting Minutes - May 2015
- 📄 Student Services Webpage (Intellectual Property)

3.3.1.1

Institutional Effectiveness: Educational Programs

Educational programs, to include student learning outcomes

Non-Compliance

The institution's institutional effectiveness model requires that each of its academic programs document Program Learning Outcomes that define what students should master upon completion of their programs of study. Program Learning Outcomes assessment occurs as part of the academic program review cycle. The program review cycle occurs in three year intervals whereby each academic program is reviewed every three years. In addition to its main campus, the institution stated it offers programs at Seymour Air Force Base, Wayne Executive Jetport, high schools found in the college's service region, and online.

The college's institutional effectiveness model includes a process for the assessment of program learning outcomes which includes the use of results to improve student learning and the quality of educational programs. The college provided program learning outcomes for the Associate in Arts and Business Administration degree programs. Additionally, the college stated all program learning outcomes are documented in the Catalog. Upon inspection, program learning outcomes were clearly defined in the Catalog, except for the Associate in General Education program. The college did not provide evidence the Associate in General Education program possessed program learning outcomes. The Committee did not understand the statement in the catalog regarding the General Education program's program learning outcomes being "taken from the outcomes listed in the chosen professional areas."

The college's institutional effectiveness model requires all programs to assess their program learning outcomes. The college provided program learning outcomes for its educational programs. The college provided evidence that program learning outcomes assessment data was used to generate action plans. However, there was limited evidence that action plans were implemented to improve student learning as plans were often in future tense and coded as having a status of "Planned." The college has not provided sufficient evidence that all programs have identified program learning outcomes (Associate in General Education), and implemented action plans based on an analysis of the results.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Focused Report Response

Each of Wayne Community College's educational programs, including the Associate in General Education (AGE), identify expected program learning outcomes (PLO).

Wayne Community College's AGE students are assessed through two program learning outcomes. In **June 2015** the Arts and Sciences division and department chairs recommended that the program learning outcomes specific to the Associate in General Education program be printed in the **College Catalog and Student Handbook**.

- PLO #1: Identify and evaluate the source, context, and credibility of information.
- PLO #2: Communicate information to a variety of audiences using appropriate written methods.

The AGE program also allows students flexibility in course selection. Students may select college transfer courses as well as program specific courses, for example, business or computer courses. This flexibility provides AGE students the opportunity to take courses for limited admissions programs as well as explore other academic programs. As a result of flexibility in course selection, AGE students may be assessed through the above PLOs or through another program's learning outcomes. As evidence that AGE students are assessed, a **scoring sheet** for the Associate in General Education Program identifies AGE students who were assessed during the 2014-15 cycle. It should be noted that AGE students are identified by student ID number.

Wayne Community College's Strategic Plan for Institutional Effectiveness requires academic programs to perform an assessment of program learning outcomes every three years. The Program Learning Outcome **Master Planning Calendar** is provided as evidence of the divisions' assessment cycles. Program learning outcome assessments include data analysis, review of improvement strategies (action items), and the implementation of strategies to improve student learning.

For example, the Applied Animal Science program assessed PLO #2 (diagnose and treat animal health issues) in **2011-12** and again in **2014-15**. In 2011-12 a benchmark was set that 80% of students should make a "C" or better on the final exam in the ANS 141 Swine Management course. However, only 75% of students met the benchmark. As a result of the data, the program determined that more time should be spent on disease diagnosis in animals. One **specific action item** in 2011-12 was to use more visual representations of animal disease to increase disease recognition and diagnosis. This action item was implemented during the three-year cycle (2011-12 to 2014-15) by adding **seven videos** to the course-specific Moodle site. As a result of the action implementation student success rates increased from 75% to 100% for this program learning outcome.

Program Learning Outcomes 2011-12 and 2014-15 reports from the College's five academic divisions are included as evidence that Wayne Community College's Program Learning Outcome action plans are implemented, results analyzed, and improvement strategies (action items) implemented.   Program learning outcome reports and supporting documentation for 2014-15 is included in the table below.

Program Learning Outcomes	2011-2012	2014-2015
Allied Health: Dental Hygiene	**PLO #3**	**PLO #3** **Supporting Documentation**
Applied Technologies: Applied Animal Science Technology	**PLO #2**	**PLO #2** **Supporting Documentation**
Arts and Sciences: Associate in Arts, Associate in Science, Associate in General Education	**PLO #1**	**PLO #1** **Supporting Documentation**
Business and Computer Technologies: Office Administration (merged with another PLO and assessed one year early)	**PLO #3**	**PLO #3** **Supporting Documentation**
Public Safety: Emergency Preparedness Technology	**PLO #2**	**PLO #2** **Supporting Documentation**

Wayne Community College has identified program learning outcomes for all programs including the Associate in General Education. The College provides sufficient evidence that action plans were implemented to improve student learning. Therefore, the College is in compliance with Comprehensive Standard 3.3.1.1.

Sources

- AA, AS, and AGE, Program Learning Outcome #1 2014-15
- AGE - Program Learning Outcomes - General Catalog and Student Handbook
- Applied Animal Science (2011-12 Assessment Year)
- Applied Animal Science (Action Item)
- Applied Animal Science PLO (2014-15)
- Applied Animal Science, Program Learning Outcome #2 2011-12
- Applied Animal Science, Program Learning Outcome #2 2014-15
- Applied Animal Science, Program Learning Outcome #2 Supporting Documentation
- Associate in Arts, Program Learning Outcome #1 2011-12
- Associate in Arts, Program Learning Outcome #1 Supporting Documentation
- Dental Hygiene, Program Learning Outcome #3 2011-12
- Dental Hygiene, Program Learning Outcome #3 2014-15
- Dental Hygiene, Program Learning Outcome #3 Supporting Documentation
- Division Chair Meeting Minutes, June 2015
- Emergency Preparedness Technology, Program Learning Outcome #2 (2011-12)
- Emergency Preparedness Technology, Program Learning Outcome #2 2014-15
- Emergency Preparedness Technology, Program Learning Outcome #2 Supporting Documentation
- Office Administration, Program Learning Outcome #3 2011-12
- Office Administration, Program Learning Outcome #3 2014-15
- Office Administration, Program Learning Outcome #3 Supporting Documentation
- PLO Master List-2015
- Scoring Sheet

3.3.1.2

Institutional Effectiveness: Administrative Support Services

Administrative support services

Non-Compliance

The institution's institutional effectiveness model requires that each of its service units document service unit outcomes. Service unit outcomes assessment is aligned with the college's strategic planning cycle and outcomes assessment occurs in a three year cycle. The college defined all service units and provided evidence that each service unit has defined service unit outcomes. Each service unit used student satisfaction and employee satisfaction surveys as the single assessment method for assessing goal achievement. The institution might consider using multiple measures to yield more useful data.

The college's institutional effectiveness model requires each service unit outcome assessment plan to formulate action plans using assessment results. The college provided evidence that action plans were created for each outcome. However, the college did not provide evidence the action plans were implemented. The institution has not provided sufficient evidence of improvement based on analysis of the results.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Focused Report Response

Wayne Community College's (WCC) Strategic Plan for Institutional Effectiveness requires Administrative Support Service units to perform assessments of service unit outcomes. For each established outcome for improvement, one or more strategies are developed with one or more action items for each strategy. An assessment methodology is also identified. The action plans are implemented and for each year the strategy/action plan is in effect, the output and outcome data are analyzed to determine if standards and targeted results have been achieved. Based upon this evaluation strategies and action plans may be: 1) Continued as-is, 2) Continued with modifications to improve outcomes, 3) Discontinued if considered complete, or 4) Newly developed to achieve the outcome in a different manner.

All service units complete a service unit outcomes year-end report which reflects this process. Outcomes that have been completed may be replaced with new outcome(s) in subsequent years.

Process Example

Wayne Community College's Information Technology (IT) Department identified an outcome in 2013-2014 to "increase customer satisfaction with Information Technology services." The IT Department evaluated 2013 and 2014 Employee Satisfaction Survey results as follows:

Chart 1: Data / Results - 2013 and 2014 Employee Satisfaction Surveys
Overall, I am satisfied with the services provided by the Information Technology Department.

	2013		2014	
Options	**Count**	**Percent**	**Count**	**Percent**
Strongly Agree	50	29.1%	62	32.5%
Agree	114	66.3%	119	62.3%
Disagree	6	3.5%	6	3.1%
Strongly Disagree	0	0.0%	1	0.5%
Not Applicable	2	1.2%	3	1.6%

One strategy / action plan that was developed in 2013-2014 reads as follows:

Chart 2: 2013-2014 Strategies / Action Items:

Item #	Strategies / Action Items	Results
1	Continue to look at the satisfaction data to identify strategies that we will be able to implement.	We have determined that we should purchase a HelpDesk to track IT related requests. This will enable us to better determine improvement strategies.

Assessment of Outcome #1: Based on the results of the employee survey, we have dropped below the baseline by 0.6% with a 94.8% approval rating. This type of high rating consistency over the last two years indicates that we should complete this Outcome and create a new Outcome that will assist the Information Technology in improvement. Outcome Complete. The new service unit outcome will be: HelpDesk System Service will be utilized for all IT requests for technical assistance.

Based upon the Department's assessment of their satisfaction survey results, a new outcome was established for 2014-2015 as follows:

New Strategies for Information Technology - 2014-2015

Chart 3: 2014-2015 Strategies/Action Items: Apply to new outcome listed above.

Item #	Strategies / Action Items	Results
1	Purchase and implement the HelpDesk System Service and determine categories of IT technical assistance required by the campus.	Purchase and implement the HelpDesk System Service. Identify volume and categories of IT technical assistance.

Evidence of Implementation

A budget **planning objective** was submitted by the IT Department to purchase the Kace 1000 HelpDesk System Service. The Planning Objective was reviewed by the President's Council on February 24, 2014 and was approved as evidenced by the Chief Financial Officer's notification that the **approved planning objectives** were posted to budgets, **purchase order(s)** were subsequently issued and the budgeted items were received and implemented.

After several weeks of set-up, the Kace HelpDesk was implemented as outlined in the emails issued by the Director of IT in November, 2014. A standard of (600) and target of (800) requests were established based upon previous e-mail help requests that could be identified. Data was gathered to identify the number of HelpDesk requests by subject area as follows:

Chart 4: 2014-2015 Kace HelpDesk Requests

	2014-2015	
Categories	**Count**	**Percent**
Telephone	12	2.3%
Software	269	52.7%
Hardware	113	22.2%
Network	33	6.5%
Colleague and Other	83	16.3%
Total	**510**	**100.0%**

These HelpDesk requests occurred between November 2014 and June 2015. This measure of the HelpDesk success is in addition to **satisfaction survey data** collected after each individual request is closed. This feature provides much more definitive data regarding customer satisfaction than the general survey of all services. If a customer is dissatisfied, the IT Department is able to determine specifically which service the customer was unhappy with and can follow-up to determine why the customer was unhappy. The 2014-2015 assessment of this strategy was documented as follows:

Assessment of Outcome #1: With the implementation of the IT helpdesk since November 2014, the department has the ability to acquire a better understanding of the needs and population that we serve. One area of the helpdesk that we can improve upon is the utilization and adoption of the tool as the first point of contact to initiate assistance from one of the IT staff members. Utilizing the helpdesk feature will reduce the time to completion for IT requests. Our baseline, established in 2014-2015, indicates 510 helpdesk tickets. Strategies will be implemented to market and increase the number of helpdesk tickets as well as identify usage by departments.

The above example clearly demonstrates the process of continuous improvement implementation and the assessment of effectiveness for the Administrative Support Services areas at WCC. The use of multiple measures is already in place in some administrative support areas and additional measures are being developed for the 2015-2016 year. In addition, Administrative Support Service Units are revising the broad satisfaction survey instruments that have been utilized in the past to assist the units in identifying specific areas of satisfaction/dissatisfaction so that they can quickly get to root causes without follow-up surveys. The IT Department launched a more detailed **survey instrument** in the spring of 2015.

Other evidence may be found in the Program Outcome / Service Outcome Year-end Reporting Forms and supporting evidence for each of the Administrative Support Service Units outlined below.

Service Units	2013-14	2014-15
Business Office	**Year-End Report** **Supporting Documentation**	**Year-End Report** **Supporting Documentation**
Campus Information Services	**Year-End Report** **Supporting Documentation**	**Year-End Report** **Supporting Documentation**
Campus Police and Security	**Year-End Report** **Supporting Documentation**	**Year-End Report** **Supporting Documentation**
Educational Support Technologies	**Year-End Report** **Supporting Documentation**	**Year-End Report** **Supporting Documentation**
Facility Operations	**Year-End Report** **Supporting Documentation**	**Year-End Report** **Supporting Documentation**
Human Resources	**Year-End Report** **Supporting Documentation**	**Year-End Report** **Supporting Documentation**
Information Technology	**Year-End Report** **Supporting Documentation**	**Year-End Report** **Supporting Documentation**
Institutional Effectiveness and Innovation (Planning and Research)	**Year-End Report** **Supporting Documentation**	**Year-End Report** **Supporting Documentation**

The College's institutional effectiveness model requires each academic and student support service unit outcome assessment plan to formulate action plans using assessment results. The College provides evidence that action plans for each outcome were implemented, analyzed, and improvements were made where possible. Therefore, WCC is in compliance with Comprehensive Standard 3.3.1.2.

Sources

- Approved Planning Objectives 2014
- Business Office - 2013-14
- Business Office - 2014-15
- Business Office 2013-14 Supporting Documentation
- Business Office 2014-15 Supporting Documentation
- Campus Information Services - 2013-14
- Campus Information Services - 2014-15
- Campus Information Services 2013-14 Supporting Documentation
- Campus Information Services 2014-15 Supporting Documentation
- Campus Police and Security - 2013-14
- Campus Police and Security - 2014-15
- Campus Police and Security 2013-14 Supporting Documentation
- Campus Police and Security 2014-15 Supporting Documentation
- Educational Support Technologies - 2013-14
- Educational Support Technologies - 2014-15
- Educational Support Technologies 2013-14 Supporting Documentation
- Educational Support Technologies 2014-15 Supporting Documentation
- Facility Operations - 2013-14
- Facility Operations - 2014-15

- Facility Operations 2013-14 Supporting Documentation
- Facility Operations 2014-15 Supporting Documentation
- Human Resources - 2013-14
- Human Resources - 2014-15
- Human Resources 2013-14 Supporting Documentation
- Human Resources 2014-15 Supporting Documentation
- Information Technology - 2013-14
- Information Technology - 2014-15
- Information Technology 2013-14 Supporting Documentation
- Information Technology 2014-15 Supporting Documentation
- Planning and Research - 2013-14
- Planning and Research - 2014-15
- Planning and Research 2013-14 Supporting Documentation
- Planning and Research 2014-15 Supporting Documentation
- Planning Objectives 2013-14
- Purchase Order
- Satisfaction Survey Data
- Survey Instrument

3.3.1.3

Institutional Effectiveness: Academic and Student Support Services
Academic and student support services

Non-Compliance

The institution's institutional effectiveness model requires that each of its academic and student support services document service unit outcomes. There is a process for establishing outcomes, assessing the extent to which each unit meets its outcomes, and documenting action plans for continuous improvement. Academic and student support services outcomes assessment is aligned with the college's strategic planning cycle and outcomes assessment occurs in a three year cycle. The college defined all academic and student support service units and provided evidence that each unit has defined outcomes. Most units used student satisfaction and employee satisfaction surveys as the single assessment method for assessing goal achievement. The institution might consider using multiple measures to yield more useful data.

The college's institutional effectiveness model requires each academic and student support service unit outcome assessment plan to formulate action plans using assessment results. The college provided evidence that action plans were created for each outcome. However, the college did not provide evidence the action plans were implemented. There was insufficient evidence that the institution provides evidence of improvement based on analysis of the results in its academic and student support service units.

Judgment
☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Focused Report Response

Wayne Community College's Strategic Plan for Institutional Effectiveness requires Academic and Student Support Service units to perform an assessment of service unit outcomes. The off-site team noted that in the original narrative for 3.3.1.3, the majority of the support services/units used student and employee satisfaction surveys as the single method of assessing goal achievement. It was suggested that WCC consider using multiple measures to yield more useful data.   The college takes this suggestion seriously.   As evidenced in this focus report and in future assessment plans, the college has and will continue to use other measures to provide data related to outcomes assessment.   These measures include the use of institutional data such as enrollment reports/summaries, graduation reports, and FTE; student and employee utilization of services; focus groups; and tracking of such activities as professional development, change in efficiencies, and the impact of marketing strategies.

All academic and student service units complete outcome reports to include data collected and an overall assessment for each outcome. Strategies for outcome improvement are included as well as strategy results. A service unit may continue previous strategies or implement new strategies for outcome improvement. Outcomes that are determined to be completed may be replaced with a new outcome the following year, if necessary.

To demonstrate implementation of action plans, the Financial Aid Department's service unit outcome year-end reports for 2013-2014 and 2014-2015 are provided as examples.

As noted in the 2013-2014 Program Outcomes / Service Outcomes Year End Reporting Form provided below, the Financial Aid Department reported on Outcome #3 "to increase the number of financial aid applications received by the deadline." A baseline of 54% financial aid application received after the deadline was developed from data from the previous year. The standard of 20% and target of 10% were also determined. As indicated in the Strategies / Action Item chart, the Financial Aid Department developed strategies or action items to "send weekly email reminders to students to meet the deadlines and publish Financial Aid deadline dates on the WCC calendar and in the WCC Student Planner." The result of this action was that email reminders were sent to 3,631 students enrolled in the Spring 2014 term for completion of the application for the Fall 2014 term. In addition, the deadline dates were published in the WCC Calendar and in the WCC Student Planner. Evidence of implementation of the action plan is provided in the attached **email reminder**, **WCC Calendar**, and **WCC Student Planner**.

Assessment of the outcome showed that 11% of applications were received late for the 2014 Fall financial aid deadline. This rate exceeded the standard (20%) and was within 1% (or 36 applications) of meeting the target. Results were used in the department's decision to continue to use a variety of communication avenues with students, hopefully ensuring the completion of the financial aid application prior to the deadline. For the upcoming year (2014-2015), an additional strategy to mail postcards to students was proposed.

The 2013-2014 Program Outcome / Service Outcome Year-End Report is provided.

<div align="center">

Program / Service Outcomes
2013-2014 Program Outcome (PO) / Service Outcome (SO) Year End Reporting Form

</div>

Name of Program / Service: Financial Aid

Mission/Purpose Statement: The Wayne Community College Financial Aid Office will strive to educate and provide excellent customer service by guiding students through the various means of obtaining and maintaining financial assistance in an effort to help students achieve their educational goals.

Outcome #3: Increase the number of financial aid applications received by the deadline.

Baseline: 54% of applications received after the deadline (2013-14)
Standard: 20% of applications received after the deadline.
Target: 10% of applications received after the deadline.

Data / Results: Financial Aid Applications

Total Financial Aid Applications Received	9734
Received After Deadline	1106
Percentage After Deadline	11%

2013-2014 Strategies / Action Items:

Item #	Strategies / Action Items	Results
1	The Financial Aid Office will send weekly email reminders to students to meet the deadlines and publish FA dates on the WCC calendar and in the Student Planner.	The Financial Aid Office sent out weekly reminders to 3631 students enrolled in the spring 2014 term. Dates were published on the WCC calendar and in the Student Planner.

Assessment of Outcome #3:   The office will continue to use all avenues of communication to ensure that students are completing the Free Application for Federal Student Aid (FAFSA) before the deadline. Post deadline applications received decreased to 11% of total FA applications. This result is extremely close to the Outcome target and is a marked improvement over the baseline. A Financial Aid reminder as a strategy appears to be impacting the outcome and demonstrates progress. The office is pleased with the direction in which this initiative is headed and will continue reminder strategies to decrease the percentage of FA applications that are received late.

Assessment of Standard / Target: As a result of the data analysis, the target will remain the same.

New Strategies for Financial Aid - 2014-2015

2014-2015 Strategies / Action Items:

Item #	Strategies / Action Items	Assessment of Strategies
1	Mail postcards to current students listing deadlines.	Postcards will be mailed to current students enrolled in spring 2014 and summer 2014 semesters as a reminder about financial aid deadlines.

In the 2014-2015 Program / Service Outcome Year End Reporting Form below, the Financial Aid Department reported on the continued work of Outcome #3 to "increase the number of financial aid applications received after the deadline." The baseline, standard, and target remained the same as in the 2013-2014 report. The strategy or action item to mail postcards listing deadline dates to students was implemented with 4, 715 postcards mailed in addition to weekly email reminders. The attached **postcard reminder** is evidence that the action plan was implemented.

Assessment of the outcome showed that 30% of applications were late for the Fall 2015 deadline. The standard (20%) and target (10%) were not met. Although this rate of applications received after the deadline was less than the baseline (54%), the Financial Aid department noted that different communication strategies have varying effects. It was also noted that the College's decision to discontinue participation in the federal student loan program during Summer 2014 led students to pursue financial aid resulting in an increase in applications received after the deadline.

Using the results from 2013-2014 and 2014-2015, the Financial Aid department determined that it will implement additional strategies and action plans to include social media and texts in 2015-2016.

The 2014-2015 Program Outcome / Service Outcome Year-End Report is provided.

<div align="center">

Program / Service Outcomes
2014-2015 Program Outcome (PO) / Service Outcome (SO) Year End Reporting Form

</div>

Name of Program / Service: Financial Aid

Mission/Purpose Statement: The Wayne Community College Financial Aid Office will strive to educate and provide excellent customer service by guiding students through the various means of obtaining and maintaining financial assistance in an effort to help students achieve their educational goals.

Outcome #3: Increase the number of financial aid applications received by the deadline.

Baseline: 54% of applications received after the deadline (2013-14)
Standard: 20% of applications received after the deadline**.**
Target: 10% of applications received after the deadline.

Data / Results: Financial Aid Applications

	2013-14	2014-15
Total Financial Aid Applications Received	9734	9096
Received After Deadline	1106	2734
Percentage After Deadline	11%	30%

2014-2015 Strategies / Action Items:

Item #	Strategies / Action Items	Results
1	Mail postcards to current students listing deadlines.	The Financial Aid Office mailed 4715 postcards and sent weekly email reminders to students to remind of the FAFSA filing deadline.

Assessment of Outcome #3:   The Standard was not met for this Outcome. The percentage of FA applications received after the deadline was 30% of all FA applications. This is an increase over last year but still an improvement above the 54% baseline. While improvement strategies appear to working, the decision to discontinue the student loan program during the summer of 2014 led students to pursue financial aid resulting in an increase in applications received after the deadline. The Financial Aid department will continue to expand marketing strategies because of the success in the 2013-14 data.

Assessment of Standard / Target: As a result of the data analysis, the target will remain the same.

New Strategies for Financial Aid - 2015-2016

2015-2016 Strategies / Action Items:

Item #	Strategies / Action Items	Assessment of Strategies
1	Mail postcards, send email reminders, and utilize other avenues of communication (social media, text, correspondence) to encourage filing the financial aid application before the deadline.	100% of current students will be sent a postcard, email reminder, phone call and/or text as a reminder of the FA application deadline.

Academic and Student Service Unit annual outcome year-end reports are included as evidence that Wayne Community College's Academic and Student Services unit action plans for outcome improvement are implemented, results analyzed, and improvement strategies implemented.

To demonstrate implementation of action plans, the following service unit outcome reports for 2013-2014 and 2014-2015 are provided.

Service Unit	2013-14	2014-15
Admissions and Records	**Year-End Report** **Supporting Documentation**	**Year-End Report** **Supporting Documentation**
College Transfer Advising Center	**Year-End Report** **Supporting Documentation**	**Year-End Report** **Supporting Documentation**
Counseling Services	**Year-End Report** **Supporting Documentation**	**Year-End Report** **Supporting Documentation**
Distance Education	**Year-End Report** **Supporting Documentation**	**Year-End Report** **Supporting Documentation**
Financial Aid	**Year-End Report** **Supporting Documentation**	**Year-End Report** **Supporting Documentation**
Student Activities	**Year-End Report** **Supporting Documentation**	**Year-End Report** **Supporting Documentation**

The College's institutional effectiveness model requires each academic and student support service unit outcome assessment plan to formulate action plans using assessment results. The College provides evidence that action plans for each outcome were implemented, analyzed, and improvements were made where possible. Therefore, WCC is in compliance with Comprehensive Standard 3.3.1.3.

Sources

- Admissions and Records - 2013-14
- Admissions and Records - 2014-15
- Admissions and Records 2013-14 Supporting Documentation
- Admissions and Records 2014-15 Supporting Documentation
- College Transfer Advising Center - 2013-14
- College Transfer Advising Center - 2014-15
- College Transfer Advising Center 2013-14 Supporting Documentation
- College Transfer Advising Center 2014-15 Supporting Documentation
- Counseling Services - 2013-14
- Counseling Services - 2014-15
- Counseling Services 2013-14 Supporting Documentation
- Counseling Services 2014-15 Supporting Documentation
- Distance Education - 2013-14
- Distance Education - 2014-15
- Distance Education 2013-14 Supporting Documentation
- Distance Education 2014-15 Supporting Documentation
- Financial Aid - 2013-14
- Financial Aid - 2014 Calendars
- Financial Aid - 2014-15
- Financial Aid - Email Reminder
- Financial Aid - Postcard Reminder
- Financial Aid - Student Planner
- Financial Aid 2013-14 Supporting Documentation
- Financial Aid 2014-15 Supporting Documentation
- Student Activities - 2013-14
- Student Activities - 2014-15
- Student Activities 2013-14 Supporting Documentation
- Student Activities 2014-15 Supporting Documentation

3.3.1.5

Institutional Effectiveness: Community/Public Service

Community/public service within its mission, if appropriate

Non-Compliance

The institution identifies community/public service as a part of its mission. The institution identifies the Continuing Education Services Division as the unit that accomplishes this component of the mission. The Continuing Education Services Division is comprised on numerous service units. Each service unit has clearly stated outcomes. The institution provides assessment results for each outcome. The college's institutional effectiveness model states improvement tasks are identified and measured. Improvement tasks were identified based on the analysis of assessment results. However, the institution did not provide evidence that the improvement tasks have been implemented.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Focused Report Response

Wayne Community College's Strategic Plan for Institutional Effectiveness requires Community/Public Service units to perform an assessment of service unit outcomes. Multiple measures of assessment include data analysis, review of improvement strategies, and the implementation of improvement strategies for the following year.

All service units complete outcome reports to include data collected and an overall assessment for each outcome. Strategies for outcome improvement are included as well as strategy results. A service unit may continue previous strategies or implement new strategies for outcome improvement. Outcomes that are determined to be completed may be replaced with a new outcome the following year, if necessary.

To demonstrate implementation of action plans, the Public Safety Continuing Education Service unit outcome year-end reports for 2013 and 2014 are provided as examples.

As noted in the 2013 Program / Service Outcome Year End Report below, Wayne Community College's Public Safety Department of Continuing Education Services reported on Outcome #2 for 2013 to "increase course and program offerings through community partnerships." A baseline of 5 classes was determined by the previous year's offerings with a standard of 7 classes and a target of 10 classes. As indicated in the chart, the Public Safety Department developed strategies or action items to "increase new diverse classes and advanced specialized training courses offerings by 5% to enhance the interest in public safety training through a more effective marketing strategy". The result of this action plan was that 10 new diverse classes and advanced courses to public safety personnel (firefighters, EMT's, and law enforcement) were offered. This resulted in the Public Safety Program to exceed the Standard by 30%. As evidence that the action plans to increase new class offerings were implemented, the courses offered are highlighted in the **2013** and **2014** course offering lists and include Agricultural Machinery Rescue, Crisis Intervention Training, Meth Awareness, Tactical Survival, etc. The Assessment of Outcome #2 was that stronger community relationships were developed and positively impacted FTE and continued growth in diverse areas of public safety. The standard was exceeded by 30% and the target was met. The new standard and target for the upcoming year (2014) were proposed to remain the same. In addition, new strategies and action items for 2014 were proposed in the 2013 Year End Report to "increase marketing by electronic database notifications, flyers, etc. to local service agencies for fire, EMS, and law enforcement.

The 2013 Program Outcome/ Service Outcome Year End Reporting Form is provided for your review:

Program / Service Outcomes
2013 Program Outcome (PO) / Service Outcome (SO) Year End Reporting Form

Name of Program / Service: Occupational Extension – Public Safety (Fire/EMS/Law Enforcement)

Mission/Purpose Statement: Occupational Extension provides tailored education and training to enhance skills for lifelong learners in the diverse communities we serve.

Outcome #2: Increase course and program offerings through community partnerships.

Baseline: 5 Classes
Standard: 7 Classes
Target: 10 Classes

Data / Results:

2013 Strategies / Action Items:

Item #	Strategies / Action Items	Results
1	Increase new diverse classes and advanced specialized training course offerings by 5% in an effort to enhance the interest in public safety training through a more effective marketing strategy.	Public Safety has offered 10 new diverse classes and advanced courses to public safety personnel (firefighters, EMTs, and law enforcement) allowing the division to exceed the Standard by 30%. Courses Included: • Agricultural Machinery Rescue • Crisis Intervention Training • Decision Making – Company Officer • EMT Refresher • Stop Stick Training • Highway Scene Safety • Meth Awareness • SFST Training • Tactical Survival • Training Officer Responsibilities

Assessment of Outcome #2: Developing stronger community partnerships have an impact not only on the course offerings but the overall annualized FTE earned. Community partnerships also enhance opportunities for growth in diverse areas of public safety. The joint planning committee was developed from the resources of our community partnerships. The Standard was exceeded by 30% and the Target was met.

Assessment of Standard / Target: The standard and target will remain the same.

New Strategies for Public Safety-CE - 2014

2014 Strategies / Action Items:

Item #	Strategies / Action Items	Assessment of Strategies
1	Increase marketing by electronic database notifications, flyers, etc. to local service agencies for fire, EMS, and law enforcement.	Track the dissemination of marketing materials and the number of distributions that were delivered through electronic database, first class mail, newspaper, etc.

In the 2014 Program Outcome Year End Report below, the Public Safety Department reported on Program Outcome #2 for 2014 to "increase course and program offerings through community partnerships." This was a continuation of the previous year's outcome with a different strategy or action item to "increase marketing by electronic database notifications and flyers to local service agencies for fire, EMS, and law enforcement. " As evidence that the action plan to increase marketing was implemented, over 500 flyers for **Firefighting**, **Paramedic**, and **Basic Law Enforcement Training** were disseminated at recruiting events and courses were listed on the **WCC Public Safety Program Facebook page**, the **North Carolina Community College System Public Safety Training Calendar**, the **Office of the State Fire Marshall webpage**. In addition, email notifications of course offerings were delivered to the **North Carolina Department of Insurance** and **North Carolina Office of Emergency Medical Services**. The Assessment of 2014 Program Outcome #2 was that community partnerships were developed with the local agencies to develop their training needs and with the local high schools and that the standard of 10 class offerings was exceeded, however, the target of 12 classes was not met. The department proposed a new outcome for 2015 to "increase the number of students who earn a certification at the completion of a course or program."

The 2014 Program Outcome/ Service Outcome Year End Reporting Form is provided for your review:

<div align="center">

Program / Service Outcomes
2014 Program Outcome (PO) / Service Outcome (SO) Year End Reporting Form

</div>

Name of Program / Service: Occupational Extension – Public Safety (Fire/EMS/Law Enforcement)

Mission/Purpose Statement: Occupational Extension provides tailored education and training to enhance skills for lifelong learners in the diverse communities we serve.

Outcome #2: Increase course and program offerings through community partnerships.

Baseline: 5 Classes
Standard: 10 Classes
Target: 12 Classes

Data / Results:

2014 Strategies / Action Items:

Item #	Strategies / Action Items	Results
1	Increase marketing by electronic database notifications, flyers, etc. to local service agencies for fire, EMS, and law enforcement.	Increased marketing of courses by electronic database notifications through the NC Office of Emergency Services, NC Department of Insurance, NC Office of State Fire Marshal, and State Fire Marshal, and State Regional Calendar. Disseminated over 500 flyers during annual recruiting events, delivered 21 electronic email notifications to local service agencies for fire, EMB, and law enforcement.

Assessment of Outcome #2:   Community partnerships have been developed with the local agencies working together on a joint planning committee in the development of additional training needs. Additional community partnerships have been developed with the local high schools. Public Safety staff have developed several informational sessions for the multiple local high schools allowing students to have the opportunity to develop additional career choices. This has been effective strategy in meeting the Standard for increased class offerings. The standard was exceeded by 10% however the target was not met for 2014. The rating for this outcome has been consistent so the department feels this outcome should be revised for specificity. The new service unit outcome will be: *Increase the number of students who earn a certification at the completion of a course or program.*

Assessment of Standard / Target: Baseline, standard and target for the new service unit outcome will be established at the end of 2015.

New Strategies for Public Safety-CE - 2015

2015 Strategies / Action Items: New Service Unit Outcome

Item #	Strategies / Action Items	Assessment of Strategies
1	Develop a course/program that leads to a certification.	Courses/Programs leading to certification will be developed.

Additional complete Year-End Reports are also provided for the following programs:

Basic Skills Program

Public Safety

Wayne Business and Industry Center

The College's institutional effectiveness model requires each academic and student support service unit outcome assessment plan to formulate action plans using assessment results. The College provides evidence that action plans for each outcome were implemented, analyzed, and improvements were made, where possible. Therefore, WCC is in compliance with Comprehensive Standard 3.3.1.5.

Sources

2013 Course Listing
2014 Course Listing
Allied Health
Applied Technology
Basic Skills
BLET Flyer
EMS Course Notification
EMS Course Notification_NCOEMS-CIS_WayneCC
EMS Paramedic Flyer
Engineering and Codes_Fire Prevention Levell II Course_Wayne CC

- Facebook Course Notifications for Public Safety
- Firefighter Flyer
- Human Resource Development
- North Carolina Community College System Webpage_Public Safety Calendar
- Pre Course notification_NCOSFM_WayneCC
- Public Safety
- Special Programs
- Wayne Business and Industry Center
- Wayne CC_Public Safety Webpage-Schedule

3.4.6

Educational Programs: All: Practices for awarding credit

The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. **(Practices for awarding credit)**

Non-Compliance

The institution adheres to the North Carolina State Board of Community Colleges definition of a credit hour and publishes this definition in the College Procedures Manual and the General Catalog and Student Handbook. These guidelines, though consistent with USDOE guidance, do not address alternate course delivery formats i.e. online and hybrid. The institution's response to this standard does not explain the process used to determine equivalency of credit among all delivery modes.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Focused Report Response

Academic credit awarded for courses is controlled through the North Carolina Community College System **Combined Course Library**. The amount of credit, the level of credit, and the distribution of credit are published for all courses, regardless of format or mode of delivery, as part of the Combined Course Library. The amount of credit hours awarded is determined by North Carolina **State Board of Community Colleges Code (1G SBCCC 100.1 - Credit Hours)** and defines one semester hour of credit for each:

- 16 hours of classroom instruction
- 32 hours of experiential laboratory work
- 48 hours of faculty-directed laboratory work
- 48 hours of clinical practice in health programs
- 160 hours of work experience

This information is published in the **College Procedures Manual (05-0104)** and in the Wayne Community College **General Catalog and Student Handbook**, available in print and online.

Wayne Community College offers four-week, eight-week, ten-week, and 16-week courses delivered face-to-face, online, hybrid, and web-assisted as described in the **Curriculum Schedule of Courses**. A standard **syllabus template** is used for all curriculum courses regardless of delivery method or type of course. The College does not indicate the mode of delivery on **transcripts** nor is a distinction made in the amount of credit awarded by mode of delivery.

As defined in the North Carolina Community College System's **Curriculum Procedures Reference Manual**:
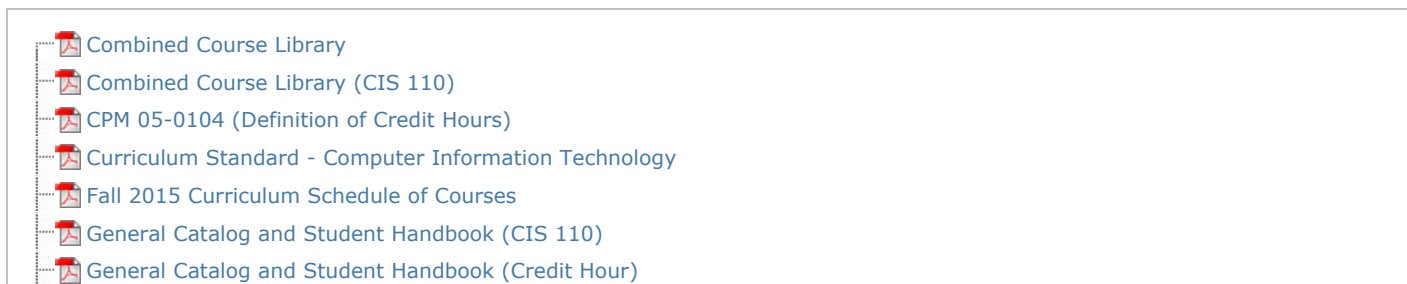
> **Semester Hour Credit (SHC)** – Credit assigned to a course that represents the contact in a normal 16-week semester, based on formulas for class, lab, work, and clinical methods of instruction.

At the state level, credit hours are assigned to a course without distinguishing between a traditional, online, or hybrid delivery method.

For example, CIS 110 – Introduction to Computers is a course required in the Computer Information Technology associate degree program. The statewide **Curriculum Standard for Computer Information Technology** shows CIS 110 as a three-semester hour credit course without distinction for method of delivery. The North Carolina Community College System **Combined Course Library course description for CIS 110** shows CIS 110 as a three-semester hour credit course without distinction for method of delivery. The Wayne Community College **General Catalog and Student Handbook course description for CIS 110** shows CIS 110 as a three-semester hour credit course without distinction for method of delivery. The Wayne Community College **Fall 2015 Curriculum Schedule of Courses** shows all sections of CIS 110 being offered as three-semester hours of credit – including traditional, internet, and hybrid methods of delivery.

Wayne Community College employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery, and is therefore in compliance with Comprehensive Standard 3.4.6.

Sources

- Combined Course Library
- Combined Course Library (CIS 110)
- CPM 05-0104 (Definition of Credit Hours)
- Curriculum Standard - Computer Information Technology
- Fall 2015 Curriculum Schedule of Courses
- General Catalog and Student Handbook (CIS 110)
- General Catalog and Student Handbook (Credit Hour)

- NCCCS Curriculum Procedures Reference Manual
- State Board of Community Colleges Code (1G SBCCC 100.1) - Definition Credit Hours
- Syllabus Template
- Transcript

3.4.8

Educational Programs: All: Noncredit to credit

The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience. **(Noncredit to credit)**

Non-Compliance

The institution responds to this standard in a similar fashion to how it responds to standard 3.4.4. Although the institution states that it "does not currently accept continuing education units (CEUs) for curriculum credit," it was not clear if the college whether the institution accepts other non-credit course-work for credit, such as military course work.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Focused Report Response

The institution awards credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience

Wayne Community College follows established procedures to ensure that academic integrity is maintained when awarding credit for course work taken on a noncredit basis. Academic credit is awarded only when there is sufficient documentation to demonstrate that a student has achieved all outcomes for a specific course in a program of study. WCC does not currently accept continuing education units (CEUs) for curriculum credit. However, as described in the original compliance certification, there are other opportunities for students to convert appropriate knowledge and experience to curriculum credit including **Credit by Examination, Advanced Placement (AP), College Level Examination Program (CLEP), Professional Certificates, High School Articulation, and Military Training.**

Military Training

Because of its proximity to Seymour Johnson Air Force Base, WCC is an institutional member of Servicemen's Opportunity Colleges (SOC). As a member of this group, the College uses **SOC guidelines** to award appropriate credit for military service. An example of the Military Training credit process is provided, including a **Community College of the Air Force transcript** showing completion of Basic Training and **awarding of physical education credit** on the Wayne Community College transcript.

Wayne Community College awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience. Therefore, Wayne Community College is in compliance with Comprehensive Standard 3.4.8.

Sources

> 📄 Community College of the Air Force Transcript
> 📄 Servicemen's Opportunity Colleges (SOC) Guidelines
> 📄 WCC Transcipt - Awarding of Physical Education Credit

3.7.1

Faculty: Faculty competence

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (See Commission guidelines "Faculty Credentials.") **(Faculty competence)**

Non-Compliance

The college's mission is training the area workforce. The criterion for selection of faculty members is clearly outlined in the Wayne Community College Procedures Manual 02-0108. Within these criteria is a procedure and form to use when a candidate may need to be approved for faculty status based on exception. These criteria are applied when hiring full and part-time faculty members. The institution also has clearly defined processes for requesting and approving a position for a faculty member, and hiring a faculty member as outlined in Wayne Community College Procedures Manual and Hiring Guide.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Focused Report Response

For each of the faculty members listed in the table below, the SACSCOC off-site committee found the academic qualification of the faculty member to be inadequately justified. The off-site committee's comments are written in red and can be found in the "NAME" column of the table. Each faculty member's transcript is linked and additional justification is presented in the table.

4.4

Program length

Program length is appropriate for each of the institution's educational programs. **(Program length)**

Non-Compliance

The college publishes the curricula for all 35 associates level degree program in its catalog. A review of the catalog shows that for all associates level degree programs all meet the minimum 60 semester hour credit hour requirement. Specific program standards inclusive of program length are set through the NCCCS Curriculum Procedures Reference Manual and Curriculum Standards. The NCCCS minimum for AAS degrees is 64 hours with a maximum of 76 hours. Diploma programs offered at the college all range from 37-47 hours (within the NCCCS minimum of 36 maximum of 48) and the certificates ranges from 12-18 hours.

The college has two programs that fall outside of the prescribed range for the System: Aviation Systems Technology and Basic Law Enforcement Training. The Aviation Systems Technology program is required by the FAA to contain 89 semester credit hours. The institution asserts that it has approval for this exception through State Board policy: 1D SBCCC 400.95 CURRICULUM PROGRAM APPROVALS AND TERMINATIONS. However, no explanation or documented exception was provided for the Basic Law Enforcement Training certificate program, which at 19 hours is 1 hour over the NCCCS maximum of 18 semester credit hours.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Focused Report Response

All of Wayne Community College's curriculum programs fall within the NCCCS guidelines for minimum semester hours with the exception of two programs approved by the State Board of Community Colleges (SBCC) to exceed the maximum standard hours for each program. The College's **Aviation Systems Technology**, an Associate in Applied Science degree program, is 89 credit hours which is set by the Federal Aviation Administration (FAA) curriculum guidelines as referenced in **SBCCC 1D 400.95(d)** based on **Federal Regulation 147.21**.

The College's **Basic Law Enforcement Training** Certificate program is 19 credit hours which is set by the North Carolina Department of Justice through North Carolina Administrative Code for requirement training hours as referenced in SBCCC 1D 400.95(d) based on North Carolina Administrative Code **12 NCAC 09B.0205**. These programs are approved by the State Board of Community Colleges (SBCC) to exceed the maximum standard hours for an Associate in Applied Science program and a certificate program.

The College provides evidence that program length is appropriate for each of the institution's educational programs and is therefore in compliance with Federal Requirement 4.4.

Sources

- Aviation Systems Technology (A60200) Curriculum Standard
- Basic Law Enforcement Training (C55120) Curriculum Standard
- FAA Federal Regulation Part 147 Aviation Maintenance Technician
- NC Administrative Code (12 NCAC 09b.0205) Basic Law Enforcement Training
- State Board of CC Code (1D SBCCC 400.95) - Curriculum Program Approvals and Terminations